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Coordinator of Manhattan Programs

## Certification Officers

Elaine Bruno	Graduate
Rosemary Colvin	Undergraduate
Paul Pedota	Graduate
Susan Ragone, Staten Island	Graduate
Steven Rosenberg	Undergraduate

## Objectives

The School of Education has four major goals consistent with the mission and distinctive purposes of the University: (1) to prepare graduates who are competent in the subject matter they plan to teach; (2) to provide the pedagogical knowledge, understanding, and skills necessary for competent, caring, and qualified professionals; and (3) to have acquired a caring teaching skill as well as a basic professional knowledge of rights and responsibilities of teachers and the implications for productive relationships with other professional staff, students, parents, and community members; and (4) to provide leadership in K-12 schools, faculty and administration in higher 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, multi-ethnic 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.

## Organization and Administration

The School of Education consists of three departments. The Department of Administrative and Instructional Leadership offers programs in teacher education, curriculum and instruction and educational administration.

The Department of Human Services and Counseling offers programs in bilingual/multicultural education, counseling, literacy, and special education, and TESOL (Teaching English to Speakers of Other Languages).

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

## Affiliations

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, Childhood/Special Education 1-6 and Adolescent Education 7-12; Graduate degree and license in Adolescent Education, Childhood Education and Early Childhood Education; Teaching Literacy, B-6 and B-12; Special Education-Teaching Children with Disabilities-Childhood and TESOL; New York State Teaching Fellows in Childhood Education, Special Education and Mathematics.

## Student Responsibilities

In addition to the general policies of the University set forth in this bulletin, students are responsible for becoming knowledgeable about New York State Certification requirements and regulations, for adhering to the academic calendar and for meeting all of the requirements of their respective academic programs. In addition, each student must conform to the policies stated in the *Student Handbook* which may be found on-line.

## Classification of Students

### Matriculated Students

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

### Maintaining Matriculation

#### Master's Degree and Advanced Certificate

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

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

See program listings: Master's level (EDU 3925, 5925, 6925, 7925, or 9925) Advanced Certificate (EDU 5935, 6935, or 7935).  
*Fee: \$100 per semester.*

#### Doctoral Degrees

The School of Education offers three doctoral degree programs, the Ed.D. in Educational Administration and Supervision, the Ed.D. in Instructional Leadership, both in the Department of Administration and Instructional Leadership, and the Ph.D. in Literacy in the Department of Human Services and Counseling.

Before sitting for the comprehensive examination, students not registered for course work must enroll in appropriate MAINTAINING MATRICULATION during the scheduled registration period.

See program listings: EDU 5940, EDU 7940. *Fee: \$100 per semester.*

After successful completion of the comprehensive examination, students must enroll in Doctoral Research, either EDU 5990 or EDU 7990, or an approved supervised research alternative until the degree is awarded. Students who have not satisfied the continuous enrollment requirement for two or more semesters must: 1) apply for readmission; 2) be readmitted; 3) *meet the program requirements in effect at that time*; and 4) pay the appropriate fees for two semesters. *Fee: \$100 per semester.*

The doctoral program in literacy is offered to cohorts of students beginning in the fall semester of even numbered years (For students who have not completed a master's degree in literacy, or who do not hold certification as a

reading specialist, prerequisite courses in literacy may be completed prior to or concurrently with doctoral level courses with the permission of the doctoral faculty and the student's academic advisor). Students matriculate by enrolling in EDU 3281 in the fall semester of the first year of doctoral study. Students must be enrolled continuously from this point in doctoral level coursework and must complete the doctoral portfolio assessment requirement before being admitted to candidacy. Upon achieving doctoral candidacy, the student initiates a research study which will culminate the doctoral dissertation and oral defense. All requirements must be completed within eight years of the date of matriculation. All degree requirements must be completed no later than three years from the successful completion of the comprehensive examination requirement. When there is sufficiently serious reason, students may petition for an extension of one year at a time, not to exceed three additional years.

### Special Students

Only those students who meet all the school entrance requirements and who possess the necessary background are permitted to enroll in graduate courses. Special students must have the permission of the Divisional Chair and the Dean to register. Special students may only enroll for six credits of course work each semester for a maximum of 12 credits. If accepted for matriculation, the division determines which credits taken as a special student may apply toward the Master's program. In any case, no more than 12 credits completed as a special student may be credited toward a degree program. The professional diploma and doctorate programs do not permit non-matriculation status.

### Our Campuses

Students have great flexibility to choose the campus where you will take your courses to complete your degree program. Students may wish to take a few courses online, the remaining at the Queens, Manhattan, Staten Island, or Oakdale center, or opt to complete an entire degree online (depending on the program of study).

### Distance Learning/Online (DL)

Accredited by Middle States and the New York State Education Department, distance learning programs are equivalent with on-campus programs. Courses are taught by the same faculty who teach on-campus courses. Classes are small and actively engage students in asynchronous online collaboration with other students and communication with faculty members, so they are not isolated in their studies. They follow the same academic calendar as on-campus courses, and students have access to the vast electronic resources of the University library, academic and student services including student advising, counseling, and career services.

St. John's now makes it possible for students to earn their degrees without leaving their home or work. Several of our graduate degrees are available entirely online and designed for busy professionals balancing both work and family, and need the flexibility of non-campus based programs. Log-on to [www.stjohns.edu/distancelearning](http://www.stjohns.edu/distancelearning) for more details, or contact:

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### Queens (Q)

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

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### Staten Island (SI)

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

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### Manhattan (M)

Located in New York City's Financial District, the Manhattan campus is easily accessible by mass transit. If you are traveling by car, the campus's location on the West Side Highway makes it easy to reach whether you are driving from upstate, the city's other boroughs, Long Island, New Jersey, or any of the area's major airports. The campus is located on Murray Street, between Greenwich Street and West Street.

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### Oakdale (O)

Overlooking the Atlantic Ocean on Long Island's south shore, the Oakdale, NY, campus occupies 175-acres of broad lawns, tree-lined paths, and red-brick, Colonial-style buildings.

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### Programs of Study

*The campus at which a particular program is offered is indicated as follows: Distance Learning (DL), Manhattan (M), Oakdale Center (O), Queens (Q) and Staten Island (SI).*

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

Adolescent Education (Q)

- Biology 7–12
- English 7–12
- Mathematics 7–12
- Social Studies 7–12
- Spanish 7–12

Childhood Education (1–6) (Q, SI)

Childhood and Childhood Special Education

(Internship) (Q, SI, M)

Childhood Education and T.E.S.O.L. (Q)

Early Childhood Education (B–2) (Q)

Mental Health Counseling (Q, SI)

Teaching Children with Disabilities in  
Childhood (Q, DL)

School Counselor (Q, SI)

School Counselor with Bilingual Extension (Q)

Teaching English to Speakers of Other

Languages (T.E.S.O.L.) (Q)

Teaching Literacy B–6 (Q, SI, O)

Teaching Literacy 5–12 (Q, SI, O)

### New programs

Two M.S. in Ed. Certification programs are soon to be available. The 48 credit Career Change program in Childhood Education (1–6) and Literacy (Birth–Grade 6) is in review by the New York State Education Department. The 48 credit dual program in Literacy B–6 and Teaching Children with Disabilities-Childhood is being finalized. Both may be available in Fall 2008 at the Queens and Staten Island campuses. Selected courses are available online for these programs.

## Extension Programs

Bilingual Education (Q)  
Gifted and Talented

## Advanced Certificate Programs

Instructional Leadership (Q)  
School District Leadership (DL, M, Q)  
School Building/School District Leadership  
(Dual P.D.) (DL, M, Q)  
School Counselor (Q)  
School Counselor with Bilingual Extension (Q)

## Doctoral Degree Programs (Ed.D.), (Ph.D.)

Educational Administration and Supervision  
(Q, SI, O)  
Instructional Leadership (Q)  
Area of Interest:  
Administration  
Curriculum and Instruction  
Exceptional and Diverse Learners  
Higher Education  
Learning Styles  
Reading/Literacy  
Technology  
Literacy (Ph.D.) (Q)

## Academic Information

### Admission Requirements

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

Applications for admission for the Queens campus and for courses at Oakdale may be obtained from the Office of Graduate Admissions for The School of Education. All students who are interested in obtaining an application for the Staten Island campus should contact The School of Education.

Completed Ed.D doctoral applications, together with supporting credentials, must be filed by April 15 for the subsequent year.

The Ph.D. program in literacy operates on a cohort model. Submission of applications for each new cohort occurs during the spring semester of even numbered years. Applications should be submitted no later than April 15th. Course work begins the following fall semester.

### General Program Requirements

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

## Requirements for the Master's Degree

1. Minimum of 33 or more semester hours in appropriate graduate course work as noted in each program description. This course work is planned under the direction of an assigned advisor. Only six credits may be transferred from outside.
2. A minimum of a "B" (3.0) average in all course work.
3. Fulfillment of the residence requirement for which the student must complete 18 credits in a two-year period.
4. Continuous enrollment and completion of all requirements within a five-year period.
5. For information on advanced and/or transfer credit, please consult the "Academic Information" section.

## Requirements for the Advanced Certificate

1. A minimum of 30 to 33 credits beyond an appropriate master's degree. This course work is planned under the direction of an assigned advisor.
2. A minimum of a "B" (3.0) average in all course work.
3. Completion of a minimum of 24 program degree credits at St. John's University and fulfillment of the residence requirement for which the student must complete 18 credits in a two-year period.
4. Continuous enrollment and completion of all requirements within a five-year period.
5. For information on advanced and/or transfer credit, please consult the "Academic Information" section.

## Requirements for the Doctoral Degrees Ed.D Programs

### Department of Administrative and Instructional Leadership

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

1. A minimum of 90 semester hours beyond the baccalaureate degree in approved graduate course work planned under the direction of an assigned advisor. Fulfillment of a full-time residency requirement as specified in the Academic Regulations of the University and the completion of a minimum of 45 degree credits at St. John's University.
2. A minimum of a "B" (3.0) average in every course.
3. Successful completion of a comprehensive written examination is required for all doctoral candidates. This examination covers

intensively both the field of specialization and the general fields with which a doctoral candidate should be familiar. The student must make written application to take the comprehensive examination. Normally, this examination may not be taken earlier than the last semester of course work and must be taken within one year of the completion of all course work. Successful completion of this examination is a prerequisite for the submission of a topic for a doctoral dissertation. The division will review the student's application and records prior to the examination to determine eligibility to take the examination. In case of failure, one re-examination may be permitted upon the recommendation of the Department Chair and approval of the Dean.

4. Passage of Candidacy: A doctoral student acquires the status of "candidate" after he/she has successfully completed all course work, has taken and passed the doctoral comprehensive examination and has received approval of a dissertation proposal by the Faculty Committee and the Dean.
5. Continuous enrollment and completion of all requirements within eight years. All degree requirements must also be completed no later than three years after the successful completion of the comprehensive examination.
6. Enrollment in Doctoral Research is mandatory until the degree is awarded. Students who have passed the doctoral comprehensive examination and completed all course work requirements must register for Doctoral Research (EDU 5990 or 7990) for three credits for each semester until graduation.
7. An approved dissertation presenting evidence of a substantial contribution to existing knowledge as a result of personal research and its oral defense.

The doctoral courses and doctoral degree in the Department of Administrative and Instructional Leadership require matriculation for participation. NO ONE will be allowed to take any doctoral course work as a non-matriculated student.

Each student selects a faculty mentor who serves as the student's advisor throughout the dissertation process. The student and his/her mentor will request the appointment of a dissertation research committee. This committee, composed of the mentor and a minimum of two committee members, will have primary responsibility for guiding the student in the preparation of his/her dissertation.

### Ph.D. – Department of Human Services and Counseling

The program is grounded in the study of theory, of the nature of at-risk and diverse populations, and of sophisticated research methodologies. The study of theory will encompass various and diverse models of literacy acquisition and the nature and complexity of the essential components of reading (i.e., phonemic awareness, phonics, comprehension, fluency, vocab-

ulary, and the writing process interactions with differing populations). The study of at-risk and diverse populations will occur throughout doctoral level coursework, such as in the literacy coursework, through the elective offerings, and within the research course offerings as candidates study design and method within both qualitative and quantitative research reports.

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

1. The curriculum is offered in two tracks. One track serves those candidates who have completed a master's level program in literacy (or reading) or who have earned literacy certification in New York State through other degree programs. This track requires a minimum of 42 semester hours of doctoral-level course work completed at St. John's University (approximately 75 graduate credits in the cognate/professional and doctoral domains beyond the baccalaureate). Continuous enrollment must be maintained and enrollment in a minimum of three semester hours of dissertation credits is required after the Dissertation Seminar until the study is completed and presented.

Track two serves those candidates who have completed a master's level program in another educational field but who lack the prerequisite literacy foundational knowledge as stipulated in the standards of the International Reading Association. These students complete a minimum of 42 semester hours of doctoral course work (approximately 75 graduate credits in the cognate/professional and doctoral domains beyond the baccalaureate). Up to 24 credits in literacy foundations may be required depending on faculty review of transcripts (the option for New York state certification may be considered).

2. A minimum of a "B" (3.0) average is required in all but one course to maintain academic status.
3. Successful completion of the digital portfolio annual review for three consecutive years allows the student to present the Dissertation Proposal to the faculty. At this point the student should have begun formation of a committee.
4. Passage of Candidacy. A doctoral student requires a status of Candidate after s/he has successfully completed all coursework, has successfully completed three years of Digital Portfolio Reviews, and has received the approval of the dissertation proposal by the faculty committee, the IRB, and the Dean. At this point each student has selected a faculty mentor who serves as the student's advisor through the dissertation process.

The student and his/her mentor request the appointment of a dissertation research committee. This committee, composed of the mentor and from two to five committee members will have primary responsibility to guide the student in the preparation of the dissertation.

5. All degree requirements must also be completed no later than three years after the final Digital Portfolio Review.
6. Enrollment in doctoral research (EDU 3292) is mandatory until the degree is awarded. Students must register for three credits for each semester until graduation.
7. An approved dissertation offering a substantial contribution to the professional literature and to existing knowledge is accomplished as a result of the student's personal research.
8. A successful oral defense of the dissertation generally results in its approval by the faculty. At this point final corrections are made and the dissertation is prepared for printing. The student files application for graduation.

### Advisement and Statement of Degree Requirements

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

### 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. Satisfactory progress is divided into two categories:

A. Nonprobationary: All students who maintain at least a 3.0 cumulative quality point index.

B. Probationary: All students whose cumulative quality point index is below 3.0, but who in the judgment of the Dean are considered to be making acceptable progress toward a 3.0 cumulative quality point index and are permitted to continue on a matriculated basis.

### Attendance Policy

Regular and prompt attendance is expected of all students.

There will be no penalty for absence from class considered in itself. However, 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. Ignorance of such tests and assignments is no excuse for failure to satisfy requirements at specified due dates.

Individual faculty members have discretionary power to determine whether a student who missed an announced test is to be given a makeup examination. This is not to include final examination.

### Incomplete "IN" Grades

Students receiving an "IN" grade must adhere to the following deadline dates for removal of same:

- a) To remove "IN" grades received during a fall semester, the student must submit all required materials on or before April 1 of the following semester.
- b) To remove "IN" grades received during a spring semester or summer session, the student must submit all required materials on or before December 1 of the following semester.
- c) Students carrying "IN" grades in required courses who plan to graduate at the fall commencement must submit all required materials on or before August 14.

### Full-Time Study

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

### Residence

Each student pursuing the master's degree or Professional Diploma must complete 18 semester hours in a two-year period.

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

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

fulfill the residence requirement, find it necessary to enroll in course work beyond the minimums listed for the degree.

Doctoral students must submit a Statement of Residence in the first semester of study specifying the manner in which the full-time residence requirement will be fulfilled. This statement must be approved by the Advisor and Department Chair.

### **Comprehensive Examination Requirements**

Students in the Department of Early Childhood, Childhood and Adolescent Education are required to complete a thesis/project as part of their program.\* All other master's students and all doctoral students must take and pass a comprehensive examination requirement. Normally, this examination **MAY NOT BE TAKEN EARLIER THAN** the last semester of course work. For counseling 48 or 42 credit programs, the exam may be taken in the last semester of course work with the completion of at least 36 credits at time of application. The Ph.D. program in Literacy satisfies the comprehensive examination requirement through portfolio assessment. This examination requirement **MUST BE SATISFIED WITHIN ONE YEAR** of the completion of all course work. Students must apply for and receive permission to take the comprehensive examination in accordance with the Graduate Academic Calendar.

Students must apply for and receive permission to take the comprehensive examination in accordance with the Graduate Academic Calendar.

*\*School Building Leadership has no comprehensive examination.*

### **New York State Certification and New York City Licensure of Teachers and Administrators**

The School of Education offers professional preparation programs that meet the requirements for institutional endorsement for New York State certification in teaching, counseling and administration. Students are expected to assume responsibility for ascertaining their eligibility for certification and/or licensure, and are urged to confer with their advisors early in their programs to ascertain their status, since completion of the degree or diploma does not mean automatic fulfillment of New York State certification and New York City licensure requirements. Students who complete all program requirements and wish to secure institutional endorsement for certification must request such action by completing the appropriate application forms and submitting them to the Dean's Office.

Effective September 2, 1993, the New York State Education Department requires passing scores on the NYSTCE, Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W) and Content Specialty Test (CST) for Elementary and Secondary *initial* certification; other areas of certification will be phased in at the discretion of the State Education Department. Additional testing is required for professional certification.

New York State is revising the requirements for certification of Administrators. There are now two separate certifications for building-level and district-level certification. School Building Leader Certification (SBL) replaces what was formerly called SAS certification. The School District Leader Certification (SDL) replaces the certification formerly called SDA. Both certifications will require a separate New York State Certification Examination. Each exam will require a fee paid to New York State and a passing score is required for certification. The New York State regulations are in transition. Please see the online graduate bulletin for the most up-to-date SBL and SDL certification requirements.

Further, students are advised that the existing New York State Certification requirements for teaching, counseling and administration mandate that applicants furnish evidence that they have completed the New York State approved module on the identification and reporting of child abuse and maltreatment and violence prevention.

### **Instructional Materials Center**

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

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

## **Department of Administrative and Instructional Leadership**

**(Distance Learning, Manhattan, Oakdale, Queens, Staten Island)\***

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

The programs of study offered in Administration include the School Building Leader Master's Advanced Certificate, the Dual Advanced Certificate (SBL/SDL), and the Doctoral Degree in Administration and Supervision. In Instructional Leadership an Advanced Certificate and a Doctoral Degree are offered.

