



ST. JOHN'S UNIVERSITY

TESOL and Bilingual Education Handbook

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TESOL and Bilingual Education Faculty

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Research Interests: *Racism and bias in textbooks, the legal rights of English Language Students, educational law, multiculturalism, Students with Interrupted Education*

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Research Interests: *Teachers' beliefs related to the models and methods of multilingual instruction, the use of art and aesthetics within these programs, and the impact of educational initiatives on ENL/Bilingual teachers and their students*

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Professor of TESOL

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Research Interests: *First and second language acquisition; literacy development; and issues associated with English-based creoles and the teaching of dialect-different students within a "standard English" instructional context.*

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Research Interests: *Exemplary TESOL practices; program development and evaluation; language policy and law; programs for biliteracy and heritage language education; international education.*

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Research Interests: *critical applied linguistics, discourse analysis, positioning, and agency.*



List of Programs in TESOL and Bilingual Education

Program Title	Credits	What can I do with this degree?
Master's Degree in TESOL (PK–12)	33 Credits	ENL Teacher TESOL Coordinator Dual Language Teacher
Master's Degree: Dual Certification in TESOL and Special Education	39 credits	ENL Teacher Special Ed. Teacher Resource Room Dual Language Teacher
Master's Degree: Career Change Dual Certification: Childhood (1–6) and TESOL (PK–12) Program.	36 Credits	Childhood Ed. Teacher ENL teacher ENL Coordinator
TESOL Advanced Certificate Program	15 Credits	ENL Teacher Dual Language Teacher TESOL Coordinator Teacher of ESL abroad
Bilingual Education Extension	15 Credits	Bilingual Teacher Dual Language Teacher Bilingual Coordinator

General Requirements

Requirements for the Master's Degree

Minimum of 33 or more semester hours in appropriate graduate course work as noted in each program description. This coursework is planned under the direction of an assigned advisor

1. A minimum of a "B" (3.0) average in all course work.
2. Residency requirements are set according to the requirements of each individual Master's program.
3. Continuous enrollment and completion of all requirements within a five-year period.
4. For information on advanced and/or transfer credit, please consult the "Transfer Credits" section.
5. Passing a comprehensive exam, and the CST in ESOL is required.
6. Students who do not hold initial certification should apply to the Career Change Childhood Education and TESOL program.

Requirements for the Advanced Certificate

1. A Master's degree and initial teaching certification is required.
2. The number of transfer credits varies by program.
3. A minimum of a "B" (3.0) average in all course work.
4. Residency requirements are set according to individual needs
5. Continuous enrollment and completion of all requirements within a five-year period.
6. For information on advanced and/or transfer credit, please consult the "Academic Information" section.
7. For the Bilingual Extension, a Bachelor's degree and initial teacher certification are required, as well as fluency in the Bilingual language of instruction.

Degree Requirements

When an applicant has been accepted into a degree or diploma program, he/she is assigned an advisor. 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 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 filed 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.

New York State Certification and Licensure of Teachers

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/. In addition, students must request institutional endorsement at the end of their program.

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), for teachers requiring certification, and a Content Specialty Test in ESOL. Please see the New York State Department of Education website for the most up-to-date certification requirements.

Master's Degree in TESOL (PK–12)

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.

Curriculum:

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 (18 credits)

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. Comprehensive exams are to be taken during same semester as this course.

EDU 9015: The Structure of the English Language

Special Education Component (3credits)

EDU 9711: Educating and Accommodating the Needs of Individuals with Exceptionalities, K–12

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

This Master's Program requires the successful completion of a comprehensive examination in Teaching English to Speakers of Other Languages. This examination will be given during the last semester of the respective program course work provided that all core courses have been taken and passed, and with the approval of the student's advisor.

All TESOL students must have 12 credits of language other than English (or the equivalent) prior to seeking TESOL Certification. Students must take the CST in ESOL for certification.

Master's Degree in TESOL and Special Education

The M.S.Ed in Special Education *and* Teaching English to Speakers of Other Languages (TESOL) -- is a 39-credit program designed for candidates with an initial certification in childhood education. It leads to two additional certifications - certification in Teaching Students with Disabilities (Childhood) and Teaching English as a second Language (PK-12). The successful candidate will have *three* certifications: childhood education, special education and TESOL -- and will be quite marketable for teaching positions throughout the New York state area. Candidates will not only learn how to become successful in promoting the development of students with disabilities in regular and special education settings but internalize the cutting- edge practices required to teach English learners content and language while aligning curriculum goals to appropriate state and national standards.

