



ST. JOHN'S UNIVERSITY

Graduate Programs in Special Education
Student Handbook

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A. Special Education Faculty

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Research Interests: *Evidence based practices for prevention of peer victimization/abuse; autism and intellectual disabilities; interpersonal decision making, empowerment and self-determination skills*

Dr. Rebecca A. Louick

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Research Interests: *Among adolescents with learning disabilities: academic motivation, literacy skill development, language and communication skills*

Dr. Maria P. Mello

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Research Interests: *Autism and intellectual disabilities, transition to adulthood, acquisition of independent living skills, access to postsecondary education and housing, family supports and services, and applied behavior analysis (ABA)*

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Research Interests: *Cultural influences on teachers and teacher development in inclusive early childhood settings for children with and without disabilities*

B. Programs Offered for Traditional Teacher Preparation in Special Education



Programs in Special Education

Department of Educational Specialties

<https://www.stjohns.edu/resources/places/education-specialties>

Programs:

Masters: (33 Credits; for initially certified teachers)

Teaching Children w/ Disabilities: Early Childhood (B-Grade 2)

Teaching Children w/ Disabilities: Childhood (Grades 1-6)

Teaching Students w/ Disabilities: Adolescent (Grades 7-12)

Career Change: (48 Credits; Dual certification)

Childhood & Childhood Special Education
(Grades 1-6)

Early Childhood & Teaching Children w/ Disabilities
(B – Grade 2)

Adolescent Ed. & Teaching Students w/ Disabilities:
Adolescent
(Grades 7-12)

Field Change: (45 Credits)

Early Childhood & Teaching Children w/ Disabilities (B-Grade 2)

Distance Learning: (33 Credits; for initially certified teachers)

Teaching Children w/ Disabilities: Childhood (Grades 1-6)

Advanced Certificates: (24 Credits with existing EDU Masters, initially certified teachers)

Teaching Children w/ Disabilities: Childhood (Grades 1-6)

Teaching Students w/ Disabilities: Adolescent (Grades 7-12)

Faculty

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What Can I Do With This Degree?

Special Education Teacher
General Education Teacher
Inclusive Education Teacher
Resource Room Teacher
Coordinator
Advocate
Consultant

Professional Development
Early Intervention Provider (B-2)
Special Education Itinerant
Teacher

Age/Grade Focus	Program Title	Credits	Code
Early Childhood (B-2)	M.S.Ed. Early Childhood Education and Teaching Children with Disabilities (B-2) Career Change/Dual Certification	48 Credits	ECTD
	M.S.Ed. Early Childhood Education and Teaching Children with Disabilities (B-2) Field Change/Dual Certification	45 Credits	ECDF
	M.S.Ed. Early Childhood Teaching Children with Disabilities (B-2)	33 Credits	ECD
Childhood (1-6)	Career Change Program/Dual Certification M.S.Ed. Childhood and Childhood Special Education	48 Credits	CSPE
	M.S.Ed Teaching Children with Disabilities: Childhood	33 Credits	TCD
	Distance Learning: M.S.Ed. Teaching Children with Disabilities: Childhood	33 DL Credits	TCD-DL
	Advanced Certificate Teaching Children with Disabilities: Childhood (24 Credits)	24 Credits	TCD
Adolescent (7-12)	Dual Certification/Career Change Program M.S. Ed. Adolescent Education and Teaching Students with Disabilities: 7-12 grade	48 Credits	TCD3
	M.S.Ed. Teaching Children with Disabilities: 7-12 Generalist	33 Credits	TCD1
	Advanced Certificate Teaching Children with Disabilities: Adolescent	24 Credits	TCD1

C. Introduction Programs Overview

Special Education Programs in The Department of Education Specialties offers graduate level programs: Career Change Dual Certification Masters, Masters in Special Education, and Advanced certificates.

The 48-credit career change early childhood (ECTD), childhood (CSPE) and adolescent (TCD3) special education programs, offered in collaboration with the Department of Curriculum and Instruction, are intended for students seeking initial certification and who wish to obtain additional certification in teaching students with disabilities at the early childhood, childhood or adolescent level. Programs are offered at the Queens and Staten Island campuses (only childhood and adolescent level offered on Staten Island campus).