In accordance with new New York State regulations, St. John's University's Department of Administrative and Instructional Leadership in The School of Education has revised the SBL Master's Degree and the SDL Advanced Certificate. These programs were re-certified by New York State and initiated, at St. John's University, September 1st, 2004.

There are new admission, coursework, and program requirements for both these programs. The SBL Master's degree, the SDL Advanced Certificate and the SBL/SDL Dual Advanced Certificate are offered through Distance Learning as well as in the traditional classroom setting. These programs can be fulfilled completely or partially online and are fully accredited by New York State.

The Graduate School of Education offers an exceptional and diverse learners sequence that includes 12 credits in Educational Issues in Gifted/Talented. These courses assist teachers in securing the NYS DOE extension in the teaching of the gifted. These courses are offered through Distance Learning as well as in the traditional classroom setting. This extension to the teaching license can be secured with 12 credits in gifted education courses and a passing score on the Content Specialty Test.

*\*Courses offered toward Master's, PD, and Ed.D. degrees.*

## Administrative and Supervision Programs (EDU)

### Objectives

Programs offered lead to the Master of Science in Education degree, the Advanced Certificate and the Doctor of Education degree. The School Building Leader Master of Science program is designed to prepare students for New York State Certification as a School Building Leader (SBL). The School District Leader Advanced Certificate program is designed to prepare students for New York State Certification as a School District Leader (SDL). New York State has mandated exams for these certifications. Each student seeking SBL and/or SDL certification must take and pass the appropriate State exams in order to receive certification. These state exams are only required for students pursuing New York State certification. Like all NYS certification tests, there is a fee from New York State for this exam. For further information, students are advised to contact their academic advisor or the Department Chair. Please see the online graduate bulletin for the most up-to-date certificate requirements.

### Admission Requirements for Educational Administration and Supervision

#### School Building Leader Master of Science Program (DL, M, Q, SI, O)

Entry requirements for the new School Building Leader Master of Science Degree as well as the course requirements have been upgraded and revised in accordance with the new State School Building Leader Masters and consist of an 18 graduate credit core in School Administration, an Intensive 3 credit Internship and an additional 12 graduate credits in School Administration for a total of 34 graduate credits. Important note: The New York State Department of Education requires a students to have THREE years of teaching and/or pupil personnel services experience in order to be eligible for School Building Leadership.

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

The General Review and Exam Preparation is run as a student prep retreat and will be held on campus. This course will involve a review of all of the state objectives in preparation for the state comprehensive exams. Several professors will be involved in preparing the course and will be taught in a team teaching setting. On occasion, outstanding speakers will be invited

to lecture. Throughout this course, there will be opportunities presented to students to experience the wealth of cultural institutions and performances that New York has to offer, and will learn how to utilize these resources to benefit their schools and district. There will be many readings assigned to reinforce the state objectives as well as help in reviewing what each student has learned in the past semesters.

#### Option: Certification as a School Building Leader and Permanent Certification as a Teacher.

The student is required to complete an 18 graduate credit core in School Administration, an Intensive 3 credit Internship and an additional 12 credits in graduate education courses in the content core of the initial certificate or in a related content area or in pedagogy courses as prescribed by New York State for a total of 34 graduate credits and one credit General Review and Exam Preparation:

1. A baccalaureate degree from an accredited college or university.
2. Normally a "3.0 GPA" in the general average and in the major field.
3. A minimum of three years of successful teaching experience and/or pupil personnel services.
4. New York State Provisional or Initial Teaching Certification.

#### School District Leader Advanced Certificate Program (DL, Q, SI, O)

Entry requirements include:

1. A baccalaureate degree from an accredited college or university.
2. Normally a "3.5 GPA" in the general average and in the major field.
3. A minimum of three years of successful teaching experience, pupil personnel services, and/or school building leadership
4. New York State Permanent Teaching Certification.
5. A Master's Degree

Important note: The New York State Department of Education requires a students to have THREE years of teaching, pupil personnel services and/or school building leadership experience order to be eligible for School District Leadership.

The Advanced Certificate is the culmination of required work for the School District Administrator. Individual students must successfully complete 27 credits of course work. In addition the student must complete a 3 credit internship at the District Level. Upon completion of these 31 credits and 1 credit General Review and Exam Preparation, students with a Master's degree will meet the 60 credit requirement for District Level leadership. Thirty credits earned in the P.D. program may be applied toward the Ed.D. degree

The Advanced Certificate courses and advanced certificate program in the Department of Administrative and Instructional

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

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

Entry requirements include:

1. A baccalaureate degree from an accredited college or university
2. Masters degree (with a minimum GPA of 3.0) from an accredited institution
3. A minimum of three years of successful teaching experience, pupil personnel services, and/or school building leadership
4. Programs shall require candidates to possess a permanent or professional certificate in the classroom teaching service or pupil personnel service

The Dual Advanced Certificate includes the coursework required for the School Building Leadership and School District Leadership State Certifications. Individual students must successfully complete 27 hours of required graduate course work. In addition the student must complete a 3 credit internship in School Building Leadership and a 3 credit internship in School District Leadership. Students must also complete a 1 credit intensive review and exam preparation course. In order to receive both certifications, students must take and pass the New York State School Building Leader and School District Leader examinations.

#### Doctoral Program (Q, O)

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

The doctoral courses and doctoral degree in the Department of Administrative and Instructional Leadership require matriculation for participation. NO ONE will be allowed to take any doctoral coursework as a non matriculated student.

*\*(Q) indicates Queens, (SI) indicates Staten Island, and (O) indicates Oakdale where courses are offered for some programs.*

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

1. A master's degree in education from an accredited college or university; graduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally this will be a "B" in prior graduate work;

- Two letters of recommendation from college instructors and additional references from field supervisors;
- Satisfactory scores on the GRE general test;
- A profile of professional accomplishments and leadership potential;
- Successful performance in an individual or group interview with members of the department's graduate education policy committee;
- Evidence of scholarship, research and writing skills as manifested in samples of term papers or other scientific papers and performance in courses in research and statistics, if available.

## Programs of Study

### School Building Leader Master of Science Program

Prerequisite: Please see admission requirements.  
Credit Hours: 34 credits

#### I. Administration Core: 21 Credits

EDU 5415	Introduction to Educational Administration
EDU 5418	Administrative Theory
EDU 5471	Leadership in Instructional Supervision
EDU 5571	Administrative Leadership
EDU 5650	School Based Data
EDU 5701	Curriculum: Teaching and Learning
EDU 5791	Legal Aspects & Administration of Schools

#### II. Electives (3 out of the following 5 courses – 9 Credits)

EDU 5651	School Community Relations in Education
EDU 5761	School Based Business Administration for Administrators and Supervisors
EDU 5632	Organization & administration of Elementary and Secondary School Curricula
EDU 5420	Politics of Education
EDU 5811	Administration and Supervision of Special Education Services and Compensatory Reading Programs and No Child Left Behind

OR

9 Hours of electives in master level courses in the content core, area of Initial certification or in related content area

### III. Internship: 3 credits

EDU 5950 School Building Leader Internship  
The internship program in School Building Leadership at St. John's University is fully integrated into the master's degree. These hours are divided in the following manner: *Part I*—The first 270 hours will be encompassed in the degree coursework. Students taking core courses must complete 45 hours of integrated internship activities for every core course. These activities are course requirements given to students in class. When all coursework has been completed, the student should have logged at least 270 internship hours, fulfilling the requirements of *Part I of the Internship Program*.

*Part II*—The remaining 270 hours will be encompassed in a descriptive internship: EDU 5950. The dual instructional model will enable the student to experience course related internship activities throughout the entire degree program and experience a full-time culminating internship.

The application form and the program proposal must be completed and must be signed by the school administrator and the superintendent. The application form and the proposed program must be submitted to the coordinator of the internship program, Department of Administrative and Instructional Leadership, St. John's University, at least two months prior to the session in which the applicant plans to carry out his/her internship. Students must observe the following schedule and deadline dates for submitting internship proposals for approval: Spring semester: last week of November; Fall semester: last week of July. A three-credit course only will be offered in the summer. See your advisor for specific information.

### IV. General Review and Exam preparation: 0 Credits

EDU 5499 General Review and Exam Preparation

The general review and exam preparation is run as a student prep retreat and will be held on campus. This course will involve a review of all of the state objectives in preparation for the state comprehensive exams. Several professors will be involved in preparing the course, and will be taught in a team teaching setting. On occasion, outstanding speakers will be invited to lecture. Throughout this course, there will be opportunities presented to students to experience the wealth of cultural institutions and performances that New York has to offer, and will learn how to utilize these resources to benefit their schools and district. There will be many readings assigned to reinforce the state objectives as well as help in reviewing what each student has learned in the past semesters.

### V. NY State SBL Exam

This masters degree is dependent upon successfully passing the NY State SBL Exam.

### School District Leader Advanced Certificate Program

Minimum Credit Hours: 31 credits

#### Required Program of Study

##### I. Administration Core: 24 Credits

EDU 5103	Educational Governance and Policy Issues
EDU 5104	School Personnel Administration
EDU 5300	Organizational Theory and Planned Change in Education
EDU 5301	Leadership Values, Decision Making and Multicultural Organizations
EDU 5420	Politics of Education
EDU 5655	Educational Research and Data Analysis I
EDU 5665	Computers: Programming & Applications in Management and Education
EDU 5741	Finance in Education
EDU 5800	Case Studies

##### II. Internship: 3 Credits

EDU 5951 School District Leader Internship

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

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

*Part II*—The remaining 270 hours will be encompassed in a descriptive internship: EDU 5951. The dual instructional model will enable the student to experience course-related internship activities throughout the entire degree program and experience a full-time culminating internship.

The application form and the program proposal must be completed and must be signed by the school administrator and the superintendent. The application form and the proposed program must be submitted to the coordinator of the internship program, Department of Administrative and Instructional Leadership, St. John's University, at least two months prior to the session in which the applicant plans to carry out his/her internship. Students must observe the following schedule and deadline dates for submitting internship proposals for approval: Spring Semester: last week of November; Fall Semester: last week of July. A 3-credit course only will be offered in the summer. See your advisor for specific information.

### III. General Review and Exam Preparation: 1 credit

EDU 5599 General Review and Exam Preparation

The general review and exam preparation is run as a student prep retreat and will be held on campus. This course will involve a review of all of the state objectives in preparation for the state comprehensive exams. Several professors will be involved in preparing the course, and will be taught in a team teaching setting. On occasion, outstanding speakers will be invited to lecture. Throughout this course, there will be opportunities presented to students to experience the wealth of cultural institutions and performances that New York has to offer, and will learn how to utilize these resources to benefit their schools and district. There will be many readings assigned to reinforce the state objectives as well as help in reviewing what each student has learned in the past semesters.

#### SBL/SDL Dual Advanced Certificate

Credit Hours: 34

#### I. Administration Core: 27 Credits

EDU 5300 Organizational Theory and Planned Change in Education  
 EDU 5301 Leadership values, Decision-making and Multicultural Organizations  
 EDU 5103 Educational Governance and Policy Issues  
 EDU 5415 Introduction to Educational Administration  
 EDU 5471 Leadership in Instructional Supervision  
 EDU 5650 School Based Data Analysis  
 EDU 5701 Curriculum: Teaching and Learning  
 EDU 5741 Finance in Education  
 EDU 5791 Legal Aspects in Management and Administration of Schools

#### II. Internships: 6 Credits

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

#### III. Review and Exam preparation: 1 Credit

EDU 5499 General Review and Exam Preparation SBL/SDL

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

The General Review and Exam Preparation is run as a student prep retreat and will be held on campus. This course will involve a review of all the state objectives in preparation for the state comprehensive exams. Several professors will be involved in preparing the course, and will be taught in a team teaching setting. On occasion, outstanding speakers will be invited to lecture.

Throughout this course, there will be opportunities presented to students to experience the wealth of cultural institutions and performances that New York has to offer, and will

learn how to utilize these resources to benefit their schools and district. There will be many readings assigned to reinforce the state objectives as well as help in reviewing what each student has learned in the past semesters.

#### Doctoral Program in Educational Administration and Supervision

The Doctoral program in Educational Administration and Supervision requires a minimum of 60 credit hours beyond a Master's degree. If students are interested in pursuing NY State Leadership Certification, it is strongly recommended that they complete the associated certification requirements before applying to the Doctoral program.

Students currently enrolled in the doctoral program who desire certification at either the School Building Leader or School District Leader level, would be required to shift from the doctoral program into a certification program. Upon completion of the certification program, the student would return to their doctoral studies. Other than the internship, no additional coursework would be required.

Minimum Credit Hours: 60 beyond Master's

#### Required Courses

##### I. Fundamentals:

All of the following: 15 credits

EDU 7004 Essential Readings in Curriculum in the 20th Century  
 EDU 5300 Organizational Theory and Planned change in Education  
 EDU 5301 Leadership Values, Decision Making and Multicultural Organizations  
 EDU 5103 Educational Governance and Policy Issues  
 EDU 5791 Legal Aspects in Management and Administration of Schools

##### II. Specialization

All of the following: 12 credits

EDU 5471 Leadership in Instructional Supervision  
 EDU 5650 School Based Data Analysis  
 EDU 5701 Curriculum: Teaching and Learning  
 EDU 5741 Finance in Education

##### III. Administrative Electives

(Choose 4 courses – 12 credits)

EDU 5415 Introduction to Educational Administration  
 EDU 5418 Administrative Theory  
 EDU 5475 Administrative and Supervisory Strategies for Implementing and Evaluating Learning Styles and Program  
 EDU 5551 Organization and Administrative Leadership in Higher Education  
 EDU 5552 Issues and Problems in the Administration of Higher Education

EDU 5665 Computers: Programming & Applications in Management and Education  
 EDU 5571 Administrative Leadership  
 EDU 5761 School Business Administration for Administrators and Supervisors  
 EDU 5810 Administrative Principles and Practices in the Implementation of P.L. 94-142  
 EDU 5811 Administration and Supervision of Special Education Services and Compensatory Reading Programs  
 EDU 7708 Trends and Techniques in the Evaluation of Programs

#### IV. Research: 12 Credits

EDU 5655 Educational Research and Data Analysis I  
 EDU 7211 Educational Research and Data Analysis II (Prereq. EDU 5655)  
 EDU 7800 Multivariate Data Analysis\*  
 EDU 7900 Qualitative Research Methods in Education\*  
 EDU 7901 Educational Research and Data Analysis III (Prereq. EDU 5655, 7211)

\* See advisors for recommendation on the choice between EDU 7800 or EDU 7900.

#### V. Social and Behavioral Sciences

##### Component: 9 credits

Choices must be made by prior approval of the academic advisor and the Chair.

- Anthropology
- Sociology
- Economics
- Political Science
- Business and Accounting
- Humanities
- Literature

#### VI. Full-time Residency Verification

#### VII. Doctoral Level Comprehensive Examination is Required.

Students should see their advisor for requirements and to receive the Doctoral Handbook.

#### VIII. Doctoral Research Seminar

EDU 5990 Doctoral Research Seminar  
 Must be taken each semester until dissertation and oral are approved.

## Instructional Leadership Programs: Advanced Certificate and Doctoral (Q)

The advanced degree programs in instructional leadership have been designed to provide students with an intellectual environment that enables them to refine existing knowledge and develop new knowledge and skills in the areas of curriculum, learning and instruction.

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

### Admission Requirements Advanced Certificate

Applicants must submit the following evidence of their ability to pursue graduate study:

In addition:

1. Two letters of recommendation from college instructors or field supervisors;
2. A Master's degree from an accredited college or university. Graduate achievements must be such as to give reasonable assurance of success in work for an advanced degree. Normally this will be a "B" in prior graduate work. This program does not qualify students for the New York State Permanent Teacher Certification

The Advanced Certificate courses and advanced certificate program in the Department of Administrative and Instructional Leadership require matriculation for participation. NO ONE will be allowed to take any advanced certificate coursework as a non-matriculated student.

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

### Doctoral Program

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

A master's degree from an accredited college or university. Graduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally this will be a "B" in prior graduate work.

In addition:

1. Two letters of recommendation from college instructors and additional references from field supervisors
2. Satisfactory scores on the GRE general test
3. A profile of professional accomplishments and leadership potential

4. Successful performance in an individual or group interview with members of the department's graduate education policy committee
5. Evidence of scholarship, research and writing skills as manifested in samples of term papers or other scientific papers and performance in courses in research and statistics if available

The doctoral courses and doctoral degree in the Department of Administrative and Instructional Leadership require matriculation for participation. NO ONE will be allowed to take any doctoral coursework as a non-matriculated student.

### Programs of Study

#### Advanced Certificate in Instructional Leadership

##### I. Core Components: 12 credits

Students must complete 4 out of 5 courses for 12 credits of the following:

- |          |   |
|----------|---|
| EDU 7004 | Essential Readings in Curriculum in the 21st Century                      |
| EDU 7701 | Research and Development in Innovative Instructional Strategies (K-Adult) |
| EDU 7708 | Program Evaluation  |
| EDU 7410 | Seminar in Identification and Diagnosis of Gifted and Special Populations |
| EDU 7579 | Observational Analysis for Teachers                                       |

##### II. Areas of Interest – Choose 6 of 16 Courses – 18 credits

- |          |  |
|----------|--|
| EDU 5301 | Leadership Values, Decision Making and Multicultural Organizations   |
| EDU 5471 | Leadership in Instructional Supervision  |
| EDU 5551 | Organization & Administrative Leadership in Higher Education   |
| EDU 5632 | Organization and Administration of Elem. and Secondary School Curricula  |
| EDU 5655 | Educational Research & Data Analysis I   |
| EDU 5701 | Curriculum: Teaching and Learning  |
| EDU 7000 | Sociological/Psychological Foundations of Learning   |
| EDU 7120 | Individualization: Diagnosing Student's Instr. Needs   |
| EDU 7266 | Technology for Teaching Literacy Applications in Regular and Special Education Settings                        |
| EDU 7399 | Field Research in Reading and Learning   |
| EDU 7440 | Designing, Implementing & Evaluating In-Service Programs, Curriculum and Materials for the Gifted and Talented |
| EDU 7411 |  |

- |          |  |
|----------|--|
| EDU 7412 | Teaching Creative Thinking and Problem Solving to Gifted and Talented Students |
| EDU 7413 | Professional Collaboration and Leadership in Gifted Education                  |
| EDU 7665 | Computers: Applications in Management and Education                            |
| EDU 7715 | Issues in Curriculum: Theory and Development                                   |
| EDU 7900 | Qualitative Research Methods in Education (Prereq. 5655)                       |

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

#### I. Core Components 12 credits (4 of the following)

- |          |   |
|----------|---|
| EDU 7004 | Essential Readings in Curriculum in the 21st Century                      |
| EDU 7410 | Seminar in Identification and Diagnosis of Gifted and Special Populations |
| EDU 7579 | Observational Analysis for Teachers                                       |
| EDU 7701 | Research and Development in Innovative Instructional Strategies (K-Adult) |
| EDU 7708 | Program Evaluation  |

#### II. Areas of Interest:

Students must complete 1 sequence with a minimum of 12–15 credits and 6–12 credits in 1 or 2 additional sequences for a total of 27 credits. Dissertation topic must be taken within the primary specialization.