All courses are offered online

Curriculum:

TESOL Sequence:

- 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 ELLs and Exceptional Learners
- EDU 9014: Practicum and Seminar in TESOL

Special Education Sequence:

- 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 9719 Principles of Applied Behavior Analysis and Positive Behavioral Supports, K–12
- EDU 9718 Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, Social Studies—Childhood
- EDU 9711 Education and Accommodating Needs of Individuals with Exceptionalities, K–12

- EDU 9702 Practicum in Special Education—Childhood (Final Semester) Prereq. EDU 7115 and all Special Education Coursework)

Technology:

- EDU 3280: Digital Literacy and Learning

This Master's Program requires the successful completion of a comprehensive examination in both Teaching English to Speakers of Other Languages and Special Education. These examinations will be given during the last semester of the respective program course work provided that all core courses have been taken and passed, and with the approval of the student's advisor.

All TESOL students must have 12 credits of language other than English (or the equivalent) prior to certification.

Career Change Certification: Childhood Education (1–6) and TESOL (PK–12) Program

This 36-credit program is intended for students seeking initial certification. Students admitted to the Career Change Childhood Education and TESOL master's program must complete 36 credits of coursework:

Core Childhood Education Courses (15 credits)

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

EDU 7195*: Teaching and Learning: Childhood

EDU 7115: Childhood Associate Teaching

OR

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

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 credits)

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 Core Childhood Education Courses (24 credits)

*Students may select between EDU 7195 (Teaching and Learning: Childhood) and EDU 9015 (The Structure of the English Language)

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.

All TESOL students must have 12 credits of language other than English (or the equivalent) prior to seeking TESOL Certification. Students must take the CST in ESOL for certification.

Please see your advisor for specific information

Advanced Certificate in TESOL or Bilingual Education

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 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

All TESOL students must complete 12 credits of language other than English (or the equivalent) prior to seeking TESOL Certification. Students must take the CST in ESOL for certification.

Bilingual Education Extension Program (15 credits)

Admission Requirements:

Candidates wishing to obtain the bilingual extension can add the 15-credit course work to their initial or professional teaching certificate programs.

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

Students must take the BEA (Bilingual Education Assessment) exam before certification.

International Student Admissions

International students are welcome to pursue study in the TESOL MS degree or the Career Change Program. The 33 credit Program provides a TESOL MS degree. The 39 credit “career change” program opens the door to possible employment as a public-school teacher in New York, and provides two teaching certifications: TESOL (K-12) and Childhood (N-6). There are conditions that affect the possibility of obtaining certification and work in a public school.

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 completing the 39 credit program with international credentials who wish to teach in New York State *public* schools will need to satisfy NYSED regulations, and the requirements for entry into the initial TESOL Master’s Degree program, including passing the appropriate New York State certification examinations. Students must also consult with International Students and Scholar Services Office, and obtain Fingerprint Clearance

Additionally, all students must meet with the Director of Field Experience to discuss and agree upon a timetable for completion of New York State Teacher Certification Exams, 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 a teaching position in the desired area is secured.

Please see your advisor for specific information

TESOL/Bilingual Scholarships

ITI Scholarship: Intensive Teaching Institute for Pupil Personnel Providers

The Advanced Certificate in Bilingual Education will provide PPS personnel, such as guidance counselors, school psychologists and school social workers, with the cutting -edge tools needed to support English learners in their classrooms throughout New York State. Candidates will learn the strategies behind current approaches used to teach English learners as well as the psychology and sociology that establishes the foundation for Bilingual Education. Courses on literacy in the home language and content area instruction for second language learners will assist Pupil Personnel providers with the essential background knowledge needed to ensure their students are successful throughout their school careers. Upon graduation from the program, completers will be equipped to provide services as Bilingual Pupil Personnel providers in their respective fields.

This program is also offered online.

Candidates must first apply for and obtain tuition assistance approval from the NYSED BOCES Office of the Intensive Teacher Institute (ITI) before applying to one of St. John's School of Education ITI Programs. Please apply to this website first <https://www.esboces.org/Page/382>

Upon acceptance, follow the directions below for applying directly to St. John's University.