Programs leading to a professional state certificate valid for teaching students with disabilities include: Teaching Students with Disabilities in Childhood (TCD; 33 credits); Teaching Students with Disabilities in Childhood-Online Learning (TCD-DL; 33 credits); Teaching Students with Disabilities 7–12 Generalist (TCD1; 33 credits). The 33-credit programs lead to state certification valid for teaching students with disabilities at the childhood level (Grades 1–6) or adolescent level (Grades 7–12).

For initially certified teachers, these 33 credit programs are offered on Queens and Staten Island (only childhood and adolescence): Teaching Students with Disabilities 7-12 Generalist, for high school teachers; Teaching Children with Disabilities, childhood, for elementary teachers (offered online as well as in traditional setting), and Teaching Children with Disabilities B-Gr 2, leading to a professional certificate in Special Education at the age level selected.

Online Learning, TCD –DL

Elementary teachers can enroll in the completely online graduate degree program in teaching children with disabilities at the childhood level (Grades 1–6) recognized by New York State for certification. Teachers who complete this online degree will be eligible for a professional state certificate valid for teaching students with disabilities at the childhood level (Grades 1–6). Students have the option of enrolling in this 33-credit program online through online learning or live on the Queens campus. All course work, Practicum in Special education and Masters comprehensive exam is completed online.

For those in our TCD-DL program, Masters in Childhood Special Education – online program, students must demonstrate adequate knowledge of online technologies for learning. In addition to meeting all academic prerequisites, prospective online students must interview with program faculty prior to admittance to determine if they meet rudimentary computer and internet navigation proficiency requirements, such as use of Blackboard/Canvas, Voice Thread, Web-Ex, using word processing software such as Word, Excel, and PowerPoint, and using email proficiently

Academic Prerequisites for Career Change Students (Seeking dual certification)

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.

The Career Change Master's program requires students to have an undergraduate course distribution in the General Liberal Arts and Sciences and a concentration in Social Sciences (or other) for early childhood or childhood certification. For the adolescent certification, students must choose a specific subject area for adolescent general education certificate (English, Social Studies, Math, etc.) and have 30 credits in their major subject area.

Your undergraduate transcript will be assessed by the School and a deficiency evaluation will be made available in the first semester. An individual deficiency evaluation will be completed upon admission to list the credits that you will need to complete before being endorsed for certification (see p. 13 for more information).

In general, the following lists the undergraduate credits required for NYSED initial teacher certification. An individual deficiency evaluation will be completed upon admission to list the credits that you will need to complete before being endorsed for certification.

D or better in:

- 3 credits each of coursework in General Core in Liberal Arts and Science
 - Artistic Expression
 - Humanities
 - Communication
 - Written Expression
 - Language Other than English
- 6 credits each of
 - Historical and social science
 - Scientific processes
 - Mathematical processes

C or better in:

- 30 credits of coursework in any one Content Core area
 - Social Science (applies as an option to Early Childhood/Childhood only)
 - English Language Arts
 - Language Other than English
 - Biology
 - Mathematics
 - Social Studies

For Career Change Students:

Student teaching/ Internship

All students in the Career Change Programs are required to either student teach or work as a paid teacher (Internship). In either case the student will have a university supervisor who will visit, assist and evaluate the student during the semester in which he/she is registered. You must complete approx. 150 hours of field work/observation for your program before you can be recommended for student teaching. Please note that an Internship certificate is valid for two (2) years from the date of issuance. That is, any remaining graduate

course work must be completed within that time. Please contact your academic advisor or Program Coordinator to discuss the possibility of getting an Internship certificate, before contacting the Certification Office.

The New York State Education Department requires that candidates for teacher certification have taken variety of liberal arts coursework and/or have minimum number of credits in a core subject area from their undergraduate program before they can earn initial certification. We advise that you use the NYSED website to find out more information about ALL your NYS requirements for initial certification. Please also make sure you have contacted SJU's Director Certification early in your program to understand all requirements. Graduation from the Master's Program does not lead into having met certification requirements.