With approval from their advisor, a student may take an Independent Study within any of the sequences a-f.

- |          |                   |
|----------|-------------------|
| EDU 7890 | Independent Study |
|----------|-------------------|

#### II. a) Learning Styles Sequence (6-15 credits)

- |          |  |
|----------|--|
| EDU 5475 | Administrative and Supervisory Strategies for Implementing and Evaluating Learning Styles Programs |
| EDU 7120 | Individualization: Diagnosing Student's Instr. Needs   |
| EDU 7238 | Designing Innovative Instructional Materials   |
| EDU 7399 | Field Research in Reading and Learning   |
| EDU 7440 | Designing, Implementing and Evaluating In-Service Programs   |

#### II. b) Curriculum Sequence (6–15 credits)

- |          |   |
|----------|---|
| EDU 5632 | Organization and Administration of Elem. and Secondary School Curricula |
| EDU 5701 | Curriculum: Teaching and Learning                                       |
| EDU 7001 | Curriculum Instruction and Teaching                                     |
| EDU 7195 | Teaching and Learning: Childhood  |

EDU 7555	Planning for Curriculum Development in Elementary and Secondary Schools
EDU 7715	Issues in Curriculum: Theory and Development

**II. c) Instructional Technology Sequence (6–15 credits) See advisor to discuss eligibility and courses**

EDU 7266	Advanced Technology in Education
EDU 7270	Research Seminar: Investigating and Evaluating Research in the field of Instructional Technology

One of the following:

EDU 7666	Technology for Teaching Literacy Applications in Regular and Special Education Settings
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OR

EDU 7267	Technology for Tutoring-Based Applications in Content area. Learning in Regular and Special Education Settings
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**II. d) Higher Education Sequence (6–9 credits)**

EDU 5551	Organization & Administrative Leadership in Higher Education
EDU 5552	Issues and Problems in the Administration of Higher Education
EDU 5741	Finance in Education

**II. e) Exceptional and Diverse Learners Sequence (6–15 credits) For Specialization select courses in any two areas:**

**Area: Educational Issues of Gifted/Talented**

EDU 7411	Programs, Curriculum and Materials for the Gifted and Talented
EDU 7412	Teaching Creative Thinking and Problem Solving to Gifted and Talented Students
EDU 7413	Professional Collaboration and Leadership in Gifted Education

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

EDU 9700	Research in Collaborative Partnerships and Strategic Instruction for General, Special and Inclusive Education
EDU 5810	Administrative Principles and Practices in the Implementation of PL 94–142
EDU 9713	Theories of Learning and Development Related to Special and Gifted Populations

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

EDU 9002	Psychology and Sociology of Language and Bilingualism
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EDU 9004	Content Area Instruction for Linguistically/Culturally Diverse Learners
EDU 7000	Sociological/Psychological Foundations of Learning
EDU 5301	Leadership Values, Decision Making and Multicultural Organizations

**II. f) Administration Sequence (6–15 credits) See advisor for administrative course listing. Transfer Credits may be accepted.**

**III. Internship (3 credits)**

The Instructional Leadership Internship involves an in-depth Project with Faculty Advisors and is recommended for students planning a university career. (3 Credits)

EDU 7550	Internship Seminar in Instructional Leadership
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The internship application form and the program proposal must be submitted to the Coordinator of the Internship Program, and receive approval of the Chair, Department of Administrative and Instructional Leadership, St. John's University at least two months prior to the session in which the applicant plans to carry out his/her internship. Students must observe the following schedule and deadline dates for submitting internship proposals for approval:

Spring semester – first week of November  
Fall semester – first week of April

The program provides for various types of internship experiences in instructional leadership. Students are advised to discuss their career objectives and plans with their respective academic advisors before deciding on the appropriate internship experience.

**IV. Required Research Methodology (12 credits)**

EDU 5655	Educational Research & Data Analysis I
EDU 7211	Educational Research & Data Analysis II (Prereq. 5655)
EDU 7901	Educational Research and Data Analysis III (Prereq. 5655 & 7211)

One of the following:

EDU 7800	Multivariate Data Analysis (Prereq. 5655 & 7211)
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OR

EDU 7900	Qualitative Research Methods in Education (Prereq. 5655)
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**V. Behavioral and Social Sciences Component (6 Credits) Relevant Courses Determined by Faculty Advisor (Ex. Anthropology, Sociology, Speech, Business, Linguistics or in Sequence)**

**VI. Full Time Residency Verification**

**VII. Doctoral Comprehensive Examination. See Doctoral handbook for requirements.**

**VIII. Doctoral Research Seminar: Enrollment in EDU 7990 is required each semester until dissertation and oral are approved. Dissertation topic must be within the Specialization Sequence of 12–15 credits).**

## Department of Curriculum and Instruction

### Early Childhood Program – Queens

Childhood Program-Queens, Staten Island, Manhattan\*

Adolescent Program-Queens, Staten Island\*, Manhattan\*

\*Coursework in the Childhood Career Change program and Adolescent Career Change Program are offered.

The programs in the Department of Curriculum and Instruction lead to the Master of Science Degree in Education and provide opportunities for graduate students to prepare for a teaching career. In view of recent changes in the requirements for New York State professional teaching certification, students must consult with their advisor concerning eligibility for teaching certification.

### Admission Requirements: Master's Degree Programs

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

A baccalaureate degree from an accredited college or university. Undergraduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally this will be a "B," both in the general average and in the major field.

Students are expected to have received or to have qualified for the New York State provisional (initial) teaching certificate. Students who do not possess the certificate at the time they seek admission will be accepted with the understanding that they must receive this teaching certification to be eligible for institutional endorsement for the New York State permanent teaching certification.

### Programs of Study

Department of Curriculum and Instruction provides eight programs of study (Adolescent: Career Change, Field Change and Continuing; Childhood: Career Change, Field Change and Continuing; Early Childhood: Career Change and Field Change). These programs encompass a range of teaching and learning experiences through relevant pedagogical methods and a broad knowledge of strategies for devising,

implementing, and assessing learning experiences for all learners. Each of these programs leads to a Master of Science degree.

### Career Change in Adolescent Education – 42 credit program

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

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

Upon completion of the first half of the program (seven courses), meeting the liberal arts requirements as set by the Department of Education and successfully passing the New York State Teacher's Certification Examinations, you may be eligible for internship certification by the State Education Department and fulltime employment in public and private schools within New York as a salaried employee

Please see your advisor for specific information.

### Adolescent Education Master's Degree Program

#### Career Change

The Career Change program is intended for students whose academic background is outside of the field of education

Semester hours: 42 credits

EDU 7117 and 7585 should be taken at the end of the program

#### Required Courses:

EDU 3200	Language Acquisition and Literacy in the Content Areas*
EDU 3270	Strategies for Teaching Literacy in the Content Areas*
EDU 7000	Sociological/Psychological Foundations of Learning
EDU 7107	Methods and Strategies for Teaching "General" and Special Needs Middle School Students*
EDU 7117	Associate Teaching: Adolescence
EDU 7222	Historical Perspectives on Current Trends in Curriculum Development
EDU 7267	Technology for Literacy-Based Applications in Content Area in "General" and Special Education Settings
EDU 7290	Human Relations in Inclusive Settings
EDU 7295	Teaching and Learning: Adolescent*
EDU 7297	Integrative Research Seminar in Education
EDU 7585	Assessment and Evaluation in the Teaching/Learning Process*

EDU 7666	Advanced Technology in Education
EDU 7702	Innovative Strategies in Secondary Education Settings*
EDU 9711	Education of Individuals with Exceptionalities

\*Field Experience Courses

#### Field Change

The Field Change program is intended for students who have received or have qualified for an initial certification outside of Adolescent Education.

Semester hours: 33 credits

#### Required Courses:

EDU 3270	Strategies for Teaching Literacy in the Content Area*
EDU 7000	Sociological/Psychological Foundations of Learning
EDU 7107	Methods and Strategies for Teaching Regular and Special Needs Middle School Students*
EDU 7222	Historical Perspectives on Current Trends in Curriculum Development
EDU 7290	Human Relations in Inclusive Settings
EDU 7295	Teaching and Learning: Adolescent*
EDU 7297	Integrative Research Seminar in Education
EDU 7585	Assessment and Evaluation in the Teaching/Learning Process**
EDU 7666	Advanced Technology in Education
EDU 7702	Innovative Strategies in Secondary Education Settings*

\*Field Experience Courses

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

#### One Course Elective

EDU 7232	Individualization: Prescribing for Student Learning Styles
or	
EDU 7412	Teaching Creative Thinking and Problem Solving to Gifted and Talented Students
or	
EDU 9006	Human Development in Cross Cultural Perspective

#### Continuing Program

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

Semester hours: 33 credits

#### Required Courses:

EDU 7000	Sociological/Psychological Foundations of Learning
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EDU 7222	Historical Perspectives on Current Trends in Curriculum Development
EDU 7290	Human Relations in Inclusive Settings
EDU 7297	Integrative Research Seminar in Education
EDU 7585	Assessment and Evaluation in the Teaching/Learning Process**
EDU 7666	Advanced Technology in Education

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

#### One Course Elective

EDU 7120	Individualization: Diagnosing Students' Instructional Needs
or	
EDU 7410	Identification of the Gifted and Talented
or	
EDU 9006	Human Development in Cross Cultural Perspective

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

- Biology
- English
- Math
- Social Studies
- Spanish

### Childhood Education Master's Degree Program

#### Career Change

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

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

Upon completion of the first half of the program (seven courses), meeting the liberal arts requirements as set by the Department of Education and successfully passing the New York State Teacher's Certification Examinations, you may be eligible for internship certification by the State Education Department and fulltime employment in public and private schools within New York as a salaried employee

Please see your advisor for specific information.

Semester hours: 42 credits

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

#### Required Courses:

EDU 3200	Language Acquisition and Literacy Development*
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EDU 3220	Approaches, Materials and Performance Evaluation In Literacy Development*
EDU 7000	Sociological/Psychological Foundations of Learning
EDU 7135	Current Trends and Research in the Teaching of Social Studies*
EDU 7136	Current Trends and Research in the Teaching of Science*
EDU 7137	Current Trends and Research in the Teaching of Mathematics*
EDU 7195	Teaching and Learning: Childhood*
EDU 7222	Historical Perspectives and Current Trends in Curriculum Development
EDU 7290	Human Relations in Inclusive Settings
EDU 7297	Integrative Research Seminar in Education
EDU 7585	Assessment and Evaluation in the Teaching/Learning Process**
EDU 7266	Technology for Teaching Literacy Applications in Regular and Special Education Settings
EDU 7115	Childhood Education Associate Teaching

\*Field Experience Courses

### Field Change

The Field Change Program is intended for students who have received or have qualified for an initial certification outside of Childhood Education.

Semester hours: 33 Credits

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

### Required Courses:

EDU 3200	Language Acquisition and Literacy Development*
EDU 7000	Sociological/Psychological Foundations of Learning
EDU 7135	Current Trends and Research in the Teaching of Social Studies*
EDU 7136	Current Trends and Research in the Teaching of Science*
EDU 7137	Current Trends and Research in the Teaching of Mathematics*
EDU 7195	Teaching and Learning: Childhood*
EDU 7222	Historical Perspectives and Current Trends in Curriculum Development
EDU 7666	Advanced Technology in Education
EDU 7290	Human Relations in Inclusive Settings
EDU 7297	Integrative Research Seminar in Education

EDU 7585	Assessment and Evaluation in the Teaching/Learning Process**
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### Continuing Program

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

Semester hours: 33 Credits

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

### Required Courses:

EDU 7000	Sociological/Psychological Foundations of Learning
EDU 7222	Historical Perspectives and Current Trends in Curriculum Development
EDU 7290	Human Relations in Inclusive Settings
EDU 7297	Integrative Research Seminar in Education
EDU 7585	Assessment and Evaluation in the Teaching/Learning Process
EDU 7666	Advanced Technology in Education

### 12 Credits from the following:

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

\*Field Experience Courses

### 3 Credit elective from the following:

EDU 7410	Identification of the Gifted and Talented
EDU 7411	Introduction to Designing Programs, Curriculum and Materials For Gifted and Talented Students
EDU 7232	Individualization: Prescribing for Student Learning/Styles
EDU 9006	Human Development In Cross Cultural Perspective

### Early Childhood Education Master's Degree Program

#### Career Change

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

In response to the need for teachers' birth through grade 2, St. John's University offers a

master's degree program – the career change program – that can qualify you for a full-time salaried teaching position.

Upon completion of the first half of the program (seven courses), meeting the liberal arts requirements as set by the Department of Education and successfully passing the New York State Teacher's Certification Examinations, you may be eligible for internship certification by the State Education Department and full-time employment in public and private schools within New York as a salaried employee

Please see your advisor for specific information.

Semester hours: 42 credits

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

### Required Courses:

EDU 3200	Language Acquisition and Literacy Development*
EDU 3220	Approaches, Materials and Performance Evaluation In Literacy Development
EDU 7000	Sociological/Psychological Foundations of Learning
EDU 7114	Early Childhood Associate Teaching
EDU 7122	Programs in Early Childhood Education: Play, Social Learning in Early Childhood Environments*
EDU 7123	Creative Arts in Linguistically/Culturally Diverse and Inclusive Early Childhood Settings*
EDU 7124	Literature in Early Childhood Education
EDU 7126	Observing and Recording the Behavior of Young Children in Early Childhood Settings*
EDU 7127	School, Family and Community Partnerships for Early Childhood Professionals
EDU 7128	Integrated Curriculum in Early Childhood*
EDU 7129	Mathematics and Science in Early Childhood
EDU 7585	Assessment and Evaluation in the Teaching Learning Process*
EDU 7666	Advanced Technology in Education
or	
EDU 7266	Technology for Teaching Literacy Applications in Regular and Special Education Settings
EDU 9711	Education of Individuals with Exceptionalities
or	
EDU 9737	Early Childhood Special Education

\*Field Experience Courses

### Field Change

The Field Change program is intended for students who have received or have qualified for an initial certification outside of Early Childhood Education.

Semester hours: 36 credits

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

### Required Courses:

EDU 3200	Language Acquisition and Literacy Development*
EDU 7000	Social/Psychological Foundations of Learning
EDU 7114	Early Childhood Associate Teaching (half semester)
EDU 7122	Programs in Early Childhood Education: Play, Social Learning in Early Childhood Environments*
EDU 7123	Creative Arts in Linguistically/Culturally Diverse and Inclusive Early Childhood Settings*
EDU 7124	Literature in Early Childhood Education
EDU 7126	Observing and Recording the Behavior of Young Children in Early Childhood Settings*
EDU 7127	School, Family and Community Partnerships for Early Childhood Professionals
EDU 7128	Integrated Curriculum in Early Childhood*
EDU 7129	Mathematics and Science in Early Childhood
EDU 7585	Assessment and Evaluation in the Teaching Learning Process
EDU 9711	Education of Individuals with Exceptionalities
or	
EDU 9737	Early Childhood Special Education

\*Field Experience Courses

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

## Department of Human Services and Counseling

The Department of Human Services and Counseling offers programs and coursework in professional teacher and counseling preparation. In most instances, candidates require an initial or base certificate for entry into the teacher preparation programs in Literacy, Teaching English to Speakers of Other Languages (TESOL), and Special Education. The professional preparation coursework of 18 credits for entry into the Counseling programs varies depending on the specialization. Two dual certification career change programs in TESOL and Special Education allow candidates to earn the initial and professional coursework simultaneously. These programs, and related coursework support the University Mission as articulated by St. Vincent de Paul and carried out through academic rigor and service to the community.

At the present time at the Queens campus, the department offers a Ph.D in Literacy and three graduate level programs and coursework in teaching literacy from birth through 12th grade. TESOL (plus a bilingual extension course sequence of 15 credits which can be added onto most base certificates); teaching students with disabilities, childhood (special education); mental health counseling, school counseling, and bilingual school counseling. Also a 42 credit Childhood and Childhood Special Education (internship) program and a 42 credit Childhood Education and TESOL program are offered for those eligible candidates lacking initial teacher certification.

At the Staten Island campus, the department offers graduate level programs and coursework in Teaching Literacy at levels B-6 and in grades 5-12; a career change program in Childhood and Childhood Special Education (internship); Mental Health Counseling; and School Counseling.

At the Oakdale, Long Island, location, special graduate level programs and coursework are offered in Literacy, TESOL, and Teaching Students with Disabilities, Childhood. Here a 12 credit sequence of TESOL courses is offered initially and complements study in the other pedagogical areas. A 15 credit bilingual course sequence, which may be added to most base teaching certificates, is offered as well. Coursework in Literacy and Special Education is offered on the Manhattan campus. Some of the department's course offerings may be taken on-line. "D" indicates those courses that are offered through distance learning.

Counselor education programs of study are available at the master's degree level in three different specialization areas: School Counseling, Bilingual School Counseling, and Mental Health Counseling. In addition, there is an Advanced Certificate offered in the area of

School Counseling. The three programs have been designed to meet the national standards specified by the Council on Accreditation of Counseling and Related Educational Programs (CACREP), as well as, the requirements of the New York State Department of Education. The School Counseling programs are fully accredited by CACREP accreditation standards.

Masters level programs in School Counseling and Mental Health Counseling are offered on both the Queens and Staten Island campuses. The master's level program in Bilingual School Counseling and the Advanced Certificate in School Counseling are offered on the Queens campus only. Some of the required and elective courses are also offered online.

### School Counseling and Bilingual School Counseling Programs

The School Counseling and Bilingual School Counseling programs require 48 credit hours for the master's level including courses in a core body of knowledge, in the unique area of specialization, and appropriate field-based clinical experiences. The core courses focus on developing competencies in four areas: professional orientation, helping relationships, group methods, and career development. The specialization courses focus on developing competencies in human growth and development, cultural foundations, appraisal, research, consultation and evaluation, and organizing and administering comprehensive counseling programs in schools. The field-based clinical experiences include both a one-semester practicum and a two-semester internship in school settings. The field-based courses focus on integrating theoretical and practical knowledge in order to effectively deliver professional counseling services to students, families, and school personnel in K-12 settings.