Note that admission into a St. John's ITI Program does not ensure tuition assistance unless and until NYS BOCES ITI funding approval has been secured in writing by the applicant. Also, note that BOCES ITI approval does not automatically guarantee admission into a School of Education ITI program.

Admissions Requirement:

1. A master's degree
2. Official transcripts showing a B (3.0 GPA) or better average
3. New York State teacher certification in Counseling, Social Work, or School Psychology
4. Proficiency in a second language
5. [Completed application](#)
6. Application Fee
7. Essay/Statement of Goals
8. Two letters of recommendation
9. Initial acceptance by ITI/BOCES

Curriculum:

Foundations (15 credits)

- EDU 9001: Foundations of Bilingual, Multicultural and Second Language Education
- EDU 9006: Human Development in Cross-Curricular Perspective

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- EDU 9012: Methods of Language and Academic Assessment for English Language and Exceptional Learners
- EDU 6122: Orientation Counseling

OR

- EDU 9002: Psychology and Sociology of Language and Bilingualism
- EDU 6530: Multicultural Counseling

ITI Scholarship: Intensive Teaching Institute for Special Education -Certified Teachers

The Intensive Teaching Institute (ITI) in Bilingual Education, 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, provides partial tuition assistance for special education- certified public school teachers currently working with substantial populations of English learners. This scholarship will provide tuition assistance for eligible candidates leading to certification in TESOL or Bilingual Education. 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. All classes are offered online.

Interested certified public school teachers of special education must first apply for and obtain tuition assistance approval from the NYSED BOCES Office of the Intensive Teacher Institute (ITI) before applying to one of St. John's School of Education ITI Programs by using this link:

<https://www.esbores.org/Page/382>

After receiving acceptance by ITI, please apply to St. John's University by following the directions below.

Note that admission into a St. John's ITI Program does not ensure tuition assistance unless and until NYS BOCES ITI funding approval has been secured in writing by the applicant.

Admissions Requirements:

- A master's degree
- Official transcripts showing a B (3.0 GPA) or better average
- New York State teacher certification in Special Education
- Proficiency in a second language- for Bilingual candidates
- [Completed application](#)
- Application Fee
- Essay/Statement of Goals
- Two letters of recommendation
- Initial acceptance by ITI/BOCES

Curriculum: (15 credits)

- EDU 9001: Foundations of Bilingual and Second Language Education
- EDU 9002: Psychology and Sociology of Language and Bilingualism
- EDU 9003: Literacy Development for First and Second Language Learners (for TESOL candidates) or EDU 9005 Teaching English to Speakers of Other Languages and Dual Language Instruction (for Bilingual candidates)
- EDU 9004: Content Area Instruction for Linguistically/Culturally Diverse Learners (for TESOL candidates) or EDU 9009: Teaching Strategies in the ESL and Bilingual Classroom: Science, Mathematics and Social Studies (for Bilingual candidates)
- EDU 9012: Methods of Language and Academic Assessment for ELLs and Exceptional Learners

CR-ITI Scholarship Project for Advanced Certificate in TESOL or Bilingual Extension for NYC teachers

The Clinically Reach Institute - CR-ITI Teaching (ITI) in TESOL and Bilingual Education, 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, provides partial tuition assistance for certain certified NYC public school teachers currently working with substantial populations of English learners. 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.

Admissions Requirements:

- Currently working as a Teacher in a NYC public school
- Bilingual candidates: fluency in a language other than English
- GPA of at least 3.0
- Two letters of recommendation
- Statement of Goals
- Completed application
- Initial Teaching Certification
- Master's Degree in Education

Accepted application by St. John's University CR-ITI program signed by the candidate's principal

Curriculum for Advanced Certificate in TESOL

- 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 or EDU
- EDU 9010: Linguistics for Teachers of English Language (ELL) and Exceptional Learners
- EDU 9012: Methods of Language and Academic Assessment for ELLs and Exceptional Learners

Curriculum for Bilingual Extension

- EDU 9002: Psychology and Sociology of Language and Bilingualism
- EDU 9005 Teaching English to Speakers of Other Languages and Dual Language Instruction
- 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 ELLs and Exceptional Learners

How to Complete Deficiencies

According to New York State guidelines, students seeking initial teaching Certification in Education are evaluated for deficiencies. There are several options available to complete your credit deficiencies. Students may complete courses at community colleges or other accredited colleges for credit, through the CLEP exam, or StraighterLine.com Online Courses.