Entry Requirements for Master's Program in Special Education (there could be additional requirements for specific programs. Refer to the Graduate Admissions Office for all requirements)

1. A baccalaureate degree from an accredited college or university. Undergraduate scholastic achievement must be such as to give reasonable assurance of success in work for an advanced degree. Normally this will be a "B," both in the general average and in the major field.
2. The special education program serves students who have received or who have qualified for the New York State initial teaching certificate. Students who do not possess the certificate at the time they seek admission will be accepted into the 48-credit program (Career Change) with the understanding that they must receive this teaching certification to be eligible for institutional endorsement. If students earn their initial certification in the first semester, a change of program can be made for them to move to the 33 credit Masters program for Teaching Children with Disabilities (B- Gr 2; Gr 1-6; Gr 7-12)

For Non Career Change Students:

We advise that you use the NYSED website to find out more information about ALL your NYS requirements for teacher certification in Special Education. Please also make sure you have contacted SJU's Director of Certification early in your program to understand all requirements. Graduation from the Master's Program does not lead into having met certification requirements

Prerequisites for Advanced Certification Programs in Special Education

- **Candidates with Master's degrees and existing certification in childhood education** are eligible for childhood special education advanced certificate program.
- **Candidates with Master's degrees and existing certification in a secondary content area** (e.g., history, mathematics, chemistry, English) are eligible for the adolescent special education, generalist, advanced certificate program.

Additional Course Work Possible:

Middle school extension

Students in the childhood programs in SPED can seek Middle school extension, by taking two additional courses (EDU7106 and EDU7107) and declaring a major subject area/ concentration with 30 credits of

undergraduate course work in that area of concentration. You must have your transcripts evaluated to meet this requirement and complete all undergraduate deficiencies.

Pathways for extensions to teacher certification.

After completion of the Master's program and having earned initial and professional certification, students can apply for additional certificate through progression on an individual pathway. The School does not do an institutional recommendation for these certifications, and students will have to send their transcripts to NYSED and get evaluated for how many more credits are needed for the area of extension. The common extensions followed by students in our Programs with approx. 6-9 credits additional course work include adding either the childhood Special education certification (above an existing early childhood certification) or early childhood special education certification (above an existing childhood certification). Students completing the childhood special education certification, also often opt to do the middle school extension (institutionally supported by the School for endorsement).

Introduction

Professional Outcomes

(1) Early Childhood Professional Outcomes

In this program you will develop the ability of teachers, attitudes, and skills needed to build on the strengths of children and families, and identify and remediate learning and behavior disorders, ranging from mild to profound, regardless of etiology. This program will support your understanding of child development, its variation, intervention strategies, program planning, and assessment. You will learn to implement evidence-based strategies from current research in various early childhood educational settings.

The program prepares graduates to:

- Demonstrate knowledge of human developmental processes and variations
- Engage all young children in play, learning, and interaction in meaningful ways
- Collaborate effectively with parents, families, educators, and related service providers
- Develop skills that facilitate the use of research and technology in the broader context of special and inclusive education
- Use the basic principles and strategies of the science of applied behavior analysis with students who have disabilities
- Use, interpret and analyze various forms of assessment (formal, informal, formative, summative) to gather detailed information, from multiple sources, about student learning
- Create and implement educational programs for children with disabilities
- Assess and evaluate the development and implementation of effective strategies for children with learning and behavior challenges in early childhood educational settings
- Interpret and apply standards of professional and state organizations

(2) Childhood Professional Outcomes

The program is designed to foster the ability of teachers to develop the skills, attitudes, and abilities needed to identify and remediate major learning and behavior disorders, ranging from mild to profound, regardless of etiology. Attention is also paid to diagnosis, intervention, program planning and program evaluation.

The program prepares graduates to:

- Understand a wide range of disabilities, including those identified in the Individuals with Disabilities Education Act
- Collaborate effectively with parents, educators, administrators, and related service providers
- Identify students' strengths and needs so as to individualize and modify instruction
- Create safe, nurturing and individualized learning environments for students with disabilities, mindful of how life experiences, culture, and ethnicity shape and strengthen students as learners
- Create and implement educational programs for children with disabilities, using the most current evidence-based practices and technological resources
- Use the basic principles and strategies of the science of applied behavior analysis with students who have disabilities
- Use, interpret and analyze various forms of assessment (formal, informal, formative, summative) to gather detailed information, from multiple sources, about student learning
- Understand research in the broader context of special and inclusive education
- Apply standards set by the Council of Exceptional Children (CEC) and the Interstate New Teachers Assessment and Support Consortium (inTASC)

(3) Adolescent Professional Outcomes

The program is designed to foster the ability of teachers to develop the skills, attitudes, and abilities needed to identify and remediate major learning and behavior disorders, ranging from mild to profound, regardless of etiology. Attention is also paid to diagnosis, intervention, program planning and program evaluation.