### School and Bilingual School Counseling Programs Fully Accredited by CACREP

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

Both programs meet the academic requirements in New York State for permanent certification for Professional School Counselor and for Professional School Counselor with bilingual extension, respectively. In both cases, permanent certification also requires two years of full-time paid employment as a School Counselor or as a Bilingual School

Counselor, as appropriate. However, both programs allow students to obtain provisional certification upon the completion of thirty credits of specified course work, including the practicum in School Counseling or Bilingual School Counseling. The master's in School Counseling requires the completion of twelve credits of core counseling courses, thirty-three credits of specialization courses and three credits in counseling or related area electives. The master's in Bilingual School Counseling requires the completion of twelve credits of core courses and thirty six credits of specialization courses. Students seeking Professional School Counselor certification in states other than New York State should become informed regarding certification requirements in those states and meet with their advisors to plan accordingly. Students in New York State must attend two seminars (Child Abuse and Violence Prevention), as well as, be fingerprinted before applying for provisional or permanent certification in New York.

#### Admission requirements:

1. A baccalaureate degree from an accredited college or university with undergraduate scholastic achievement indicating reasonable assurance of success in work for an advanced degree. Normally this will be a "B" (3.0) both in the general average and in the major field.
2. A minimum of 18 credits in the behavioral and social sciences and/or professional education courses. Students who do not fully meet this requirement will need to make up deficit credits by completing course work in those areas, in addition to the usual program requirements.
3. Two letters of recommendation from college instructors or field supervisors.
4. An interview with counseling faculty.
5. A spontaneous writing sample in response to a topic assigned by the faculty during the interview.
6. The interest, ability and personality to function successfully in the field of counseling.
7. In addition to the above, applicants to the bilingual school counseling program must demonstrate language proficiency in both English and the target language by passing the New York State Bilingual Assessment (BEA) that is administered by the New York State Education Department. The BEA is required of candidates seeking a bilingual extension to a certificate.

### Counselor Education Program (Q, SI): Master's

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

### Program of study in School Counseling and Bilingual School Counseling

All master's degree programs require the completion of a forty-eight (48) credit hour program and the successful completion of the required comprehensive examination. Since programs of study are designed to meet the unique needs of every student, students in all programs must meet with their assigned program advisor before beginning course work to identify program requirements and complete program advisement forms. Counseling students are required to have liability insurance for the duration of their studies. Typical forty-eight semester hour programs are indicated below:

#### Core Courses (12 credits)

6122	Orientation to School Counseling
6205	Group Dynamics
6264	Counseling Skills & Techniques
6301	Career Development

#### School Counseling Program

##### Specialization Courses (33 credits)

6207	Developmental Counseling
6208	Counseling & Personality Theories
6262	Assessment in Counseling
6206	Psychosocial Development
6305	Practicum in School Counseling
6307	Research in Counseling
6530	Multicultural Counseling
6590	Internship in Counseling I
6591	Internship in Counseling II
6595	Organization & Administration of Pupil Personnel Services
6650	Consultation & Evaluation in Schools

#### Elective Courses (3 credits)

Students in the School Counseling program may select three credits in elective courses related to the student's needs, interests and career goals but these must be approved by the program coordinator or advisor. A sample of the elective courses provided by the department include:

6125	Brief Counseling Methods for Children & Adolescents
6424	Case Studies & Community Resources
6211	Crisis Prevention & Intervention I
6123	Crisis Prevention & Intervention II
6364	Counseling the Substance Abuser

#### Bilingual School Counseling Program

##### Specialization Courses (36 credits)

6207	Developmental Counseling
6208	Counseling & Personality Theories
6262	Assessment in Counseling
6206	Psychosocial Development
6306	Bilingual Practicum in School Counseling
6307	Research in Counseling
6530	Multicultural Counseling
6592	Bilingual Internship in Counseling I
6593	Bilingual Internship in Counseling II

6595	Organization & Administration of Pupil Personnel Services
6650	Consultation & Evaluation
9001	Foundations of Bilingual and Second Language Education

### Advanced Certificate in School Counseling

#### Admission requirements:

In order to be eligible for the advanced certificate in school counseling, applicants must have successfully completed a master's program in counseling or its equivalent and have adequate experience in the field. Applicants should have a minimum of a 3.0 index in graduate course work and must submit two letters of recommendation with their application. An interview with the counseling faculty is also required.

#### Program of study:

Students who have completed a master's degree in counseling and have relevant experience in the field have the opportunity to earn an Advanced Certificate in school counseling. The program is designed to provide additional professional preparation for advanced graduate students. The specific courses required depend upon a student's area of specialization and must be approved by the individual's faculty advisor. Candidates for the Advanced Certificate in school counseling will have their credentials evaluated by the faculty to determine which courses will be taken. The total number of credits required for the Advanced Certificate, including the Master's degree, is 60 credits.

### Mental Health Counseling Program

The program in Mental Health Counseling is designed to prepare students to become professionals who use assessment instruments and mental health counseling and psychotherapy to identify, evaluate and treat dysfunctions and disorders of individuals, couples, families or groups in private practice, group or organized settings. The program has been approved by the New York State Education Department as license qualifying and it is also designed to meet the requirements for accreditation from the Council for the Accreditation of Counseling and Related Education Programs (CACREP).

The Mental Health Counseling program requires sixty-credit hours for the master's degree consisting of a core body of knowledge (42 credits), three field-based experience internships (9 credits), and nine credits of elective coursework. Students who are seeking licensure in New York are also required to complete at least two clock hours of training in the identification and reporting of child abuse and maltreatment as a condition of licensure.

### Admission requirements:

1. A baccalaureate degree from an accredited college or university with undergraduate scholastic achievement indicating reasonable assurance of success in work for an advanced degree. Normally this will be a "B" (3.0) both in the general average and in the major field.
2. A minimum of 18 credits in the behavioral and social sciences that includes a course in statistics and another in research design. Students who do not fully meet these requirements will need to make up deficit credits by completing course work in those areas, in addition to the usual program requirements.
3. Two letters of recommendation from college instructors or field supervisors.
4. An interview with counseling faculty.
5. A spontaneous writing sample in response to a topic assigned by the faculty interviewer done during the interview.
6. The interest, ability and personality to function successfully in the field of counseling.

### Program of study:

The master's degree program requires the completion of a 60 credit hour program. Since programs of study are designed to meet the unique needs of every student, students must meet with their assigned program advisor before beginning course work to identify program requirements and complete program advisement forms. Counseling students are required to have liability insurance for the duration of their studies. Typical 60 semester hour programs are indicated below:

#### Core Courses (45 credits)

6121	Orientation to Mental Health Counseling
6205	Group Dynamics
6264	Counseling Skills & Techniques
6301	Career Development
6651	Foundations of Mental Health Counseling & Consultation
6206	Psychosocial Development
6208	Counseling & Personality Theory
6262	Assessment in Counseling
6307	Research in Counseling
726	Psychopathology I
727	Psychopathology II
635	Objective Personality Assessment
6424	Case Studies & Community Resources
6309	Research in Counseling II
6530	Multicultural Counseling

#### Internships (9 credits)

6310	Internship in Mental Health Counseling I
6311	Internship in Mental Health Counseling II
6312	Internship in Mental Health Counseling III

### Elective Courses (6 credits)

Students in the Mental Health Counseling program may select six credits in elective courses related to the student's needs, interests and career goals but these must be approved by the program coordinator or advisor. A sample of the elective courses provided by the department include:

850	Cognitive Therapies
749	Behavior Therapy
760	Marriage and Family Therapy
6211	Crisis Prevention & Intervention I
6123	Crisis Prevention & Intervention II
6364	Counseling the Substance Abuser
6425	Rehabilitation Counseling
6435	Medical and Psychosocial Aspects of Disability

It should be noted that this master's degree fulfills the education requirement of the New York State regulations for individuals seeking a license as a "mental health counselor." There is a minimum of three thousand hours of post-master's supervised experience relevant to the practice of mental health counseling required before individuals are can be licensed. This experience must be supervised by a licensed professional.

It should also be noted that individuals who are interested in qualifying to become certified rehabilitation counselors in addition to being licensed as mental health counselors have that option under Category D.1 of the CORE Regulations. They should discuss this option with their academic advisor so that two of their three elective courses can be used to fulfill the CORE educational requirement. In addition to meeting the educational requirement, they must have thirty-six (36) months of acceptable employment experience including a minimum of twelve (12) months under the supervision of a Certified Rehabilitation Counselor.

### Literacy Programs

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

Completion of these programs qualify students for New York State initial or professional certification in the literacy certifying areas, provided they have met prerequisite requirements; they have successfully completed all State mandated external tests, training modules and field experiences, and they have met citizenship requirements.

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

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

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

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

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

In addition:

1. Official transcripts of all previous course work.
2. Two letters of recommendation from school supervisors or professors (familiar with your work in literacy or your potential for doctoral study).
3. Satisfactory scores on the Graduate Record Examination (GRE) Analytical Written Section ([www.ets.org](http://www.ets.org)).
4. Satisfactory scores on the Miller Analogy Test scores
5. Statement of goals for doctoral study in literacy, plus a professional vita or resume.
6. Evidence of teaching experience.

For those applicants meeting the preliminary requirements above, an interview with the doctoral faculty will be scheduled.

## Programs of Study

### Teaching Literacy, Birth–Grade 6 (Q, SI, O, M)

The Master of Science in Education program with a specialization in the Teaching of Literacy, B-6 is a 33-credit program. This program enhances the initially certified teacher's ability to teach reading and the related language arts to students at the early childhood, elementary, and middle school levels. In addition, the program enables prospective and practicing teachers to acquire and develop the skills they will need to become reading specialists capable of diagnosing and assisting children to overcome their special literacy problems. A comprehensive requirement occurs at the end of the program. Full programs are offered at the Queens, Staten Island, and Oakdale campuses; coursework is offered at the Manhattan campus.

The following courses comprise the master's program in literacy leading to initial or professional certification in Teaching Literacy, B-6:

#### Educational Foundations and Technology Core: Choose one course from Group A, and choose one course from Group B, depending on advisement.

##### Group A: 6 credits

EDU 7297 Integrative Research Seminar in Education  
or  
EDU 9013 Research in Language, Culture and Communication K–12

and

##### Group B:

EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings (for students with limited technology background)

or

EDU 7666 Advanced Technology in Education (for students with prior education technology course)

##### Literacy Theory and Practice: 9 credits

EDU 3200 Language Acquisition and Literacy Development  
EDU 3220 Approaches, Materials, and Performance Evaluation in Literacy Development  
EDU 3270 Theories of and Strategies for Teaching Literacy in the Content Areas

##### Literacy Specialist Core: 12 credits

EDU 3230 Diagnosis and Recommendations for Literacy Performance (Pre. or Coreq. 3200, 3220 or 3270)

EDU 3240 Literacy and Assessment Strategies for Diverse Learners (Pre. Req. Edu 3230)  
EDU 3250 Practicum and Seminar in Literacy Instruction (Pre. Req. 3230 and 3240)  
EDU 3210 Research and Practice of Teaching Writing in General and Inclusive Education, B–6

#### Choose 6 credits – (2 courses) in Literacy or Related Education Elective Coursework

EDU 3241 Multi-sensory Approach to Language Learning and Phonics Instruction - Part I  
EDU 3242 Multi-sensory Approach to Language Learning and Phonics Instruction - Part II  
EDU 3260 Emergent Literacy within a Constructivist, Social Context  
EDU 3264 Teaching Literacy through Literature, B–6 in General and Inclusive Settings  
EDU 3278 Curriculum & Instructional Design for Teaching Literacy to Individuals with Exceptionalities—Birth–Grade 12  
EDU 7124 Literature in Early Childhood Education

#### Teaching Literacy, Grades 5-12 (Q, SI, O, M)

The Master of Science in Education program with a specialization in the Teaching of Literacy, Grades 5 through 12, is a 33-credit program. This program allows the initially certified teacher to teach reading, writing, and the related language arts to students at the middle school, junior high and high school levels. In addition, the program enables prospective and practicing teachers to acquire and develop the skills they need to become reading specialists, capable of diagnosing and assisting youngsters and youth in overcoming their literacy-related problems. A comprehensive requirement occurs at the end of the program. Full programs are offered at the Queens, Staten Island, and Oakdale campuses; coursework is offered at the Manhattan campus.

The following courses comprise the Master's program in literacy leading to initial or professional certification in Teaching Literacy, 5–12.

#### Educational Foundations and Technology Core:

Choose one course from Group A, and choose one course from Group B, depending on advisement.

##### Group A: 6 credits

EDU 7297 Integrative Research Seminar in Education  
or  
EDU 9013 Research in Language, Culture and Communication K–12

and

##### Group B:

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

or

EDU 7666 Advanced Technology in Education (for students with prior education technology course)

#### Literacy Theory and Practice Core: 9 credits

EDU 3200 Language Acquisition and Literacy Development  
EDU 3220 Approaches, Materials, and Performance Evaluation in Literacy Development  
EDU 3270 Theories of and Strategies for Teaching Literacy in the Content Areas

#### Literacy Specialist Core: 12 credits

EDU 3230 Diagnosis and Recommendations for Literacy Performance (Prerequisite or Co-requisite 3200, 3220 or 3270)  
EDU 3240 Literacy and Assessment Strategies for Diverse Learners (Prerequisite EDU 3230)  
EDU 3255 Practicum and Seminar in Literacy Instruction (Prerequisites 3230 and 3240)  
EDU 3215 Research and Practice of Teaching Writing in General and Inclusive Education, 5–12

#### Choose 6 credits – (2 courses) in Literacy or Related Education Elective Coursework

EDU 3222 (LIS216) Youth Literature: A Critical Approach  
EDU 3224 (LIS 222) Materials and Services to Special Populations  
EDU 3226 (LIS226) Literature & Related Resources for Young Adults  
EDU 3241 Multi-sensory Approach to Language Learning and Phonics Instruction - Part I  
EDU 3242 Multi-sensory Approach to Language Learning and Phonics Instruction - Part II  
EDU 3265 Teaching Literacy through Literature, grades 5–12, in General and Inclusive Settings

EDU 3228	Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities (Adolescence).
EDU 9004	Content Area Instruction for Linguistically/Culturally Diverse Learners K–12

### Teaching Literacy, Birth through Grade 12 (Q, SI)

The Master of Science in Education program with a specialization in the teaching of Literacy, Birth through Grade 12 is a 42-credit program leading to initial and professional New York State Teacher Certification. This program enhances the initially certified teacher's ability to teach reading and the related language arts. In addition, the program enables prospective and practicing teachers to acquire and develop the skills they will need to become literacy coaches and reading specialists capable of diagnosing and assisting children in overcoming their special literacy problems. Full programs are offered at the Queens and Staten Island campuses with courses offered at the Oakdale site.

### Educational Foundation and Technology

Choose ONE course from Group A and ONE course from Group B, depending on advisement.

#### Group A: 6 credits

EDU 7297	Integrative Research Seminar in Education
OR	
EDU 9013	Research in Language, Culture and Communication

#### Group B:

EDU 7266	Technology for Teaching Literacy Applications in Regular and Special Education Settings (For students with limited technology background)
OR	
EDU 7267	Technology for Literacy-Based Applications in Content Area Learning in Regular and Special Education Settings
EDU 7666	Advanced Technology in Education, (for students with prior education technology course).

### Literacy Core: 27 credits

EDU 3200	Language Acquisition and Literacy Development
EDU 3220	Approaches, Materials, and Performance Evaluation in Literacy Development
EDU 3270	Theories of and Strategies for Teaching Literacy in the Content Areas
EDU 3230	Diagnosis and Recommendations for Literacy Performance (Pre. or Coreq. One reading core course EDU 3200, 3220 or 3270)
EDU 3240	Literacy and Assessment Strategies for Diverse Learners (Prereq. EDU 3230)
EDU 3268	Teaching Literacy through Literature, B–12 in General and Inclusive Settings
EDU 3278	Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities, B–12
EDU 9004	Content Area Instruction for Linguistically/Culturally Diverse Learners
EDU 3217	Research and Practice of Teaching Writing in General Inclusion Education, B–12

### Practicum Experience: 6 credits (50 hours each)

EDU 3250	Practicum and Seminar in Literacy Instruction, B–6 (Prereq. EDU 3230 and 3240)
EDU 3255	Practicum and Seminar in Literacy Instruction, 5–12 (Prereq. EDU 3230 and 3240)

### Elective: 3 credits – Choose one

EDU 3241	Multi-Sensory Approach to Language Learning and Phonics Instruction - Part I
EDU 3242	Multi-Sensory Approach to Language Learning and Phonics Instruction - Part II (LIS 226) Literature and Related Resources for Young Adults
EDU 3226	Literature and Related Resources for Young Adults
EDU 3260	Emergent Literacy Within a Constructivist, Social Context
EDU 3271	Literacy Best Practices Informed by Research
EDU 7124	Literature in Early Childhood Education

Complete MS programs are offered at the Queens and Staten Island campuses, a TESOL/ Literacy program (33 credits) is offered at Oakdale campus and coursework is offered at the Manhattan campus.

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

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

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

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

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

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

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

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

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

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

Students take a minimum of two evening courses a semester (fall, spring, summer) as a cohort while maintaining their professional positions during the day. Course work is completed in three years leaving the fourth year and beyond for the dissertation.

### DIGITAL PORTFOLIO (Introduced in EDU 3281):

A portfolio system is used to ensure successful completion of the program. It includes Comprehensive Examination through Domain Essays. Artifacts for Expertise, Professionalism, Scholarship, Teaching, and Service. Doctoral faculty evaluates the portfolio annually.

**DOCTORAL COURSE WORK (42 credits)**

Foundations and Technology (3 credits)  
EDU 3281 Digital Portfolio Assessment and Accountability: Literacy Inquiry (Fall 2008)

**Literacy Doctoral Courses (15 credits)**

EDU 3282	Models and Processes of Reading and Writing Acquisition and Competency
EDU 3285	Research Perspectives in Literacy
EDU 3290	Analysis of Current Topics in Literacy
EDU 3291	Seminar in Literacy for At Risk, Diverse Learners
EDU 3292	Dissertation Seminar (Requires continuous enrollment until completion of dissertation.)

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

EDU 5655	Educational Research and Data Analysis I
EDU 7211	Educational Research and Data Analysis II
EDU 7800	Multivariate Data Analysis
EDU 7900	Qualitative Research: Methodology and Analysis
EDU 7901	Educational Research and Data Analysis III

**Cognate Studies Courses (9 credits)**

To address the research focus, the advisor and doctoral student choose: Education, Educational Leadership, Sociology, Psychology, Library Science, Speech, TESOL, English.