Each CLEP exam is worth 3 college credits. There are CLEP exams offered in most of the major areas of study, such as Science, Math, English, History, Languages, etc. You can only complete up to 12 deficiency credits via the CLEP exam. A passing score on the CLEP exam is considered a 51 and above. See link for the CLEP exam: <https://clep.collegeboard.org/>

Another affordable option is to complete your deficiencies through a self-paced online course on StraighterLine. StraighterLine offers courses in most major areas of study - Science, Math, History, Sociology, Languages, English, etc. There is no limit on how many StraighterLine courses you can complete for deficiency credit. Check deficiency evaluation for the necessary grade you must receive for your deficiency credit (e.g., usually a passing grade is a C or above). See the link for StraighterLine: <https://www.straighterline.com/online-college-courses/>

Since undergraduate credit deficiencies are NYS certification requirements, this coursework is not considered transfer credits, but documentation that you have earned credits towards requirements for state certification.

If you request the ACE credit transcript upon completion we cannot evaluate any other document from Straighterline.

You must be able to receive college credit for the course and/or exam to count toward your deficiency. In addition, you cannot complete courses already on your transcript. For example, if you took Calculus in college and you have a 3 credit math deficiency, you cannot take the Calculus CLEP exam or the Calculus StraighterLine course. Deficiency credits must be different than those already on your transcript. Check with your advisor to come up with a plan to address your deficiencies or if you have any clarifying questions.

After you have completed your deficiencies send the exam scores or course transcript to Assistant Dean, Steve Neier at neiers@stjohns.edu and make sure to also cc your advisor.

Professional Behaviors and Dispositions

As a student at St. John's University, you are expected to demonstrate professionalism in the areas of collaboration, honesty, integrity, respect, professional behavior and responsibility, and commitment to learning. Your advisor will ask you to sign the Assessment of Professional Responsibilities. The St. John's University Student Handbook can be accessed via this link: <https://www.stjohns.edu/about/leadership-and-administration/administrative-offices/office-provost/division-student-affairs/student-handbook> The handbook contains the Academic Honor Pledge, Student Conduct Code and information on Academic Regulations. It is the student's responsibility to be familiar with and abide by these guidelines. These documents are also contained in this Handbook.

Advisement

The Coordinator of Programs in TESOL and Bilingual Education, Dr. Audrey Figueroa Murphy, will connect you with your advisor, who will help you to plan your coursework. You will meet with your advisor just before, or during, the registration period for the upcoming semester. Your advisor will complete the advisement checklist with you during each advisement meeting.

Please note that you are expected to register for the classes that you and your advisor discuss, so as to make sure that you are taking courses in an appropriate and timely order.

Due to the challenging nature of the coursework in our graduate programs, our Department recommends that students do not take 12 credits during a semester when they also have a full-time job. Opting to do so is your choice, that you should make with full awareness of the challenging nature of such a course-load/workload. Most students take 9 course credits during the semester.

Students should follow the academic calendar each semester and note the days for add/drop or official withdrawal by going to: <https://www.stjohns.edu/academics/academic-resources/academic-calendar>. If you do not register for courses in a timely manner you will be charged a late registration fee.

TESOL and Bilingual Education Requirements for Program Completion

In addition to the general policies of the University set forth in the Graduate bulletin (<https://www.stjohns.edu/academics/academic-resources/bulletins/graduate-bulletin>), students are responsible for becoming knowledgeable about New York State Certification requirements and regulations for teachers, New York State license requirements, adhering to the academic calendar, and for meeting all of the requirements of their respective academic programs.