The program prepares graduates to:

- Demonstrate knowledge of human developmental processes, particularly related to the lifespan development
- Understand a wide range of disabilities and how a student's disability may impact high school services and post-school outcomes for adolescents
- Identify students' strengths and needs so as to individualize and modify instruction
- Collaborate effectively with parents, educators, administrators, and related service providers
- Create and implement educational programs for adolescents with disabilities using most current evidence-based practices and technology
- Demonstrate knowledge of and competence in adapting curricula for students with disabilities in specific subject matters, such as, reading/language arts, math, social studies, and sciences.
- Assess and evaluate the development and implementation of effective strategies for children with learning and behavior challenges in the classroom setting
- Use, interpret, and analyze various forms of assessment (formal, informal, formative, summative) to gather detailed information, from multiple sources, about student learning
- Use the basic principles and strategies of the science of applied behavior analysis with students who have disabilities
- Understand research in the broader context of special and inclusive education
- Create safe, nurturing, inclusive, and individualized learning environments for student with disabilities, being mindful of how life experiences, culture, ethnicity shape and strengthen students are learners

Interpret and apply standards from the Council for Exceptional Children (CEC), Interstate New Teachers Assessment and Support Consortium (inTASC), and other relevant professional organizations

How to Complete Deficiencies

There are several options to complete your credit deficiencies. In some cases, students take a more traditional route to complete their deficiencies by completing courses at community colleges or other accredited colleges for credit. However, one of the most feasible and affordable ways to complete deficiencies is through the **CLEP exam** or **StraighterLine Online Course**.

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

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

Since undergraduate credit deficiencies are NYS certification requirements, you are not really transferring credits to St. John's. You are merely documenting for us that you have earned them, and making it possible for us to evaluate them. So, even though St. John's is not officially listed, you are free to use this outlet for your deficiency credits.

The one stipulation we have to place on that is that you request the ACE credit transcript upon completion. We cannot evaluate any other document from Straighterline.

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

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

D. Professional Behaviors and Dispositions

As a student at St. John's University, you are expected to demonstrate professionalism in the areas of Collaboration, Honesty, and Integrity, Respect, Professional Behavior and Responsibility, and Commitment to Learning. Your advisor will ask you to sign the Assessment of Professional Responsibilities (See Appendix A). Should there be any concerns in this regard, the form at the end of Appendix A will be used to document those concerns.

The St. John's Student Handbook can be accessed via this link: <https://www.stjohns.edu/about/leadership-and-administration/administrative-offices/office-provost/division-student-affairs/student-handbook>

The handbook contains the Academic Honor Pledge, Student Conduct Code and information on Academic Regulations. It is the student's responsibility to be familiar with and abide by these guidelines.

E. Advisement

The Coordinator of Programs in Special Education, Dr. Ishita Khemka, will connect you with your advisor, who will help you to plan your coursework. You will meet with your advisor just before, or during, the registration period for the upcoming semester.

In Appendix B, you will find the advisement checklist, which your advisor will complete with you during each advisement meeting.

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

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

Students should follow the academic calendar each semester and note the days for add/drop or official withdrawal by going to: <https://www.stjohns.edu/academics/academic-resources/academic-calendar>.

F. Scope and Sequence of Courses

Early Childhood Special Education Programs

St. John's University offers three programs in Early Childhood Special Education:

- M.S.Ed. Early Childhood Education and Teaching Children with Disabilities (B-2) Career Change/Dual Certification
- M.S.Ed. Early Childhood Education and Teaching Children with Disabilities (B-2) Field Change
- M.S.Ed Early Childhood Teaching Children with Disabilities (B-2)

Early Childhood Program Sheets (listing the courses for each program) are available in Appendix D. Please consult Section F (Special Education Course Offerings and Descriptions) for course descriptions.