**Doctoral Dissertation**

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

**Residency Requirement**

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

**Special Education Programs**

The Department of Human Services and Counseling offers two graduate level programs leading to a professional state certificate valid for teaching students with disabilities at the childhood level: Teaching Students with Disabilities in Childhood (33 credits) and Childhood and Childhood Special Education Internship (42 credits). The 33-credit program leads to state certificate valid for teaching students with disabilities at the childhood level (Grades 1–6). The 42-credit internship program is intended for students who have not received initial certification in childhood or elementary education and who wish to obtain additional certification in teaching students with disabilities at the childhood level. Programs are offered at the Queens and Staten Island campuses. A combination TESOL/Special Education program is offered at the Oakdale location.

Elementary teachers can now enroll in the first completely online graduate degree program in teaching children with disabilities at the childhood level (Grades 1–6) recognized by New York State for certification. Students have the option of enrolling in this 33-credit program online through distance learning or live on the Queens campus. The 42-credit program is offered on both the Queens and Staten Island campuses with some coursework available on the Manhattan and Oakdale campuses. Students enrolled in the 42-credit program on Staten Island may need to take courses at the Queens campus or online.

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

In addition, students interested in the online 33-credit special education program offered through distance learning will be eligible to receive a Master's degree in special education with eligibility for a professional state certificate valid for teaching students with disabilities at the childhood level (Grades 1–6). A "D" indicates those courses that are offered online.

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

1. A baccalaureate degree from an accredited college or university. Undergraduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally this will be a "B," both in the general average and in the major field.
2. The special education program serves students who have received or who have qualified for the New York State initial teaching certificate. Students who do not possess the certificate at the time they seek admission will be accepted into the 42-credit program with the understanding that they must receive this teaching certification to be eligible for institutional endorsement for the New York State permanent teaching certification.
3. Applications for those individuals who meet program requirements but whose GPAs fall below 3.0 in their initial certification area will be reviewed by a committee of designated faculty members to assess applicants' potential to successfully complete the program. In such cases the committee may also request an interview with the candidate. Upon committee recommendation, those applicants will be accepted conditionally with the provision that they achieve at least a 3.0 in each of the first four courses in the program.
4. In addition to meeting all academic prerequisites, prospective online students must meet rudimentary computer proficiency requirements, such as Internet experience, logging on, cutting and pasting text using word processing software, and attaching documents as e-mail attachments.

**Programs of Study****Teaching Students with Disabilities: Childhood (33 credits)**

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

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

EDU 9707	Applying and Modifying Curricula for Special Students
EDU 9711	Education of Exceptional Individuals
EDU 9712	Educational Assessment of Individuals with Exceptionalities
EDU 9716	Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood

EDU 9718	Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, and Social Studies
EDU 9719	Principles of Applied Behavior Analysis and Positive Behavior Supports
EDU 9700	Research in Collaborative Partnerships and Strategic Instruction for General, Special, and Inclusive Education: Childhood
EDU 9702	Practicum in Special Education: Childhood
and EDU 3200	Language Acquisition and Literacy Development
or EDU 3241	Multi-sensory Approach to Language Learning and Phonics Instruction Part I

**II a. Choose 6 Credits: Special Education or Related Education Elective Coursework**

EDU 9720	Applications of Behavior Management Techniques
EDU 9013	Research in Language, Culture and Communication
EDU 9010/ cf 9710	Linguistics for Teachers of English Language and Exceptional Learners

**II b. May substitute for electives (under faculty advisement)**

EDU 7266	Technology for Teaching Literacy Applications in Regular and Special Education Settings
EDU 3242	Multi-sensory Approach to Language Learning and Phonics Instruction Part II <i>(Fall: Level 1 is a prerequisite)</i>

May substitute through online courses with:  
EDU 7266  
EDU 5811  
EDU 6435  
EDU 3242

\*Associate Level Orton-Gillingham Practitioner-Students will need 100 additional hours of Practicum.

All students must pass a comprehensive examination during their final semester.

**Childhood and Childhood Special Education (Internship) (42 Credits)**

**I. Childhood Core (18 credits)**

EDU 7195	Teaching and Learning: Childhood
EDU 7266	Technology for Teaching Literacy Applications in Regular and Special Education Settings
EDU 7137	Current Trends and Research in the Teaching of Mathematics in Inclusive Settings
EDU 7222	Historical Perspectives and Current Trends in Curriculum Development
EDU 7290	Human Relations in Inclusive Settings
or EDU 9700*	Research in Collaborative Partnerships and Strategic Instruction for General, Special, and Inclusive Education: Childhood
EDU 7115	Childhood Associate Teaching <i>(Must Have 18 Credits Completed)</i>

**II. Core Special Education Courses**

EDU 9711	Education of Individuals with Exceptionalities
EDU 9707	Applying and Modifying Curricula for Special Students
EDU 3200	Language Acquisition and Literacy Development
or EDU 3220	Approaches, Strategies, and Materials for Literacy Development
EDU 9712	Educational Assessment of Individuals with Exceptionalities
EDU 9716	Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities: Childhood
EDU 9718	Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, Social Studies
EDU 9719	Principles of Applied Behavior Analysis and Positive Behavior Supports
EDU 9702	Practicum in Special Education: Childhood (Final Semester)

All students must pass a comprehensive examination during their final semester.

**Teaching English to Speakers of Other Languages and Bilingual Education Programs (TESOL) Programs**

The division offers two advanced M.S. degree programs in TESOL, Teaching English to Speakers of Other Languages. These programs prepare qualified individuals to meet the educational needs of English Language Learners (ELLs) children, adolescents and youth. The master's degree program is designed for students who possess an initial certificate in education (see entry #2 under admission requirements) and who seek to meet requirements for New York State initial or professional certification in TESOL (33-credit program). Students who do not possess an initial certificate to be eligible for TESOL may apply to the joint Childhood Education and TESOL Program (42-credit program).

Completion of either program qualifies students for New York State initial or professional certification in TESOL, provided they have met prerequisite requirements; they have successfully completed all State-mandated external tests, training modules and field experiences; and they have met citizenship or residing requirements of New York State.

For students who have foreign credentials and are only planning to teach English as a Foreign Language (EFL) in their country the New York State Teacher Certification practicum requirements are not necessary. Instead, students have the option of taking another course in lieu of the practicum. Students with foreign credentials who wish to teach in New York State will need to satisfy the requirements for entry into the initial TESOL certificate program. (see entry #2 below).

The division also offers five 15-credit course sequences in TESOL and in Bilingual Education leading to New York State certification. This special program is known as the New York State Intensive Teacher Institute at St. John's University, offered at the Queens and Oakdale locations. It is only available to NYS teachers already certified in childhood, adolescence, special education, literacy, school counseling and who are currently employed in a New York public school and are serving English language learners. Participation in this program requires initial funding approval by the New York State Intensive Teacher Institute.

A complete TESOL program of 33 credits is offered at the Oakdale location along with a 12 credit sequence of TESOL courses with literacy, special education, and administration courses to earn a combined degree. Also, at both the Oakdale location and the Queens campus location an accelerated weekend program is offered.

For further information, please contact the Program Coordinator at (718) 990-6407.

## Admission Requirements: TESOL Programs

1. A baccalaureate degree from an accredited college or university, which includes a concentration or major in one of the liberal arts and sciences and no fewer than six semester hours in each of the following academic areas: English, mathematics, science, social studies and a language other than English. Undergraduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally, this will be a "B," both in the general average and in the major field.
2. New York State initial teacher certification or eligibility for teaching certification. Entry into the TESOL program is open to those students who hold initial certification in early childhood, elementary or childhood, middle childhood, or secondary or adolescent education.  
Students who do not hold initial certification should apply to the joint Childhood Education and TESOL Program. See program requirements below.
3. Proficiency in English. Students who have foreign academic credentials must demonstrate proficiency in English at the start of the program by passing oral language and written reading and writing proficiency tests in English administered by the University's ESL Department. Students who do not demonstrate adequate English language proficiency will be required to take sufficient ESL course work to bring their English language proficiency up to the required level, as recommended by the ESL Director in written reports of the test results. Since such course work will be used to meet a program prerequisite, it will not count towards meeting the credits required for the TESOL degree.
4. A stated interest in and commitment to working with English Language Learners, children and youth.

## Program of Study

The master's program in TESOL (K–12) is a 33-credit program which includes course work in three areas: foundations, TESOL professional core and related electives. A comprehensive examination requirement occurs at the end of the M.S. degree program sequence.

### Master's Degree in TESOL (K–12) (33 credits)

#### Foundations (9 credits)

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

#### TESOL Professional Core (21 credits)

EDU 9003	Literacy Development for First and Second Language Learners
or	
EDU 9005	Teaching English to Speakers of Other Languages: Theory and Practice
EDU 9004	Content Area Instruction for Linguistically/Culturally Diverse Learners
or	
EDU 9009	Teaching Strategies in the ESL and Bilingual Classroom: Science, Mathematics and Social Studies
EDU 9010	Linguistics for Teachers of English Language (ELL) and Exceptional Learners
EDU 9012	Methods of Language and Academic Assessment for ELLs and Exceptional Learners
EDU 9013	Research in Language, Culture and Communication
EDU 9015	Structure of the English Language
EDU 9014	Practicum and Seminar in TESOL

#### Elective (3 Credits)

EDU 9017	Literacy Development Methods for Dialect and Other English Speakers
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or  
With the approval of the student's advisor, an elective may be selected.

Students admitted to the joint Childhood Education and TESOL master's program must complete 42 credits of coursework as follows:

1. TESOL Foundations: EDU 9001 and EDU 9006 (only): 6 credits
2. TESOL Professional Core as listed above: 24 credits

### 3. Childhood Education: 15 credits comprised of the following:

EDU 7195	Teaching and Learning: Childhood
EDU 7222	Historical Perspective and Current Trends in Curriculum Development
EDU 7266	Technology for Teaching Literacy Applications in Regular and Special Ed Settings
EDU 7115	Childhood Associate Teaching
EDU 9711	Education of Exceptional Individuals

Students in the 42-credit program must also complete a comprehensive examination requirement.

With the approval of the student's advisor, an elective may be substituted for a foundation or core course.

## Bilingual Education Extension Certificate Program

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

This course sequence does not require a practicum although fieldwork is a requirement of most coursework.

## Admission Requirements: Bilingual Extension

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

## Course Requirements

EDU 9001	Foundations of Bilingual, Multicultural and Second Language Education
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 9006	Human Development in Cross-cultural Perspective
EDU 9007	Teaching Strategies for the Bilingual Classroom
EDU 9009	is subsumed by EDU 9004.

Total: 15 credits

## Courses

### EDU 3200 Language Acquisition and Literacy Development

Examines theories of literacy development including construct of emergent literacy, early oral language development, and relationship of oral to written language. (Fieldwork required). *Credit: 3 semester hours.* (Q, SI)

### EDU 3210 Research and Practice of Teaching Writing in General and Inclusive Education, B-6

This course is designed to enable teachers to develop effective reading to writing and writing to reading skills for elementary school students (B-6). Teachers will learn to use multi-sensory materials to enhance students' writing skills. Teachers will develop skills for teaching narrative and expository writing and incorporate the use of technology to improve their own writing skills and those of their students in general and inclusive settings. This course will also provide teachers with knowledge of the New York State Writing competencies. *Credit: 3 semester hours* (Q, SI, O)

### EDU 3215 Research and Practice of Teaching Writing in General and Inclusive Education, Grades 5 to 12

This course is designed to enable teachers to develop effective reading to writing and writing to reading skills for middle and high school students (Grades 5-12). Teachers will learn to use manipulative materials, scoring rubrics and graphic organizers to enhance students' writing skills. Teachers will develop skills for teaching narrative and expository writing and incorporate the use of technology to improve their own writing skills and those of their students in general and inclusive settings. This course will also provide teachers with knowledge of the New York State Writing competencies. *Credit: 3 semester hours* (Q, SI, O)

### EDU 3217 Research and Practice of Teaching Writing in General and Inclusive Education, B-12

This course is designed to enable teachers to develop effective reading to writing and writing to reading skills combining the strategies of the B-6 and 5-12 programs. Teachers will develop skills for teaching narrative and expository writing and incorporate the use of technology to improve their own writing skills and those of their students in general and inclusive settings (B-12). This course will also provide teachers with knowledge of the New York State Writing competencies. *Credit: 3 semester hours* (Q, SI, O)

### EDU 3220 Approaches, Materials, and Performance Evaluation in Literacy Development

Study and analysis of approaches and materials for literacy instruction focusing on word identification, vocabulary development, comprehension, writing instruction, and motivational aspects. (Field work at the childhood or adolescent level). *Credit: 3 semester hours.* (Q, SI, O, M)

### EDU 3222 (LIS 216) Youth Literature: A Critical Approach

An examination of selected books for children and young adults, with emphasis on the study of literacy elements and the application of critical analysis. *Credit: 3 semester hours.* (Q)

### EDU 3223 (LIS 121) Literature and Related Resources for Children

A survey of books and other materials for children, with emphasis on applying selection criteria and developing evaluation skills. *Credit: 3 semester hours.* (Q)

### EDU 3224 (LIS 222) Materials and Services to Special Populations

A study of materials and services for library users with disabilities, (including development, physical and sensory disabilities) and other special user groups. *Credit: 3 semester hours.* (Q)

### EDU 3225 (LIS 128) Library Services for Young Adults

Serving young adults in the public library, with emphasis on identifying user needs, developing book talking skills, planning programs, providing information services and designing policies. *Credit: 3 semester hours.* (Q)

### EDU 3226 I (LIS 226) Literature and Related Resources for Young Adults

A survey of books and other materials for young adults, with emphasis on applying selection criteria and developing evaluation skills. *Credit: 3 semester hours.* (Q)

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

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

### EDU 3230 Diagnosis and Recommendations for Literacy Performance

(Prerequisite or co-requisite: One reading core course. Open only to students matriculated in MS Literacy Programs)

Principles and practices of assessing and correcting literacy performance; use of reading, writing, and perceptual tests to establish reading levels and behaviors for students in either grades K through 6 or 5 through 12 (Field work required; diagnostic instruments must be purchased). *Credit: 3 semester hours.* (Q, SI, O)

### EDU 3240 Literacy and Assessment Strategies for Diverse Learners

(Prerequisite EDU 3230)

Study and analysis of literacy development, individual differences, and language difficulties experienced by the diverse learner. As a continuation of EDU 3230, students learn specialized procedures for learning/language disabilities. (Field work required) (Diagnostic instruments must be purchased). *Credit: 3 semester hours.* (Q, SI, O)

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

Study of the underlying principles of the Orton-Gillingham Approach with an emphasis on the structure of language. Part I also includes the study of the dyslexic learner. Course requires specialized manuals and diagnostic instruments—Cost approximately \$300. \*Note: If you wish to receive certification from the Orton Academy you must take both EDU 3241 and EDU 3242 and a 100 hour practicum over the course of both semesters. *Credit: 3 semester hours.* (Q, SI, O) Field component

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

(Prerequisite EDU 3241) Study of various diagnostic instruments, administration of relevant academic and diagnostic tests, and designing specific therapeutic interventions incorporating the principles of the Orton-Gillingham Approach Course requires specialized manuals and diagnostic instruments—Cost approximately \$300.00.\*Note: If you wish to receive certification from the Orton Academy you must take both EDU 3241 and EDU 3242 and a 100 hour practicum over the course of both semesters. *Credit: 3 semester hours.* (Q, SI, O) Field component

### EDU 3250 Practicum and Seminar in Literacy Instruction (Birth-Grade 6)

(Prerequisites EDU 3230 and EDU 3240)

Students complete a supervised case study as a practicum component. Fifty hours of practicum experience of assessment procedures and teaching literacy to a student at the early childhood and childhood levels, (Birth-Grade 6). *Credit: 3 semester hours.* (Q, SI, O)

**EDU 3255 Practicum and Seminar in Literacy Instruction (Grades 5–12)***(Prerequisites EDU 3230 and EDU 3240)*

Students complete a supervised case study as a practicum component. Fifty hours of practicum experience of assessment procedures and teaching literacy to a student at the adolescent or high school level, (Grades 5–12) *Credit: 3 semester hours.* (Q, SI, O)

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

Review of theory, research, and related models of emergent literacy; examination of literacy behaviors and instructional procedures for young children. *Credit: 3 semester hours.* (Q)

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

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

**EDU 3264 Teaching Literacy through Literature (Birth through Grade 6) in General and Inclusive Settings**

Explores reading-writing connections, techniques and strategies that promote children's active construction of meaning through the use of quality literature. *Credit: 3 semester hours.* (Q, SI, O).

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

Emphasizes reading and writing relationships, student cooperation, classroom management, literature discussion groups and circles and the writing process approach in responding actively to literature. *Credit: 3 semester hours.* (Q, SI, O)

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

Students expand and develop their understandings about the conventions, style, genres, audiences, and purposeful nature of the craft of writing, through the integration of quality literature into reading and writing instruction. *Credit: 3 semester hours* (Q, SI, O)

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

Presents theories of and teaching strategies for student literacy acquisition and development in regular an inclusive settings. Emphasis on comprehension, vocabulary, and motivation through the expository writing style. *Credit: 3 semester hours.* (Q, SI, O, M)

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

Examines literacy instruction as informed by scientifically based research and best practices of the field. Course components focus on the processes of word reading to include phonemic awareness and phonics, vocabulary development, fluency, reading comprehension, writing development, motivation and affective engagement through the grades, integration of reading/writing strategies in the content areas, classroom management via grouping patterns and progress monitoring assessment. Field work on course project required.

*Credit: 3 semester hours.***EDU 3274 Innovative Approaches to Thinking and Literacy Development for the Gifted Learner**

Study of theories and models for developing and extending reading and writing for gifted and talented students through literature, poetry and content materials.

*Credit: 3 semester hours.* (Q)**EDU 3278 Curriculum and Instructional Design for Teaching Literacy to Individuals with Exceptionalities B–12**

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

**EDU 3281 (cf 7801) Digital Portfolio Assessment and Accountability: Literacy Inquiry**

Students establish a digital portfolio for documenting progress and achievement in their doctoral program work as they explore the range of inquiry topics and research techniques significant in the literacy field. After course completion, the portfolio is assessed annually by the literacy doctoral faculty. The cumulating portfolio is the major measure of accountability for the program. *Credit: 3 semester hours* (Q).