1. All students must maintain matriculation once accepted for and actively engaged in a degree program in The School of Education at St. John's University. Matriculation must be maintained; continuous enrollment from date of matriculation until the degree is awarded is mandatory for students enrolled in degree programs.
 - a. Students not enrolled in course work must maintain their active status each semester by enrolling in MAINTAINING MATRICULATION at the scheduled registration period.
 - b. Those who do not satisfy 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 maintaining matriculation fees for two semesters.
2. You are expected to register for the classes that you and your advisor discuss during advisement meetings.
3. In order to complete your degree, you must
 - a. Achieve an average grade of B across all courses required for your program. It is the student's responsibility to alert the advisor if the overall grade from a semester is below B so that the advisor can follow up adequately
 - b. Pass the comprehensive exam for the Master's program
 - c. Complete Practicum (MS TESOL)
 - d. Complete Student Teaching and Practicum (MS TESOL & Childhood)

Attendance Policy

It is important that all students maintain regular attendance in all their classes.

1. If you are going to miss a class, you should notify the instructor as soon as possible. If your absence is related to a work event or illness, please save your documentation.
 - a. The instructor might ask you to do an alternate assignment in lieu of a missed class. Generally, you should complete and submit the alternate assignment by the start of the following class. However, under extenuating circumstances, you may email the instructor to determine if an extension is permissible.
 - b. If you accumulate two absences, you will receive an email informing you that a third absence will require an in-person meeting with the instructor to discuss your continued absence and the impact of missed class participation on your grade.
 - c. If you accumulate three absences, you will be required to meet with the instructor to discuss reasons for your absence. The instructor will consult with the Coordinator of the Programs in TESOL and/or the Department Chair to discuss the missed absences and perhaps the possibility of giving you an UW.
2. Lateness/Leaving early: Please make every effort to arrive on time (even if that means allowing extra time for travel, in case of subway/traffic problems) and to stay for the entirety of each class meeting.
 - a. If you are going to be late/leave early for a class session, you must document your situation to the instructor.
 - b. It is at the instructor's discretion to decide if an alternate assignment is needed.

Note: The above is the general expectation set in most of our classes, although it might differ depending on the course. Therefore, for each class, students should read and follow the syllabus and attendance requirements set for that specific course

Grading Policy

Grade Scale:

94 and above: A

90-93.9: A-

85-89.9: B+

80-84.9: B

75-79.9: B-

70-74.9: C+

65-69.9: C

65 or below: F

INC	Incomplete	0
ABF	Absent/Failure	0
WD	Withdrawal	0
P	Passing	0
AU	Audit	0
UW	Unofficial Withdrawal	0

The instructor reserves the right to change course requirements or the course schedule as deemed necessary. The final grade and its determination (based on completion of all requirements) is the decision of the instructor.

All assignments are due on the specified due date. Once the instructor ‘closes’ an assignment, no submissions will be accepted, and the assignment will be considered ‘missed.’”

Any requests for extensions on assignments must be made by sending the instructor an e-mail using SJU e- mail at least 24 hours prior to the deadline for the extension to be granted. It is the discretion of the instructor to grant an extension; overdue assignments will negatively impact your grade.

A grade of F (failing) is awarded to a student who completes the course but fails to achieve the course objectives. For example, a student who attends a course the entire semester but fails to meet

the preset criteria for success or fulfill course requirements (does not submit required term papers or portfolios, etc.) is eligible to receive an F.

A UW (Unofficial Withdrawal) is intended for students in cases in which there is insufficient basis to determine an earned grade. For example, a professor may consider submitting a grade of UW in a situation when a student who did not officially withdraw from the course fails to participate in course activities through the end of the semester. A student may not request a UW.

INCOMPLETE (INC). A grade of incomplete (INC) may be given, at the discretion of the instructor, if the student fails to submit a research paper or some equivalent research project. Students must request an Incomplete in writing. Students receiving an INC grade must submit all required materials no later than the deadline indicated in the Academic Calendar. If the INC is not removed within the time period, it will remain a permanent INC grade on the student's record. In some cases, it may be necessary for the student to repeat the course. The student must request in writing a grade of incomplete from the professor before the end of the semester.

Grade Appeals

A student who believes that s/he has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University policies. For assistance and/or guidance in the grade appeal process, students may contact the officer in the School of Education.