Pre-requisites for Early Childhood Programs: Field Change programs were designed to allow individuals who are already certified in one area of classroom teaching to earn their certification in another area as well as a Master's degree.

Childhood Special Education Programs

St. John's University offers four programs in Childhood Special Education:

- Career Change Program/Dual Certification M.S.Ed. Childhood and Childhood Special Education
- M.S.Ed Teaching Children with Disabilities: Childhood
- Distance Learning: M.S.Ed. Teaching Children with Disabilities: Childhood
- Advanced Certification Teaching Children with Disabilities: Childhood

Childhood Program sheets (listing the courses for each program) are available in Appendix E. Please consult Section F (Special Education Course Offerings and Descriptions) for course descriptions.

For childhood general education and childhood special education certification requirements, please visit www.highered.nysed.gov and meet with SJU's Director of Certification early on in your program to have a full understanding of the requirements and time line.

Adolescent Special Education Programs

St. John's University offers three programs in Adolescent Special Education:

- Dual Certification/Career Change Program M.S.Ed. Adolescent Education and Teaching Students with Disabilities: 7-12 grade
- M.S.Ed Teaching Children with Disabilities: 7-12 Generalist
- Advanced Certification Teaching Children with Disabilities: Adolescent

For adolescent general education and adolescent special education certification requirements, please visit www.highered.nysed.gov and meet with SJU's Director of Certification early on in your program to have a full understanding of the requirements and time line

Autism Workshop (applies to all Programs in Special Education)

- The autism workshop is built into EDU 9711 or EDU 9737. These 2 courses fulfill the 3-hour mandate required by the NYS Department of Education.
- All students who do not take EDU 9711 or 9737 must complete a NY State mandated 3- hour autism workshop.
- If you do not take one of the above-mentioned courses with us or miss the class session when the information for this workshop is covered, you must complete the Autism workshop outside the School of Education
- If you do the workshop outside the School of Education, please print the certificate, provide a copy to your advisor, and mail it to the state at the following address: **Office of Teaching Initiative, 89 Washington Avenue, Albany, NY 12234**
- *Be sure to save a copy for your own records!*

G. Special Education Course Offerings and Descriptions

You can also find the course offerings and descriptions in the St. John's University Graduate Bulletin. Please go to <https://www.stjohns.edu/academics/academic-resources/bulletins/graduate-bulletin> and click on the School of Education pdf. You can consult your program sheet to determine which courses you will be taking during the course of your program (see Appendices D-F, and find the program in which you are enrolled).

The following are general course descriptions, and the courses might cover a range of additional topics/educational experiences. The syllabus for each course defines the scope of the course and lists learning objectives and the InTASC and CEC professional standards covered.

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

This course shows students how to become informed consumers of qualitative and quantitative research methods as they apply to general, special and inclusive education. Research study will include examining techniques for promoting collaborative partnerships and strategic instruction and learning for general and special educators. Models of collaboration, theoretical approaches to school-based collaboration and roles of members of interdisciplinary teams will be examined. Field work required: 10 hours. Credit: 3 semester hours.

EDU 9702: Practicum in Special Education: Childhood

Prerequisites: Core Special Education Courses and permission of instructor. In this combined practicum seminar course, participants will apply research on instructional strategies in educational settings. Students will learn the means for identifying and reporting suspected child abuse, and maltreatment and the prevention and intervention of child abduction, school violence and alcohol, tobacco and other drug abuse. Field work required: 150 hours Credit: 3 semester hours.

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

This course shows students how to become informed consumers of qualitative and quantitative research methods as they apply to general, special and inclusive education. Research study will include examining techniques for promoting collaborative partnerships and strategic instruction and learning for general and special educators. Models of collaboration, theoretical approaches to school-based collaboration and roles of members of interdisciplinary teams will be examined. Field work required: 10 hours. Credit: 3 semester hours.

EDU 9705: Practicum in Special Education: Adolescent

Prerequisites: Core Special Education Courses and permission of instructor. In this combined practicum seminar course, participants will apply research on instructional strategies in educational settings. Students will learn the means for identifying and reporting suspected child abuse, and maltreatment and the prevention and intervention of child abduction, school violence and alcohol, tobacco and other drug abuse. Field work required: 150 hours. Credit: 3 semester hours.