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

Open to students in advanced or doctoral programs. Course designed to help students explore in-depth the theoretical models of reading and writing processes.

*Credit: 3 semester hours.* (Q)**EDU 3285 Research Perspective in Literacy**

Open to student in advanced or doctoral programs. Helps students explore the classical and current quantitative and qualitative research in the field of reading/literacy education.

*Credit: 3 semester hours.* (Q)**EDU 3290 Analysis of Current Topics of Literacy**

Open to students in advanced or doctoral programs. Course analyzes current issues and design approaches in literacy theory and practice. *Credit: 3 semester hours.* (Q)

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

Open to students in advanced or doctoral programs. Explores theories, research, and issues in literacy education for at risk and diverse populations. *Credit: 3 semester hours.* (Q)

**EDU 3292 Dissertation Seminar**

Original research leading to the doctoral degree. Students who have passed the doctoral comprehensive examination and completed all course work requirements register for Dissertation Seminar for three credits for each semester until the dissertation is completed and the degree is awarded.

*Credit: 3 semester hours.* (Q)**EDU 3925 Maintaining Matriculation**

Master's students not registered for other courses must register for 3925 until all degree requirements are completed and the degree is granted. *No credit. Fee: \$100 per semester. Offered each semester.*

**EDU 5103 Educational Governance and Policy Issues**

An analysis of the school community context in considering board policies and the development of working relationships with community members setting considering standards, accountability, pressure groups, and political ideologies; the interaction of the school system and its political environment in the development of policy. *Credit: 3 semester hours.*

**EDU 5104 School Personnel Administration**

Issues in the recruitment, training, supervision, evaluation, and effective deployment of professional and non-professional school employees. *Credit: 3 semester hours.*

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

This course builds upon a knowledge of classical and contemporary theories of organizational behavior curriculum, and planned change. Through analytical frames of reference, the major constructs for understanding organizational culture curriculum development and change theory are developed. These frames are overlaid on written case studies and research reports, simulations and/or field activities. The transfer of applicable theories to strategies for planned change is specified and explicated by individuals and teams within the course. Major emphasis is placed on improving leadership practice. *Credit: 3 semester hours.*

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

This course includes the development of decisional strategies that accommodate differences in questions of school operations, curriculum, instruction, staffing, and related school-performance questions. This development considers the collaboration of school, student, family, and community resources in the understanding and respecting of diverse views on schooling. Current thinking and research into the theory of multicultural organizations will also be discussed. *Credit: 3 semester hours.*

**EDU 5410/7410 Gifted 1: Leadership in Comprehending Factors Involved in the Identification & Development of Talent**

Gifted 1 examines the identification of gifted and talented students and factors involved with the development of their talents. Multiple criteria are illustrated in the identification process and special emphasis is placed on minority issues. This course is designed to satisfy NY State license extensions for teaching gifted students. *Credit: 3 semester hours.*

**EDU 5411/7411 Gifted 2: Administering, Organizing and Developing Program Alternatives For Gifted and Talented Students**

Gifted 2 concerns the 14–16 school-based alternatives that have proven effective for gifted and talented students. This course also deals with special problems associated with gifted programs including evaluation, tracking, cooperative learning, and gender/minority equity. This course is designed to satisfy NY State license extensions for teaching gifted students. *Credit: 3 semester hours.*

**EDU 5412/7412 Teaching Creative Thinking and Problem Solving to Gifted and Talented Students**

This course responds to immediate and long-range needs of gifted students by promoting the achievement of basic skills and experience in creative thinking and problem solving. *Credit: 3 semester hours.*

**EDU 5413/7413 Professional Collaboration and Leadership in Gifted Education**

This course will cover collaborative models of professional development and program evaluation in gifted education, major issues and leadership concerns in the field, e.g., including underrepresented populations and integrated gifted practices schoolwide and systemwide. Students will investigate how to network and disseminate information on gifted education. *Credit: 3 Semester hours*

**EDU 5415 Introduction to Educational Administration**

The introductory course in school administration encompasses school operations, community relations, negotiations, and interorganizational relationships. *Credit: 3 semester hours.*

**EDU 5418 Administrative Theory in Education**

The first course in administrative theory analyzes the school context as organizational behavior including structural, motivational, cultural, leadership, and decisional aspects. *Credit: 3 semester hours.*

**EDU 5420 Politics of Education**

Analysis of political powers and authority that influence the structure and function of schools. The first course in politics focuses on the micropolitics of the school and its immediate social and political environment. *Credit: 3 semester hours.*

**EDU 5471 Leadership in Instructional Supervision**

The basic thrust of this course is toward an examination and analysis of objectives, roles, functions, and practices of instructional supervision in schools. Emphasis is placed on supervisory leadership strategies and skills essential for teachers' professional growth, and for enhancing learning environments. The strategies utilized in various supervisory approaches representing collaborative, directive and non-directive orientations will be examined. Particular attention will be given to the implications and applications of the research on instructionally effective schools and on the attributes of effective supervisory behavior. *Credit: 3 semester hours.*

**EDU 5475 Administrative and Supervisory Strategies for Implementing and Evaluating Learning Styles Programs**

This course is designed to develop administrative and supervisory skills for implementing and evaluating learning-styles programs. It focuses directly on research concerning the diversity of styles among students and teachers and the results of learning-styles-based instruction, and suggests practical supervisory approaches. *Credit: 3 semester hours.*

**EDU 5499 General Review and Exam Preparations**

A thorough review of administrative principles and practices emphasized on the State licensing examination. *Credit: 3 semester hours.*

**EDU 5551 Organization and Administration of Higher Education**

An examination of the basic aspects of college and university organization including the background, development, goals and functions of public and private colleges and universities; the legal status, boards of control, state and local controls, professional associations and accreditations. *Credit: 3 semester hours.*

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

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

**EDU 5571 Administrative Leadership**

The course focuses on the administrative role of building principal in developing a successful context for the improvement of instructional performance in cognitive and affective dimensions as well as effective day-to-day operational practices of the school. *Credit: 3 semester hours.*

**EDU 5599 Summer Intensive: General Review and Exam Preparation**

A thorough review of administrative principles and practices emphasized on the State licensing examination. *Credit: 3 semester hours.*

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

Emphasizes the connection of organizational structures and administrative practices to the presentation of curriculum and instructional performance. *Credit: 3 semester hours.*

**EDU 5650 School Based Data Analysis**

This course provides an introduction to using an evidence-based approach to inform decision making in the school. Students will learn to identify problems, formulate research questions and hypotheses, and to identify and collect relevant data. Students will have hands-on use of computer technology, SPSS, and Microsoft Excel to organize information, create databases, and to design, perform, and interpret basic statistical analyses. *Credit: 3 semester hours.*

**EDU 5651 School Community Relations in Education**

This course will investigate the complexities of dealing with many levels of community as it relates to schools. Students will examine selected methods of community analysis and focuses on strategies and techniques designed to improve the relationships with the school community as well as between systems and their respective communities. *Credit: 3 semester hours.*

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

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

**EDU 5665/7665 Computers: Programming and Applications in Management and Education**

An overview of administrative and instructional uses of the computer in educational settings. This course is designed to help school personnel (teachers, administrators, curriculum specialists and school board members) make decisions about the future use of computer in education. The course provides systematic ways of mapping curriculum usage in technology: selecting software, selecting hardware, developing materials and then implementing the chosen material. *Credit: 3 semester hours.*

**EDU 5701 Theories of Learning**

The course examines current research and thinking concerning major theories, models and principles of teaching and learning, the relationship between curriculum, instruction, teaching and learning. The differences between teacher styles, teacher processes, teacher behaviors, teacher effectiveness and their influence upon learning are also examined. *Credit: 3 semester hours.*

**EDU 5721 Collective Negotiations**

Collaborative decision making and bargaining to provide an effective instructional and working environment. *Credit: 3 semester hours.*

**EDU 5741 Finance in Education**

Establishment and management of district budget and finances to support achievement of educational goals and facilities development. *Credit: 3 semester hours.*

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

This course is designed to develop two levels of skills: the necessary skills to plan, build, and implement a school district budget and to examine how school public education is financed nationally and in New York State. Major topics include the language and process of school budgeting, the principles of school finance, and essential elements of fiscal accountability. *Credit: 3 semester hours.*

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

This course considers the general legal context of local school administration as informed by federal and state law and precedent, policy decisions, and conflicts arising from competing school interests. *Credit: 3 semester hours.*

**EDU 5795 Student and Teacher Rights in Administration of Schools**

Analysis is made of appropriate provisions of state and federal constitutions, statutes, case law and administrative rulings concerning student and teacher rights. Legal issues of professional relevance to classroom teachers and supervisors are studied. *Credit: 3 semester hours.*

**EDU 5800 Case Studies in Educational Administration**

This capstone course in case studies considers a variety of approaches to decision making in schools with special attention given to administrative decision making and models of shared decision making; students analyze cases, write, and present cases; school data will help develop case analyses. *Credit: 3 semester hours.*

**EDU 5811 Administration and Supervision of Special Education Services**

This course provides an overview of specific goals, policies, procedures and responsibilities relevant to meeting student needs and the statutory requirements for serving children with disabilities in the schools whether they are Native Language English speakers or English Language Learners. Discussions, assignments, and projects focus on the critical evaluation of the administrative and supervisory functions in planning, organizing, programming, implementing and evaluating programs for the delivery of special education services whether the student is in separate self-contained classes or included and educated within the mainstream environment. *Credit: 3 semester hours.*

**EDU 5925 Maintaining Matriculation**

Master's degree students not registered for other courses must register for 5925 until all degree requirements are completed and the degree is granted. *No credit. Fee \$100 per semester. Offered each semester.*

**EDU 5935 Maintaining Matriculation**

Professional Diploma students not registered for other courses must register for 5935 until all degree requirements are completed and the degree is granted. *No credit. Fee \$100 per semester. Offered each semester.*

**EDU 5940 Maintaining Matriculation**

Doctoral students who have NOT passed their comprehensive examinations and are NOT registered for other courses must register for 5925 until all degree requirements are completed and the degree is granted. *No credit. Fee \$100 per semester. Offered each semester.*

**EDU 5950 School Building Leader Internship**

Practice at the building level in resolving questions of coordination, mediations, and resource allocation dealing with individual schools and their settings. *Credit: 3 semester hours.*

**EDU 5951 School District Leader Internship**

Practice at the district level in resolving questions of community involvement, staffing problems, instructional applications and monitoring, staff and program development, and financial issues. *Credit: 3 semester hours.*

**EDU 5952 School Building and School District Leader Internship**

Practicum in resolving questions of coordination, mediations, and resource allocation dealing with individual schools and their settings, and at the district level in resolving questions of community involvement, staffing problems, instructional applications and monitoring, staff and program development, and financial issues. *Credit: 6 semester hours.*

**EDU 5990 Doctoral Research Seminar**

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

**EDU 6100 Psychology of Women: Implications for Counseling and Career Development**

This course encompasses the psychology of women including special concerns for counseling women in educational, personal, marital, vocational and sex equity areas. *Credit: 3 semester hours. (Q)*

**EDU 6120 Counseling Issues for Effective Parenting**

This course is designed to help counselors work cooperatively with parents and/or guardians to develop effective home-school or agency partnerships on critical parenting issues in diverse cultures. *Credit: 3 semester hours. (Q)*

**EDU 6121 Orientation to Mental Health Counseling**

This course is designed for beginning mental health counseling students. This course will provide students with knowledge, perspectives, and an introduction to the skills necessary for effective practice as a culturally competent mental health counselor working with individuals from diverse cultural backgrounds in settings such as hospitals, clinics, state programs, and (or) private practice. The course will place an emphasis on ethical considerations in counseling. *Credit: 3 semester hours. (Q, SI)*

**EDU 6122 Orientation to School Counseling**

This course is designed for beginning school counseling students and provides an orientation to the profession, addresses ethical and legal standards and practices, technology, and current research. *Credit: 3 semester hours. (Q, SI)*

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

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

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**EDU 6204 Adjustment to Disabling Conditions**

This course examines the sociological and psychological impact of disability upon persons with disabilities and their families.

*Credit: 3 semester hours. (Q, SI)*

**EDU 6205 Group Dynamics**

This course focuses on the small group, including goal setting, group pressure, leadership factors and member roles. Group process is learned as students participate in a personal growth group as a part of the course.

*Credit: 3 semester hours. (Q, SI)*

**EDU 6206 Psychosocial Development: A Multicultural Perspective**

This course focuses on psychosocial factors involved in understanding individuals across the lifespan in many cultures and subcultures.

*Credit: 3 semester hours. (Q, SI)*

**EDU 6207 Developmental Counseling**

*Prerequisites: Core Courses, EDU 6206, 6208.*

The aim of this course is to explore developmental stages according to major theorists and to utilize this knowledge in practical applications. Students will combine theory and practice by developing age and cognitively appropriate activities. The challenging course work will enable students to conceptualize and create developmentally appropriate school counseling group and individual activities.

*Credit: 3 semester hours. (Q, SI)*

**EDU 6208 Counseling and Personality Theories**

*Prerequisites: EDU 6206 or equivalent.* This course reviews the major theories of personality, analyzes their similarities and differences, and relates these theories to counseling techniques. *Credit: 3 semester hours. (Q, SI)*

**EDU 6211 Crisis Prevention & Intervention I**

This course is an introduction to Crisis Prevention and Intervention, focusing on intervention strategies in schools (K–12 and post secondary education) and mental health facilities. This course will include theories, research, and practical counseling techniques, and other prevention and intervention strategies. Students will spend a sizeable portion of the course demonstrating the techniques introduced during the course.

*Credit: 3 semester hours. (Q, SI)*

**EDU 6123 Crisis Intervention II**

EDU 6211 is not a prerequisite for this course. This course will focus on nonviolent prevention and intervention of crises that take place within a school environment (K-12 and post-secondary education) and mental health facilities. Students will learn how to assess for potentially acting out behavior, victimization of sexual, emotional and physical abuse, and lethality assessment of suicide. Specific strategies pertaining to assessing and responding to crises will be taught. Student demonstrations

of counseling intervention strategies will be a major focus of this course.

*Credit: 3 semester hours. (Q, SI)*

**EDU 6262 Assessment in Counseling**

This introductory course involves the study of the various psychological assessment instruments and techniques that are relevant to the professional counselor working in schools or clinical settings. The psychometric properties of test instruments will be discussed and the appropriate and ethical use of tests with diverse populations will be emphasized.

*Credit: 3 semester hours (Q, SI)*

**EDU 6264 Counseling Skills and Techniques**

This is the introductory course in the essential skills and processes of individual counseling. Major approaches to counseling will be studied, and the essential process issues in counseling will be analyzed and illustrated. Pre-practicum counselors will study these process issues didactically as well as experientially through the use of counseling tapes, discussion/analysis, and role-playing techniques.

*Credit: 3 semester hours. (Q, SI)*

**EDU 6301 Career Development**

Career development focuses on the tools and techniques that counselors utilize in order to assist individuals in developing educational and vocational plans. *Credit: 3 semester hours. (Q, SI, D)*

**EDU 6305 Practicum in School Counseling**

*Prerequisites: Completion of core courses. Student must file application with program advisor the semester prior to enrollment in practicum.* This course is designed to provide advanced students with clinical experiences in school counseling. 40 hours of direct counseling/consultation services and 60 hours of indirect services with students, school personnel, and families are required at the site. *Credit: 3 semester hours. (Q, SI)*

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

The prerequisites and course description are the same as 6305, except that candidates meet regularly with individual bilingual/bicultural students in a multicultural school setting. *Credit: 3 semester hours. (Q)*

**EDU 6307 Research in Counseling**

*Prerequisite: EDU 6262 and Core Courses.* This introductory course in counseling research focuses on the major types of research and the critical issues in the professional literature. *Credit: 3 semester hours. (Q, SI)*

**EDU 6309 Research in Counseling II**

*Prerequisite: EDU 6307.* This course extends the topics begun in EDU 6307. Students will formulate research questions and hypotheses and use descriptive and inferential statistics to investigate the research reports summarizing and interpreting results of the analyses. *Credit: 3 semester hours. (Q, SI)*

**EDU 6310; 6311; 6312 Internship in Mental Health Counseling**

*Prerequisites: Completion of Program Core Courses and Permission of the Advisor.* Each internship course consists of a minimum of 300 hours (totaling 900 hours for the three internships) working at mental health agencies, hospitals, clinics, or other clinical sites (e.g., substance abuse or other specialized programs). The internship experience is an opportunity for students to integrate theoretical knowledge with practical experience and to specialize in a particular treatment approach and/or a specific client population or a more general setting. *Credit: 9 semester hours. (Q, SI)*

**EDU 6364 Counseling the Substance Abuser**

This course addresses the biological, psychological and sociological factors related to use of alcohol and drugs. *Credit: 3 semester hours. (Q, D)*

**EDU 6424 Case Studies and Community Resources in Counseling**

*Prerequisites: Core Courses, 6262.* This course addresses the dynamics of counseling clients with a variety of developmental and crises type problems and looks at the community resources available to address these problems. *Credit: 3 semester hours. (Q, SI)*

**EDU 6425 Rehabilitation Counseling**

*Prerequisites: 6121, 6651.* An introductory course designed to study the historical antecedents, philosophy of rehabilitation, the psychological implications of disabilities, and the reactions of individuals to their disability status. *Credit: 3 semester hours. (Q, SI)*

**EDU 6435 Medical and Psychosocial Aspects of Disability**

*Prerequisites: 6121, 6651.* This course covers the effects of chronic diseases and debilitating conditions, the psychosocial impact of these conditions, and appropriate counseling interventions for facilitating adjustment. *Credit: 3 semester hours. (Q, SI, D)*

**EDU 6455 Directed Study in Counselor Education**

*Prerequisite: Permission of the Advisor and the Program Coordinator.* Directed study in an area of competence relevant to the student's counseling program. Student works with an advisor to develop an appropriate study plan. *Credit: 3 semester hours.*

**EDU 6565 Vocational Development and Job Placement**

*Prerequisites:* 6264, 6301, 6425. This course focuses on knowledge and skills necessary to provide placement services for persons with disabilities. Labor market trends and job analysis are used to identify available and appropriate jobs for various disability groups. Job modification and job re-structuring are explored as tools for altering existing jobs for persons with disabilities; job-seeking and job-holding skills prepare the client for placement. Placement planning and follow-up facilitate actual placement and maintenance of jobs in the community. *Credit: 3 semester hours.* (Q, SI).