Requirements for Staying Matriculated in Program

- Maintain a 3.0 and demonstrate professional dispositions and behavior to remain matriculated and to graduate.
- Demonstrate professional dispositions and behaviors. In particular, violation of academic honesty might impact a student's standing in the program
- Meet with advisor if a student gets a course grade lower than a B-. Student will meet with his/her advisor to make a plan to understand the conditions for continuing in the program. If the GPA is below 3.0 at the time of graduation, students may need to take additional courses to bring up the GPA. A course completed cannot be repeated again unless it is a core course where a student had a previous F or UW grade.
- A student might apply for EDU 9925 and maintain matriculation for two semesters at the maximum while enrolled in the program. If a student is non attending for more than two semesters, he/she will have to re-apply for Admission.

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. As a non-matriculated student, you may take up to 12 credits, after which you must matriculate into a degree program. For courses to transfer into a degree program, you must have a B or higher grade for all your courses completed prior to matriculation.

Students are responsible for ensuring that all requirements have been met for graduation. Incompletes must be resolved, and ample time must be allowed for processing the change of grade forms. It is the candidate's responsibility to follow up to ensure that all paperwork is processed in time for the graduation. An email is sent out to graduating students from the Program toward the end of the graduating semester providing information about graduation and how to apply for the diploma. Advisors keep a Graduation checklist for each student to monitor progress toward completion. Students can request a copy to keep track of their progress on their own.

To graduate, all Master's Degree candidates are required to meet the following requirements:

- Maintain a 3.0 overall GPA and complete ALL coursework in your matriculated program
- Successfully complete Practicum
- Successfully pass the Comprehensive Exam in the last semester
- Maintain professional dispositions throughout the program attendance

Please note that having completed all the degree program requirements for the Master's degree, students can graduate from the Program even if there are pending certification requirements. Graduating from a Master's program differs from State Certification.

If you get an error message when you apply to participate in the May commencement exercise, you should contact the Program Coordinator. Your name might not have been added to the Graduation list and require a follow up.

Students who finish requirements of their Master's Degree program in Fall semester are awarded their degrees in Jan of the following year (and allowed to participate in May graduation); students who complete in the Spring may participate in May graduation. Students are allowed to participate in the May commencement exercises, with 3 credits pending at the end of Spring semester towards their program. In this case, students will need to fill a "Walker Form for Commencement Exercise" and submit to the Dean's office an approval form in order to participate in graduation. The date for degree conferral will be the following September.

Visit the following site for updated information on Commencement:
<https://www.stjohns.edu/academics/commencement>

Academic Honor Pledge

St. John's University is a diverse community of teachers and scholars committed to the principles of truth, love, respect, opportunity, excellence and service. Members of the St. John's University community strive to create an atmosphere that embodies the University's Vincentian mission.

Students and faculty commit themselves to the pursuit of wisdom and academic excellence while fostering a responsibility of serving others. As members of this community, students are expected to maintain the principles of compassion and the values of honesty and academic integrity.

In accordance with this policy, students acknowledge their commitment to the values and principles of the mission of St. John's University with the Academic [Honor Pledge](#), adopted in 2003 by the University Community and Student Government.

- 1) Scholastic dishonesty will not be tolerated. At the beginning of the semester in each Program class you will sign a statement acknowledging that you understand what plagiarism is and that all work submitted to the course is your original work.
- 2) If there is evidence of plagiarism (first incidence), your instructor will issue an initial warning. Then you will review plagiarism definition and examples and methods to avoid plagiarism with your instructor. You will also receive a "0" on the assignment.
- 3) If there is evidence of a second incidence of plagiarism of written work the instructor will report the incidence to the Program Coordinator. You may receive a failing grade for the course if plagiarism is documented. Please familiarize yourself on the University's Policy on Plagiarism (http://facpub.stjohns.edu/~layachia/2-Writing/Plagiarism_policy.htm)
- 4) All students are further expected to follow standards for professional qualities (See attachment on BB/Canvas for details). A concern can be filed by a faculty member based on the assessment provided for a student who is not adequately meeting the stated responsibilities.

Responses to all assignments must be originally worded and based on your individual work. All citation from text/readings/BB/Canvas must be accompanied by references and acknowledgment of original source(s).

Comprehensive Exam for Master's Degree Programs

A comprehensive exam must be taken and passed during the last semester of coursework for all Master's Degree programs provided that all core courses have been successfully completed and you have the approval of your advisor.