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

Theories and practice for creating and managing environments that foster learning, acceptance, positive behaviors and developing techniques for differentiated instruction. Field work required: 10 hours. Credit: 3 semester hours.

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

Theories and practice for creating and managing environments that foster learning, acceptance, positive behaviors and developing techniques for differentiated instruction. Field work required: 10 hours. Credit: 3 semester hours.

EDU 9710: Linguistics for Teachers of English Language (ELL) and Exceptional Learners An introduction to the fundamental principles of descriptive and theoretical linguistics and the application of linguistic analyses to the teaching of language. Field work required. Credit: 3 semester hours.

EDU 9711: Education and Accommodating Needs of Individuals with Exceptionalities, K–12 This course presents an overview of issues involving exceptional learners, students with diagnosed disabilities as well as, English Language Learners, children with special health-care needs, and children at-risk for school failure. The entire human development from childhood to adolescent will be treated. Focal points of the course lie in issues of demographics, current events, the 7 disability categories (add amended to 13 categories as per new IDEA regulations including autism, characteristics and remediation of all learners, pertinent laws, community resources, the role of technology (assistive and instructional) and accommodations. Students will learn about the process of special education from assessment, the IEP, to the annual CSE meeting and subsequent placement. Field work required: 15 hours. Credit: 3 semester hours.

EDU 9712: Educational Assessment of Individuals with Exceptionalities

Centers on the diagnosis and evaluation of individuals with exceptionalities. Formal and informal methods of assessing student learning will be addressed as well as the means of analyzing one's own teaching practice and skill in using information gathered through assessment and analysis to plan or modify instruction. Field work required for interviews, observations, and assessment procedures in school, clinic and/or community settings. Materials fee: \$25. Field work required: 20 hours. Credit: 3 semester hours.

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

Examines theories and models of how children with exceptionalities process and learn from the oral and written languages and ways to develop curriculum, material and multiple research-validated instructional strategies adaptations in literacy for students with a full range of abilities. Field work required: 20 hours. Credit: 3 semester hours. EDU 9718 Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, Social Studies: Childhood Focuses on planning and implementing curriculum, material, technology, and multiple validated instructional strategies and programs in mathematics, social studies and science for students with a full range of abilities. Field work required: 20 hours. Credit: 3 semester hours.

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

Focuses on planning and implementing curriculum, material, technology, and multiple validated instructional strategies and programs in mathematics, social studies and science for students with a full range of abilities. Field work required: 20 hours. Credit: 3 semester hours.

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

This course familiarizes special education teachers with appropriate behavioral approaches and methods for the instruction and management of individuals with disabilities. Field work required: 15 hours. Credit: 3 semester hours.

EDU 9726: Curriculum and Instructional Design for Individuals with Exceptionalities: Math, Science, and Social Studies: Adolescent

Focuses on planning and implementing curriculum, material, technology, and multiple validated instructional strategies and programs in mathematics, social studies and science for students with a full range of abilities. Field work required: 15 hours. Credit: 3 semester hours.

EDU 9733: Educational Assessment of Young Children with Exceptionalities (cf. EDU 7300) Prerequisites: EDU 9737 and EDU 7126. Use of formal and informal strategies for assessment and evaluation of young children with exceptionalities. Emphasis in multiple research validated instructional strategies and adaptations in literacy for students with a full range of abilities. Field work required: 20 hours. Credit: 3 semester hours.

EDU 9734: Curriculum Modifications for Teaching Students with Disabilities in Diverse Early Childhood Settings (cf. EDU 7301)

Focuses on adapting general education curriculum, methods, technology, resources and materials to support students over a wide range of disabilities and cultural/linguistic backgrounds in meeting state learning standards. Field work required: 15 hours. Credit: 3 semester hours.

EDU 9736: Early Intervention and Provision of Services for Preschoolers with Special Needs (cf. EDU 7302)

Highlights needs of infants, toddlers and preschoolers with or at risk for developmental delays or disabilities. Examines assessment and intervention processes, technologies, and strategies in a variety of natural environments and issues in the transition to preschool environments. Field work required: 15 hours. Credit: 3 semester hours.