**EDU 6530 Multicultural Counseling**

This course is designed to increase students' understanding of and ability to successfully counsel individuals living in a multicultural society. *Credit: 3 semester hours.* (Q)

**EDU 6590; 6591 Internship in School Counseling I, II**

*Prerequisite:* Permission of the Program Coordinator. Students must consult with an advisor and file an application the semester prior to enrollment in the internship. Each internship is designed to provide advanced graduate students with a minimum of 300 hours of supervised clinical experience, including a minimum of 120 direct service hours in an approved school counseling setting and 180 hours of indirect service. Supervision is provided through various methods by a qualified site supervisor, an approved SJU clinical associate, and by a faculty member. This course includes a weekly group seminar with a faculty member where the student receives individual and group supervision. *Credit: 3–6 semester hours.* (Q, SI).

**EDU 6592; 6593 Internship in Bilingual School Counseling I, II**

The prerequisites and course description are the same as 6590 and 6591, except that the field site is a multicultural school and the candidate works primarily with bilingual/bicultural students. *Credit 3–6 semester hours.*

**EDU 6595 Organization and Administration of Personnel Services**

*Prerequisites:* EDU 6122, 6205, 6206, 6262, 6264, 6301, 6650, 6305 or 6306. This course focuses on integrating theoretical and practical skills from the prerequisite courses in order to develop and evaluate comprehensive counseling programs in schools. The various roles of the school counselor and types of services provided are discussed. *Credit: 3 semester hours.* (Q, SI)

**EDU 6606 and 6607 Supervision of Counseling**

*Prerequisites:* Completion of master's program in counseling. Adequate experience as a practitioner. Permission of the Program Coordinator. This course involves the evaluation and critique of counseling procedures through actual supervision of counselor trainees. *Credit: 3–6 semester hours.*

**EDU 6610 Spiritual Issues in Counseling and Psychotherapy**

The tenets of major spiritual identifications and practices, and their impact on counseling will be explored. *Credit: 3 semester hours.* (Q)

**EDU 6650 Consultation and Evaluation**

*Prerequisites:* Core 6262, 6305, or 6306, 6307. This course is designed to provide theory and practice in consultation with counselors who are employed in a variety of counseling-related settings. *Credit: 3 semester hours.*

**EDU 6651 Foundations in Mental Health Counseling and Consultation**

*Prerequisites:* Core 6121, 6205, or 6301, 6264. This course provides students with basic information on the principles and practices of mental health counseling and consultation. Topics include the history and philosophy of mental health counseling, professional identity, the roles of the mental health counselor, professional ethics, integrating theory to practice, various contexts of practice and organizational structures, assessment, prevention, consultation, and an understanding of how diversity influences the practice of mental health counseling. *Credit: 3 semester hours.* (Q, SI)

**EDU 6925 Maintaining Matriculation**

Master's students not registered for other courses must register for 6925 until all degree requirements are completed and the degree is granted. *No credit. Fee: \$100. Offered each semester.*

**EDU 6935 Maintaining Matriculation**

Advance Certificate students who have not registered for other courses must register for 6935 until all diploma requirements are completed and the diploma is granted. *No credit. Fee: \$100. Offered each semester.* (Q, SI)

**EDU 7000 Sociological/Psychological Foundations of Learning**

This course takes a critical perspective of the historical, political, social and cultural issues that help contextualize American public schools. In the social context, the course explores the relationships between educational movements and the educational philosophies for regular and special education as they relate to student achievement. In the psychological context, the course examines facets of learning including cognitive development, maturation, and moral development of all students *Credit: 3 semester hours.*

**EDU 7001 Curriculum Instruction and Teaching**

Basic theories and principles of curriculum and instruction; emphasis on developing and designing a curriculum plan, as well as historical, philosophical, and social foundations of curriculum. *Credit: 3 semester hours.*

**EDU 7002 Early Childhood Study Abroad Elective: International Perspectives in Early Childhood Education**

The study of educational philosophy, culture, policy and practices in early childhood settings abroad. Group travel program elective; offered annually. *Credit: 3 semester hours.*

**EDU 7003 Current Issues and Change Theory in Curriculum**

Controversial issues related to teaching, learning supervision and curriculum change; essential of knowledge that shapes a person's philosophy of curriculum. *Credit: 3 semester hours.*

**EDU 7004 Essential Readings in Curriculum in the 20th Century**

Important books of the 20th century, which have shaped curriculum. Includes the primary works authored by liberal and conservative thinkers including Dewey and Counts on the Left and Adler and Hirsch on the Right. Ideal for the reflective student. *Credit: 3 semester hours.*

**EDU 7107 Methods and Strategies for Teaching Regular and Special Needs Middle School Students**

The primary objective of this course is to provide teachers with exemplary teaching practices that are research-based and proven effective in middle schools and also to develop teaching units that are standards-based. *Credit: 3 semester hours.* (Q)

**EDU 7114 Early Childhood Education Associate Teaching**

*Prerequisite:* Completion of pedagogical coursework (36 cr.) and permission of the Graduate Committee on Associate Teaching. Observation and participation in teaching in an early childhood school under University supervision at both the Pre-K and the grades 1–2 levels, 4-1/2 days per week. Attendance at weekly seminars is required. *Credit: 3 semester hours.*

**EDU 7115 Childhood Associate Teaching**

*Prerequisite:* Completion of pedagogical coursework (39 cr.) and permission of the Graduate Committee on Associate Teaching. Observation and participation in teaching in an approved elementary school under University supervision at both the primary (1–3) and elementary levels, 4-1/2 days per week. Attendance at weekly seminars required. *Credit: 3 semester hours.*

**EDU 7117 Adolescent Education Associate Teaching: Play, Social Learning in Early Childhood Environments**

*Prerequisite:* Completion of pedagogical coursework and permission of the Graduate Committee on Associate Teaching) Observation and participation in teaching in an approved school under University supervision at both the grades 7–9 and the 10–12 levels, 4-1/2 days per week. Attendance at weekly seminars required. *Credit:* 3 semester hours. (Q)

**EDU 7120 Individualization: Diagnosing Students' Instructional Needs**

The development of diagnostic skills to analyze individual learning styles and to then develop instructional prescriptions on the basis of that data. *Credit:* 3 semester hours. (Q, SI)

**EDU 7122 Programs in Early Childhood Education: Play, Social Learning in Early Childhood Environments**

This course examines historical and current perspectives on the role of play in children's development and learning in all domains, cognitive, linguistic, physical, emotional, social, and aesthetic. (Fieldwork required.) *Credit:* 3 semester hours.

**EDU 7123 Creative Arts in Linguistically/Culturally Diverse and Inclusive Early Childhood Settings**

Through workshop experiences, readings, and reflection, students become familiar with process-oriented approaches to young children's creativity in the arts and with rationales for infusing creative arts into curriculum. (Fieldwork required.) *Credit:* 3 semester hours.

**EDU 7124 Literature in Early Childhood Education**

This course explores the important role of literature in developing young children's oral language and literacy in relation to current early childhood performance standards in the language arts. *Credit:* 3 semester hours.

**EDU 7126 Observing and Recording the Behavior of Young Children in Early Childhood Settings**

This course explores the reasons for and methods of observing young children and teacher-child interaction in diverse early educational settings. (Fieldwork required.) *Credit:* 3 semester hours.

**EDU 7127 School, Family and Community Partnerships for Early Childhood Professionals**

This course takes an ecological perspective on supporting children's learning and development through strengthening positive links between school, family, and community. *Credit:* 3 semester hours.

**EDU 7128 Integrated Curriculum in Early Childhood**

Students learn to design and implement integrated curriculum including both teacher-planned and child-initiated learning experience to address state learning standards in social

studies, language arts, science and mathematics. (Fieldwork required.) *Credit:* 3 semester hours.

**EDU 7129 Mathematics and Science in Early Childhood**

In this course, students explore the teaching and learning of scientific and mathematical concepts and processes through content of relevance and interest to children, Pre-K through second grade. *Credit:* 3 semester hours.

**EDU 7135 Current Trends and Research in the Teaching of Social Studies**

Current practices and trends; an examination of selected innovative programs and the development of skills and techniques for social studies instructions. (Fieldwork required.) *Credit:* 3 semester hours.

**EDU 7136 Current Trends and Research in the Teaching of Science**

Current practices, trends and examination of selected innovative programs and the development of skills and techniques for instruction in science. (Fieldwork required.) *Credit:* 3 semester hours.

**EDU 7137 Current Trends and Research in the Teaching of Mathematics**

An examination of the present-day curriculum in elementary school mathematics in addition to current practices and trends with emphasis on the content of modern mathematics. Fieldwork required. *Credit:* 3 semester hours.

**EDU 7138 Current Trends and Research in the Teaching of Language Arts**

Current practices and trends; examination of selected innovative programs and the development of skills and techniques for language arts instruction. *Credit:* 3 semester hours.

**EDU 7195 Teaching and Learning: Childhood**

This course is designed to provide prospective teachers of elementary school students with focused knowledge of learning and development as they relate to teaching strategies and techniques. (Fieldwork required.) *Credit:* 3 semester hours.

**EDU 7211 Educational Research and Data Analysis II**

*Prerequisite:* EDU 5655. This course extends the study of statistical inquiry begun in EDU 5655. It will address more advanced univariate inferential statistical methods, principles of measurement, internal validity, power analysis and effect size. Students will have hands-on use of computer technology and SPSS to organize data and compute analyses. Students will learn to use techniques such as chi-square, bivariate and multiple correlation/regression, analysis of variance and covariance, and HLM to analyze and interpret the results of experimental and non-experimental studies. *Credit:* 3 semester hours.

**EDU 7217 Creating Basic Audiovisual Media (CF.LIS 217)**

Creation and evaluation of multi-media programs for all libraries. Independent projects will require additional laboratory time. *Credit:* 3 semester hours. Field trip may be required. Library Science fee: \$25.

**EDU 7222 Historical Perspectives and Current Trends in Curriculum Development**

This course focuses upon current issues and problems within the field of curriculum. The course examines conceptions of curriculum as well as historical, philosophical, social, and intellectual foundations of those conceptions. *Credit:* 3 semester hours.

**EDU 7232 Individualization: Prescribing for Student Learning Styles**

The development of process skills for individualizing instruction and prescriptive skills for designing and implementing Contract Activity Packages and small group instructional techniques. *Credit:* 3 semester hours.

**EDU 7238 Designing Innovative Instructional Materials**

*Prerequisite:* 7232. The design and development of innovative instructional materials for individualizing instruction. Included are the creation of and research with tactical and kinesthetic instructional materials, contract activity packages, programmed learning sequences and multisensory instructional packages. The similarities and differences are examined and field-tested in school-related instructional situations. *Credit:* 3 semester hours.

**EDU 7266 Technology for Teaching Literacy Applications in Regular and Special Education Settings**

Technology utilization for literacy-based instruction. Emphasis is placed on the ways that technology can be used in the classroom to acquire information, communicate, and enhance learning in grades Pre K–5. *Credit:* 3 semester hours.

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

Technology utilization for literacy-based instruction in the content areas. Emphasis is placed on the ways that technology can be used to acquire information, communicate, and enhance learning in grades 6–12. *Credit:* 3 semester hours.

**EDU 7270 Research Seminar: Investigating and Evaluating Research in the Field of Instructional Technology**

This course will focus on investigating and evaluating current research findings and methodologies in the field of instructional technology. Students will explore how theories, research methodologies, and technology research tools are being used to study teaching and learning with emerging technologies Upon completion of the course, students will develop a literature review and research plan in an

area of interest for their dissertation proposal. *Credit: 3 semester hours.*

#### **EDU 7290 Human Relations in Inclusive Settings**

The course will focus on improving communication skills and relationships with parents, students, administrators, and members of the community in a multicultural society. *Credit: 3 semester hours.*

#### **EDU 7295 Teaching and Learning Adolescent**

This course involves planning for instruction with a view toward differentiated instructional strategies for all students in the several content areas, paying special attention to current standards. *Credit: 3 semester hours.*

#### **EDU 7297 Integrative Research Seminar in Education**

Surveys methods of qualitative and quantitative inquiry into educational issues from birth to grade 12 in mainstream and inclusive settings marked by racial, ethnic, linguistic, and cultural diversity. Students will analyze and synthesize research relevant to selected topics in literacy, home-school-community relations, and other program-related areas of interest in early childhood, childhood, adolescent education or education for inclusive, educationally disadvantaged students. *Credit: 3 semester hours.*

#### **EDU 7319 Approaches, Strategies and Materials for Literacy Development**

Study of various approaches to reading instruction; analysis of strengths and weaknesses of each mode; classroom grouping and management procedures for reading instruction. *Credit: 3 semester hours.*

#### **EDU 7334 School Media Centers (Cf. LIS 234)**

Introduction to the organization and functions of school media centers. Discussion of the educational setting, program relationships within the school and the community, finances and budgeting, staffing, services and program planning. Emphasized are operations of the building level media program. *Credit: 3 semester hours. Field trip required.*

#### **EDU 7399 Field Research in Reading and Learning**

This course serves as a combined seminar and practicum in which a variety of approaches to teaching students to read are explored and field-tested. Students are required to use previous research as the basis for the development of experimental study focuses on the application of varied reading ideologies for students with diverse learning styles and to submit their findings in a manuscript for publication. *Credit: 3 semester hours.*

#### **EDU 7410 Identification of the Gifted and Talented**

This course examines the identification of gifted and talented students and factors involved with the development of their talents. Multiple criteria are illustrated in the identification process and special emphasis is placed on minority

issues. This course is designed to satisfy NY State license extensions for teaching gifted students. *Credit: 3 semester hours.*

#### **EDU 7411 Introduction to Designing Programs, Curriculum and Materials for the Gifted and Talented**

Identification and design of appropriate programs, curriculum and materials for gifted and talented groups to permit knowledgeable access and developing skills for teachers of these students. *Credit: 3 semester hours.*

#### **EDU 7412 Teaching Creative Thinking and Problem Solving to Gifted and Talented Students**

This course responds to immediate and long-range needs of gifted students by promoting the achievement of basic skills and experience in creative thinking and problem solving. *Credit: 3 semester hours.*

#### **EDU 7413 Professional Collaboration and Leadership in Gifted Education**

This course will cover collaborative models of professional development and program evaluation in gifted education, major issues and leadership concerns in the field, e.g., including underrepresented populations and integrated gifted practices school-wide and system-wide. Students will investigate how to network and disseminate information on gifted education. *Credit: 3 Semester hours*

#### **EDU 7440 Designing, Implementing and Evaluating In-Service Programs**

This course examines, through reading and discussion of current research and literature, characteristics as well as theoretical frameworks of effective in-service design processes. Models of effective in-service programs are analyzed and adapted to address students' educational needs and settings. *Credit: 3 semester hours.*

#### **EDU 7550 Internship Seminar in Instructional Leadership**

The internship application form and proposed program must be submitted to the Coordinator of the Internship Program, Division of Administrative and Instructional Leadership, St. John's University at least two month prior to the session in which the applicant plans to carry out his/her internship. *Credit: 3 semester hours.*

#### **EDU 7555 Planning for Curriculum Development in Elementary and Secondary Schools**

Theories of learning and relevant research; study of the curriculum decision-making process; research evaluation and practice concerning operational aspect of educational objectives; behavioral analysis of educational tasks. *Credit: 3 semester hours.*

#### **EDU 7579 Observational Analysis for Teachers**

Macro-and micro-analysis of teaching through the use of affective, cognitive, verbal and non-verbal observational systems. *Credit: 3 semester hours.*

#### **EDU 7580 Analysis of Teaching and Educational Process**

The relationships that exist between instructional objectives and teaching behavior; applications of human development and learning concepts as they relate to specialized teaching methods and materials. Research results and selected generic theories of teaching behavior are used to extend the teacher's concept of the teaching-learning process. *Credit: 3 semester hours.*

#### **EDU 7585 Assessment and Evaluation in the Teaching /Learning Process (formerly 7297,7298)**

This course focuses on formal and informal means of assessing students' learning and the teacher's analysis and improvement of his/her own practice through connecting this process with the relevant research. *Credit: 3 semester hours.*

#### **EDU 7590 Communications and Human Relations**

The educational implications of prejudice and sexism are examined as well as the development of skills necessary to identify needs of adolescents; training for group facilitating related to the classroom and the development of communication skills are also discussed. *Credit: 3 semester hours.*

#### **EDU 7665 Computers: Programming and Applications in Management and Education**

An overview of administrative and instructional uses of the computer in educational settings. This course is designed to help school personnel (teachers, administrators, curriculum specialists and school board members) make decisions about the future use of computers in education. The course provides a systematic way of mapping curriculum usage in technology: selecting software, selecting hardware, developing materials and then implementing the chosen material. *Credit: 3 semester hours.*

#### **EDU 7666 Advanced Technology in Education**

*Prerequisite: permission of instructor.* Recent advances in technology are examined in terms of research implications and classroom applications. Included are the study and creation of interactive multimedia reports. *Credit: 3 semester hours. (Q, SI)*

#### **EDU 7668 Computer Technology in Education**

This course considers the three ways in which computers can be used in instruction; as tutors, tools, or tutees. Examples of each of these uses are examined in terms of the theories of learning and curriculum implicit in each. Authoring systems, which allow teachers to design computer-assisted instruction, are used. *Credit: 3 semester hours.*

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**EDU 7701 Research and Development in Innovative Instructional Strategies (K–adult)**

Research in and development of diagnostic skills to analyze individual learning styles and the subsequent designing of instructional prescriptions based on each student's unique characteristics. *Credit: 3 semester hours.*

**EDU 7702 Innovative Strategies in Secondary Settings**

This course provides an overview to traditional structures, strategies and styles and examines these in the light of current research concerning key trends and practices today. Fieldwork required. *Credit: 3 semester hours.*

**EDU 7703 Analysis of Alternative Innovative Strategies**

The purpose of this course is to examine educational alternatives through historical, sociological and philosophical analyses of schools and education. Study of the origin, characteristics and the current directions of educational alternatives provide the framework for this course. *Credit: 3 semester hours. (Q)*

**EDU 7708 Trends and Techniques in the Evaluation of Programs**

This course will provide information about approaches to formative and summative program evaluation. It will include the establishment of evaluation criteria and standards, data gathering and analysis techniques, utilization of evaluation data, criteria for judging evaluations, and ethical issues in program evaluation. Case studies will be used to illustrate application of theoretical issues in evaluation to practical situations. *Credit: 3 semester hours.*

**EDU 7712 Change Theory and the Curriculum**

The purpose of this module is to help the students enrolled to better understand the organization of schools and systems and to suggest ways curriculum specialists can bring about educational change in a systematic and planned way. Curriculum change strategies and tactics based upon recently developed scientific knowledge, concepts, and theory are considered. *Credit: 3 semester hours.*