- The exam is presented while enrolled in EDU 9014 during your last semester of the program.
- You will receive an email letting you know the date of the exam (generally March of the Spring Semester, or October of the Fall Semester—but subject to change).
- Information for registering for the exam and making the payment of a fee of \$100 to the Bursar's office will be shared via an email prior to the exam date.
- Comprehensive exams are graded blind by the faculty in the TESOL Program. Each exam is graded by two faculty members. To pass the exam, both faculty members must give a passing score. If there is a discrepancy (e.g., one pass and one fail grade), a third faculty grades the exam for the final decision.

Resources and Contacts

Department of Education Specialties, Chair Secretary Sullivan Hall
Eileen Lewis
lewise@stjohns.edu
(718)-990-1563

Registrar's Office
Newman Hall, Room 102
1-888-9STJOHNS
718-990-2000
registrar@stjohns.edu

Office of Financial Aid
<https://www.stjohns.edu/admission/tuition-and-financial-aid>
(718)-990-2000
financialaid@stjohns.edu

Public Safety
ROTC Building/McDonald Center Goethals Avenue by Gate 6
718-990-6281
Main Command Center 718-990-5252
Queens Campus - Emergency Number Ext. 5252
Information Technology
718-990-5000

Office of Disability Services
<https://www.stjohns.edu/life-st-johns/health-and-wellness/disability-services> (718)-990-6867
disabilityservices@stjohns.edu

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, colleges are required to provide reasonable accommodations for documented disabilities. Such documentation should be on file at the Student Life Office. If students require such services, please see your instructor by the second class of the semester.

Center for Counseling and Consultation
Marillac Hall, Room 130 Tel: 718-990-6384
Fax: 718-990-2609

If you would like to report any issue relating to Title IX policies, please e-mail titleix@stjohns.edu.

Bias and Discrimination

Any verbal or physical action committed against or directed toward a person or property that is motivated, in whole or in part, by another person's actual or perceived status with respect to race, religion, color, national or ethnic origin, age, sex, gender, sexual orientation, marital status, citizenship status, disability, genetic information, status as a victim of domestic violence or status in the uniformed services of the United States, or other protected characteristic.

Our department is committed to awareness and sensitivity to minoritized members of society. Each student is expected to respect and understand the nature of racism and ways to overcome it.

Computing and Cyber Harassment

Using information and communication technologies (email, social media, the Internet) to intimidate and/or harass others.

Transfer Credits

Students can transfer no more than 6 graduate credits (B grade or better) from another accredited University. The courses transferred must match the content of the courses being substituted and be approved with prior permission from the advisor/Program coordinator. This is typically allowed after the student has completed at least 12 credits at St John's University, maintaining an average of B grade

Students must provide detailed course descriptions of courses from other institutions (as per the Graduate bulletin of the institution) and official transcript as proof of grade if the course is approved for transfer by the Program Coordinator. Students can contact their academic advisor and/or Program Coordinator for more detailed information regarding transfer of credits.

The Transfer of credit form must be completed and submitted to the Registrar by your advisor/Program Coordinator.

University Plagiarism Policies

The use of Computing Resources in violation of international and federal copyright laws is strictly prohibited. These federal laws provide to the author of an original work, whether that work is a video, a sound recording, software, or printed material, the exclusive rights to reproduce, adapt, publish, perform and display that work. Anyone other than the copyright holder is required to obtain the express permission of the copyright holder to use the work for any of these purposes.

The University's policy on Copyrighted Material: <https://www.stjohns.edu/computer-and-network-use-policy>.

One prohibited use of the University's computing resources is the use of the Internet to download and share copyrighted music and video in violation of copyright laws. In addition to violating University policy and the law, file-sharing programs that permit these activities also may impair the University's broadband system because their use causes a strain on the University's broadband capabilities and other network resources. For these reasons, the downloading, or making available for others to download, a copyrighted movie, television show or sound recording without permission of the copyright holder is a violation of University policy. In furtherance of this policy, the University has, and will continue, to create technologies to identify and disable access to file-sharing websites that facilitate the violation of applicable law and University policy. A listing of such sites will be published on MYSJU. In the event that you desire to legally download any file that may strain the University's broadband capabilities, please contact the Department of Information Technology to arrange for a time and place to do so.

Fair Use of Copyrighted Material

Creation of web pages and other materials for educational and research purposes may involve incorporation of original works of third parties (e.g., printed material, video and sound recordings, multimedia presentations, software) that are covered by copyright laws. Copyright owners are granted five exclusive rights by the copyright law: reproduction, adaptation, publication, performance and display.

These exclusive rights, however, are subject to the "Fair Use" doctrine. "Fair Use" is a privilege of persons other than the copyright owner to use the copyrighted material in a reasonable manner without his/her consent notwithstanding the monopoly granted to the owner by the copyright.

A finding of fair use is not easily determined. However, there are four nonexclusive statutory factors to be considered in determining whether a use is fair. They are:

The purpose and character of the use, including whether the use is for commercial purposes or for non-profit educational purposes.

The nature of the work, including whether the work is creative or informational and published or unpublished.

The amount used in relation to the work as a whole, considering both quantitative and qualitative substantiality. No quantification of use limits exists by statute.

The effect of the use on the potential market for or the value of the work. (The greater the effect on market or value, the less the likelihood that the use will be fair.)

Developers of web pages are especially cautioned to recognize that access to their pages by individuals from outside the University community may impact one or more of the above factors. Consistent with principles of fair use, authors are responsible for obtaining all permissions that may be necessary to incorporate works of third parties into their own work. The University rules governing attribution require that all users of University computing networks acknowledge any usage of ideas or materials produced by others by identifying the source and nature/extent of indebtedness.

Plagiarism and Academic Honesty

Academic Honesty

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes plagiarism.

Academic Integrity/Plagiarism

The St. John's Student Handbook contains the Academic Honor Code, Student Conduct Code and information on Academic Regulations. It is the student's responsibility to be familiar with and abide by these guidelines, which are found in Chapter 6

at <http://www.stjohns.edu/campus/handbook>.

Any student submitting a plagiarized paper, examination or class assignment will fail the course regardless of what percentage of the grade the assignment represents.

Plagiarism includes using another person's words or ideas without giving credit to that person. When you use someone else's words, you must put quotation marks around them and give the writer or speaker credit by revealing the source in a citation. Even if you revise or paraphrase the words of other people or just use their ideas, you still must give credit. Not giving due credit is stealing. Plagiarism constitutes theft, fraud and betrayal of values in an academic community devoted to advancement by merit.

Plagiarism includes but is not limited to:

1. Downloading a free research paper.
2. Buying a paper (in total or partially) from a commercial paper mill or any other source.
3. Copying an article from the web, an online database, books or journals as well as friends, or fraternity files.
4. Cutting and pasting to create a paper from several sources.
5. Misrepresenting the extent of a quote.

6. Not inserting quotes around borrowed text, even if the author's name is indicated
7. Faking a citation.
8. Not citing at all.
9. Reusing a paper, or part of a paper, already submitted in a course (including the current one), presented at a conference, or published, without proper acknowledgment and reference.
10. In addition to failing the course, any student who plagiarizes will be reported to the University and further actions will follow.
11. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. In all classes, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure of the course.
12. at the end.

St. John's in the News

In newly released rankings by [U.S. News & World Report](#), online programs in The School of Education at St. John's University were recognized among the Best 100 Online Programs (2020 edition). The Online Graduate Education Program was ranked #31 (up from #61 in 2019). This ranking places St. John's in the top 10 percent of online Education Master's Degree programs nationwide.

St. John's University's online degree programs are among more than 1,200 programs surveyed by U.S. News. Only regionally accredited institutions whose programs are offered mostly or entirely online were evaluated.

For the 2020 edition, U.S. News assessed more than 1,600 online degree programs—an all-time high. The rankings measure overall academic quality and are across varying disciplines. Also, U.S. News updated the methodology this year to give credit to schools that provide online help with course registration, admissions counseling, and building a résumé.

The School of Education offers four full M.S.Ed. programs that are available online through distance learning. The Department of Education Specialties offers a 33-credit degree program in Teaching Children with Disabilities in Childhood Education (Special Education), a 33-credit degree program in Teaching English to Speakers of Other Languages PK-12 (TESOL), and a Dual TESOL/Special Education Master's 39 credit degree. The Department of Administrative and Instructional Leadership offers a 34-credit program in School Building Leadership. Each program can lead to New York State certification and most states offer some form of reciprocity with New York through NC-SARA.

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