**EDU 7715 Issues in Curriculum: Theory and Development**

This course reviews the historical evolution of curriculum as a field as well as the works of those who have contributed to this evolution. Traditional as well as contemporary conceptions of curriculum theory, design, and development are compared. *Credit: 3 semester hours.*

**EDU 7800 Multivariate Data Analysis**

*Prerequisite:* EDU 5655 and 7211. This course examines advanced research and statistical design approaches, including multiple and logistic regression, discriminant analysis, MANOVA, HLM, causal modeling, factor analysis, and validity and reliability assessment. Students will have hands-on use of computer technology and SPSS to organize and analyze data. *Credit: 3 semester hours.*

**EDU 7890 Independent Study**

*Prerequisite:* Permission and approval of Chairperson is required. Open to only qualified students who wish to pursue and advanced research project in a curriculum or teaching area under staff supervision. This course may be repeated for credit with the permission of the Chair. *Credit: 3 semester hours. (Q, SI)*

**EDU 7900 Qualitative Research: Methodology and Analysis**

This course focuses on a variety of qualitative approaches to discipline and inquiry that can be brought to bear on the problems in education and also examines underlying theoretical frameworks of these approaches. The course provides opportunities for students to develop knowledge and skills in the various qualitative techniques and methods. *Credit: 3 semester hours.*

**EDU 7901 Educational Research and Data Analysis III**

*Prerequisites:* 5655 and 7211. This course advances the principles and concepts developed in EDU 5655 and EDU 7211. The course will include instrument development, data collection strategies, and advanced data analysis techniques using statistical software. *Credit: 3 semester hours.*

**EDU 7925 Maintaining Matriculation**

Master's degree students not registered for other courses must register for 7925 until all degree requirements are completed and the degree is granted. *No credit. Fee: \$100 per semester. Offered each semester. Credit: 3 semester hours. (Q, SI)*

**EDU 7935 Maintaining Matriculation**

Professional Diploma students not registered for other courses must register for 7935 until all degree requirements are completed and the degree is granted. *No credit. Fee: \$100 per semester. Offered each semester.*

**EDU 7940 Maintaining Matriculation**

Doctoral students not registered for other courses must register for 7940 until all degree requirements are completed and the degree is granted. *No credit. Fee: \$100 per semester. Offered each semester.*

**EDU 7990 Doctoral Research Seminar**

Original research leading to the doctoral degree. Students who have passed the doctoral comprehensive examination and completed all course work requirement register for Research Seminar for three credits for each semester until the dissertation is completed and the degree is awarded. *Credit: 3 Semester hours.*

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

History, and legal/political underpinnings of American education with an emphasis on programs for linguistically diverse learners; examination of exemplary principles, policies, educational models, research, assessment and technology. *Credit: 3 semester hours. (Q, O)*

**EDU 9002 Psychology and Sociology of Language and Bilingualism**

Social and psychological aspects of bilingualism in the context of current theory and research on first- and second-language acquisition and use from birth through adolescence. (Five hours of field experience.) *Credit: 3 semester hours. (Q, O)*

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

Provides students with theory and practice and necessary knowledge and skills for teaching literacy and language arts to monolingual and linguistically/culturally diverse learners. (Field work of 15 hours required.) *Credit: 3 semester hours. (Q, O)*

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

Prepares students with the necessary skills for teaching science, mathematics, and social studies through English as a second language and, as a means for improving English language skills. (Field work of 15 hours required.) *Credit: 3 semester hours. (Q, O)*

**EDU 9005 Teaching English to Speakers of Other Languages: Theory and Practice**

Survey of the theoretical and the practical aspects of teaching English to speakers of other languages for all age groups and language proficiency levels. *Credit: 3 semester hours. (Q, O)*

**EDU 9006 Human Development in Cross-Cultural Perspective**

Presents a cross-cultural framework for the study of birth through adolescent development. Emphasis is placed on the effects of cultural, heritage characteristics, and socioeconomic levels. *Credit: 3 semester hours. (Q, O)*

**EDU 9007 Teaching Strategies for Bilingual Classrooms and Settings (K–12) (Open to ITI students)**

This course is designed to enable teachers and practitioners working in regular and special education classrooms and related settings to identify students' first language literacy needs and to develop skills for teaching literacy and communication arts through the heritage or first language of students (Fieldwork required). *Credit: 3 semester hours (Q, O)*

**EDU 9009 Teaching Strategies in the ESL and Bilingual Classroom: Science, Mathematics and Social Studies**

Prepares students with the necessary skills for teaching science, mathematics and social studies through English as a second language and as a means for improving English language skills. Fieldwork of 15 hours required. *Credit: 3 semester hours. (Q, O)*

**EDU 9010 (cf. EDU 9710) Linguistics for Teachers of English Language (ELL) and Exceptional Learners**

An introduction to the fundamental principles of descriptive and theoretical linguistics and the application of linguistic analyses to the teaching of language. (Field work of five hours required.) *Credit: 3 semester hours. (Q, O)*

**EDU 9012 Methods of Language and Academic Assessment for ELLs and Exceptional Learners**

Methods for adapting and utilizing instruments to assess language proficiency and cultural learning in TESOL, bilingual education and exceptional learners with second language competencies. (Field work of ten hours required.) *Credit: 3 semester hours. (Q, O)*

**EDU 9013 Research in Language, Culture and Communication**

The purpose of this course is to help students become informed consumers of qualitative and quantitative research methods as they apply to TESOL and bilingual education. This course will provide a greater understanding of second language learning theories as well as enhance students' knowledge of educational research design and skill development to write a literature review that leads to a research question. *Credit: 3 semester hours. (Q, O, SI)*

**EDU 9014 Practicum and Seminar in TESOL**

Open only to TESOL majors and prerequisite core courses needed. Observation and field-based teaching in elementary and secondary level TESOL classrooms, under University supervision. Attendance at a weekly on-campus seminar is required. Thesis is conducted based on independent research. *Credit: 3 semester hours. (Q, O)*

**EDU 9015 Structure of the English Language**

Linguistic description and analysis of the major subsystems of present-day American English; phonology, morphology, and syntax. Analysis of major challenges in English grammar for ELLs. *Credit: 3 semester hours. (Q)*

**EDU 9017 Literacy Development Methods for Dialect and Other English Speakers**

This course examines the increasing number of speakers of diverse dialects of English and various World Englishes that teachers encounter in their classrooms, and their impact on language teaching and learning. *Credit: 3 semester hours. (Q)*

**EDU 9025 Maintaining Matriculation**

Master's students not registered for other courses must register for 9025 until all degree requirements are completed and the degree is granted. *No credit. Fee: \$50 per semester. Offered each semester. (Q, SI, O)*

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

This course shows students how to become informed consumers of qualitative and quantitative research methods as they apply to general, special and inclusive education. Research study will include examining techniques for promoting collaborative partnerships and strategic instruction in literacy and learning for general and special educators. Models of collaboration, theoretical approaches to school-based collaboration, and roles of members of interdisciplinary teams will be examined. *Credit: 3 semester hours. (Q, SI, O, D)*

**EDU 9702 Practicum in Special Education: Childhood**

*Prerequisites: Core Special Education Courses and permission of instructor.* In this combined practicum seminar course, participants will apply research on instructional strategies in educational settings. A minimum of 150 field hours is required. *Credit: 3 semester hours. (Q, O, D)*

**EDU 9707 Curriculum Adaptation and Modification Planning for Exceptional Students**

Theories and practice for creating and managing environments that foster learning, acceptance, positive behaviors, and developing techniques for differentiated instruction. (15 hours of field experience). *Credit: 3 semester hours. (Q, O, D)*

**EDU 9710 (cf 9010) Linguistics for Teachers of English Language (ELL) and Exceptional Learners**

An introduction to the fundamental principles of descriptive and theoretical linguistics and the application of linguistic analyses to the teaching of language are presented in this course. *Credit: 3 semester hours. (Q, O)*

**EDU 9711: Education of Individuals with Exceptionalities**

Presents an overview of issues, theory, and practice that impact families and students with disabilities, giftedness, English Language Learners, and children at risk for school failure. *Credit: 3 semester hours. (Q, SI, O, D)*

**EDU 9712: Educational Assessment of Individuals with Exceptionalities**

Centers on the diagnosis and evaluation of individuals with exceptionalities. Field experience of 20 hours with interviews, observations, and assessment procedures in school, clinic and/or community settings. *Credit: 3 semester hours. (Q, SI, O, D)*

**EDU 9713: Cognitive Theories Applied to Special Populations**

This course examines theoretical perspectives that have influenced regular and special education practices and how each theory has been applied in special education settings. *Credit: 3 semester hours. (Q)*

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

Examines theories and models of how children with exceptionalities process and learn from the oral and written languages and ways to develop curriculum, material and instructional adaptations in literacy. 10 hours of fieldwork required. *Credit: 3 semester hours. (Q, O, D)*

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

Focuses on planning and implementing curriculum, material, and instructional programs in mathematics, social studies and science. 10 hours of field experience required. *Credit: 3 semester hours. (Q, O, D)*

**EDU 9719 Principles of Applied Behavior Analysis and Positive Behavioral Supports**

This course familiarizes special education teachers with appropriate behavioral approaches and methods for the instruction and management of individuals with disabilities. 10 hours of fieldwork required. *Credit: 3 semester hours. (Q, O, D)*

**EDU 9720 Applications of Behavior Management Techniques**

This course follows EDU 9719. Participants will learn practical applications of ABA techniques and will develop behavior management plans to apply in simulated and actual settings. (Field experience of 15 hours). *Credit: 3 semester hours. (Q)*

**EDU 9737 Early Childhood Special Education**

Provides and understanding of child development for young children with exceptional needs. Identification, assessment, and intervention strategies are presented. *Credit: 3 semester hours. (Q)*

**EDU 9955 Maintaining Matriculation**

Master's students not registered for other courses must register for EDU 9925 until all degree requirements are completed and the degree is granted. *No credit. Fee: \$100 per semester. Offered each semester. (Q, SI)*

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

**Jerrold Ross**, *Professor and Dean*, 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.

**Zarif F. Bacilious**, *Professor*, B.S., Cairo University; M.A., P.D., Teachers College, Columbia University; Ph.D., New York University. Educational Administration, Organizational Theory, Instructional Supervision and Instructional Leadership, Research Design, Economic Development Through Education.

**John D. Beach**, *Associate Professor*, B.A., State University of New York; M.A., Binghamton University, State University of NY; M.S., C.W. Post Center; Ph.D., University at Albany, State University of New York. Literacy Education; Guided Reasoning For Higher Order Comprehension; Children's Literature and Literacy Development.

**James S. Bethea**, *Assistant 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.

**Seokhee Cho**, *Associate Professor*, Ph.D. in Ed. Psy., University of Alberta, Canada; M.A. in Ed. Psy., Ewha Woman's University, Korea; B.A. in Ed. Psy., Ewha Woman's University, Korea; B.A. in English, Ewha Woman's University, Korea. 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

**Rosalba C. DelVecchio**, *Assistant Professor*, B.A., College of Mt. St. Vincent; M.S., Iona College; P.D., Ed.D., Fordham University. School Leadership; Professional Development of Teachers and Administrators; International Education.

**Rita Stafford Dunn**, *Professor*, B.A., City College of New York; M.A., Hunter College; Ed.D., New York University. Curriculum and Teaching; Individualization Instruction; Teaching and Learning Styles.

**Robert Eschenauer**, *Assistant 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.

**Rebekah Z. Fassler**, *Associate Professor of Education*; B.A., McGill University; M.A., Columbia University; M.S., Bank St. College; Ed.D., Teachers College, Columbia University. Enhancing teachers' responsiveness to linguistically diverse student populations; teachers' concepts of Developmentally Appropriate Practices; integrated curriculum for young students at-risk; use of arts in enhancing literacy development.

**Eric Fazioli**, *Assistant Professor*, Doctor of Education in Administration of Special Education Programs, Columbia University Teachers College. Master of Education in Supervision of Special Education Programs, Columbia University Teachers College. Bachelor of Arts in Ancient Studies, Michigan State University.

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

**Andrew D. Ferdinandi**, *Assistant 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.

**Grace Friedman**, *Associate Professor*, B.A., City College of New York; M.S., Bank Street College; Ed.D., Rutgers University. Teacher Development; Early Childhood and Elementary Education; Cross-Cultural and linguistic barriers to achievement, and Action Research.

**Helen M. Garinger**, *Assistant Professor of Counselor Education*, B.A., Syracuse University; M.A., Tufts University; Ed.M., Harvard University; Ph.D., University of Connecticut, Storrs. Adolescent bullying, with an emphasis on cyber bullying; social and emotional needs of the gifted.

**Gene A. Geisert**, *Associate Professor*, B.A., M.A., University of Toledo; Ph.D., University of Michigan. Educational Administration; Collective Negotiations; Computer Technology and Applications; Administrative Leadership.

**James F. Gregory**, *Associate Professor*, B.A., LaSalle College; M.Ed., University of Pittsburgh; Ed.D., Harvard University. Special Education; Demographics and Language/Reading Acquisition in Special Education.

**Francine E. Guastello**, *Associate Professor*, B.S., Sacred Heart University, Connecticut; M.S., E.D., St. John's University. Literacy; Exploring multi-sensory techniques for teaching dyslexic children and adults; Parental involvement in student academic success; Teaching the diverse learner in an inclusion setting.

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

**Julie Hope Carter**, *Assistant Professor of Education*, B.A., Bard College; Ed.M., Ph.D. State University New York at Buffalo. Urban education, social context of schooling, social foundations and new teacher development.

**Jonathan Hughes**, *Professor*, B.A., Ithaca College, M.A.T. Harvard University, Ed.M., Columbia University-Columbia College, M.Phil., Ph.D., Professor of Education; School Business and Finance; Administrative Technology; Educational Governance; Data Analysis.

**Ming-hui Li**, *Assistant 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.

**Athena R. Lentini**, *Assistant Professor*, Anticipated Doctor of Philosophy; Special Education in the Department of Educational Psychology, University of Connecticut. Master of Science in Education: Reading, Writing and Literacy, University of Pennsylvania. B.A. in Government; Minor in Education, Dartmouth College.

**Mary Ann Maslak**, *Associate 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.

**Patrick McCabe**, *Associate Professor*, A.A.S., Bronx Community College; B.A., Hunter College, M.S.Ed., Herbert H. Lehman College, Ph.D., Hofstra University. Associate Professor of Literacy; Self-Efficacy in Literacy Learning.

**Judith McVarish**, *Assistant Professor of Mathematics*, B.S., Bridgewater College; M.Ed., Ph.D., Lesley University. Self evaluation, reflective journal writing in mathematics, Teacher/Administrator Voices re: Math Reform.

**Paul Miller**, *Associate Professor*, B.S., Ohio State University; M.S., Idaho State University; Ph.D., University of Utah. Educational Measurement, Measurement and Statistics Computer Technology, Instructional Design Decision-Making.

**Regina Mistretta**, *Associate 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.

**Deidre Mithaug**, *Associate Professor*, B.A., University of Washington; M.A., M.Phil., Ph.D., Teachers College at Columbia University. Special Education; Self-Determination, Teacher Education, Research in Special Education.

**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.

**Audrey Murphy**, *Assistant Professor*. Doctorate in Administration and Supervision, St. John's University. Professional Diploma in Administration and Supervision, St. John's University. M.S. in Bilingual Education, St. John's University. B.A. in Spanish Education, Queens College.

**Jeffery Olson**, *Associate Professor*, B.A., University of Utah; J.D., University of Utah, College of Law; Ph.D., Stanford University. Educational Administration School Law, Economics and Finance in Schools and Higher Educational Institutions.

**Allan Ornstein**, *Professor*, B.A., City College of New York; M.A., Brooklyn College; M.A., Ed.D., New York University. Education Curriculum, Instruction and Teaching.

**Brenda I. Lopez Ortiz**, *Assistant Professor*; B.A.Ed., Universidad de Puerto Rico en Cayey; M.A., Universidad del Sagrado Corazon, Santurce, Puerto Rico, Ed.D., Teachers College, Columbia University.

**Rene S. Parmar**, *Professor*, B.A., University of Jabalpur (India); M.Ed., Vanderbilt University; Ph.D., University of North Texas. Educational Evaluation, Mathematics for Students with Learning Disabilities, Educational Assessment, Evaluation.

**Barbara Peltzman**, *Associate Professor*, B.S., Mills College; M.S., St. John's University; Ed.D., Teacher's College; Columbia University; P.D., Hofstra University.

**Yvonne K. Pratt-Johnson**, *Professor*, B.A., State University of New York at Stony Brook; M.S., Georgetown University; M.A., M.Ed., Ed.D., Teachers College at Columbia University. Bilingual Education and TESOL; Literacy Development Among Second Language Learners; Jamaican Creole/Educating Crede-Speaking Students in American Schools.

**Peter Quinn**, *Associate Professor*, B.A., Boston College; M.Ed., Salem State College; Ed.D., University of Massachusetts.

**Joanne Robertson**, *Associate Professor*, B.S., St. John's University; M.S., Long Island University; C.W. Post; Ed.D., Hofstra University. Early Literacy Education; Emergent literacy, language acquisition and literacy learning styles of young children.

**Deborah Saldana**, *Associate Professor*, B.P.S., Pace University; M.S., Ed.D., University of Texas. Elementary Education; Bilingual and ESL Education.

**Thomas A. Schmitt**, *Assistant Professor of Educational Measurement*. Ph.D., Educational Psychology, University of Wisconsin. M.S. Educational Psychology, University of Wisconsin. B.S., Biological and Broad Field Science, University of Wisconsin.

**Barbara Signer**, *Professor*, B.A., Hunter College; M.A., University of Michigan; Ph.D., University of South Florida. Mathematics Education; Instructional Technology and Distance Learning.

**Richard Sinatra**, *Professor*, B.A., Lafayette College; M.S., P.D., Ph.D., Hofstra University. Literacy Education: The Reading and Writing Process; Cognitive Mapping, Classroom Applications, Out-of-school time programs for at-risk students.

**John Spiridakis**, *Professor*, B.A., State University of New York at Stony Brook; M.S., Ph.D., Florida State University. Bilingual/Multicultural Education and TESOL, Bilingual Education.

**Korynne Taylor-Dunlop**, *Assistant Professor of Educational Administration*. Ed.D Educational Administration, Columbia University. Professional Diploma Program, Fordham University. M.A. Counseling Psychology Program, Oakland University, Rochester, Mich. B.A. Educational Psychology, Brooklyn College of the City University of New York.