EDU 9737: Early Childhood Special Education

Provides an understanding of child development for young children with exceptional needs. Identification, assessment, and intervention strategies are presented in the context of the historical, social and legal foundations of special education. Field work required: 15 hours. Credit: 3 semester hours.

EDU 9738: Research on Issues in Early Childhood Special Education

Focus on relationships between research, theory and practice in providing appropriate services for infants, toddlers and young children with special needs. Field work required: 10 hours. Credit: 3 semester hours.

EDU 9739: Practicum in Special Education Early Childhood (cf. EDU 7304)

Prerequisites: EDU 7114, Core Special Education courses and permission of instructor. Applications of instructional strategies for students with disabilities in inclusive or special education settings, under university supervision. Students will learn the means for identifying and reporting suspected child abuse, and maltreatment and the prevention and intervention of child abduction, school violence and alcohol, tobacco and other drug abuse. A minimum of 25 days or 150 hours of field work required. Seminar attendance required. Credit: 3 semester hours.

EDU 9742: Formal and Informal Educational Assessment of Individuals with Exceptionalities: Adolescent

Prerequisite: EDU 9711. Centers on the diagnosis and evaluation of individuals with exceptionalities. Formal and informal methods of assessing student learning will be addressed as well as the means of analyzing one's own teaching practice and skill in using information gathered through assessment and analysis to plan or modify instruction. Field work required for interviews, observations, and assessment procedures in school, clinic and/or community settings. Field work required: 20 hours. Credit: 3 semester hours.

EDU 9744: Curriculum and Instructional design for teaching Literacy to Individuals with Exceptionalities: Adolescent

Examines theories and models of how youth with exceptionalities process and learn from the oral and written languages and ways to develop curriculum, material and multiple research-validated instructional strategies and adaptations in literacy for students with a full range of abilities. Field work required: 20 hours. Credit: 3 semester hours.

H. Special Education Requirements for Program Completion

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

1. All students must maintain matriculation once accepted for and actively engaged in a degree program in The School of Education at St. John's University. Matriculation must be maintained continuous enrollment from date of matriculation until the degree is awarded is mandatory for students enrolled in degree programs.
 - a. Students not enrolled in course work must maintain their active status each semester by enrolling in MAINTAINING MATRICULATION (EDU 9925) 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 page 96 of the Graduate Bulletin for St. John's University.
2. As discussed in Section F ("Advisement"), you are expected to register for the classes that you and your advisor discuss during advisement meetings, so as to make sure that you are taking courses in an appropriate and timely order. In Appendix C, you will find the agreement that you must sign with your advisor.
3. In order to complete your degree, you must
 - a. Achieve an average grade of B across all courses required for your program (see section E, "Scope and Sequence of Courses"). It is the student's responsibility to alert the advisor if the overall grades from a semester is below B so that the advisor can follow up adequately
 - b. Pass the comprehensive exam given by the department (see section J, "Masters Comprehensive Exam")

As listed in the Graduate Bulletin 2018-2020, p. 15 here is information about St. John's University grading system:

Grading System

A letter system is used in assigning grades for the course with quality points given for each grade:

Grade		Points
A	Excellent	4
A-	Excellent	3.7
B+	Very Good	3.3
B	Good	3
B-	Good	2.7
C+	Fair	2.3
C	Passing	2
F	Failure	0

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

I. Attendance Policy

It is important that all students maintain regular attendance in all their classes. If you are going to miss a class, you should notify the instructor as soon as possible. If your absence is related to a work event or illness, please save your documentation.

- The instructor might ask you to do an alternate assignment in lieu of a missed class. Generally, you should complete and submit the alternate assignment by the start of the following class. However, under extenuating circumstances, you may email to see if the instructor will allow for an extension.
- If you accumulate two absences, you will receive an email informing you that a third absence will require an in-person meeting with the instructor to discuss your continued absence and the impact of missed class participation on your grade.
- If you accumulate three absences, you will be required to meet with the instructor to discuss reasons for your absence. The instructor will consult with the Coordinator of the Programs in Special Education and/or the Department Chair to discuss the missed absences and perhaps the possibility of giving you an UW.

Lateness/Leaving early: Please make every effort to arrive on time (even if that means allowing extra time for travel, in case of subway/traffic problems) and to stay for the entirety of each class meeting.

- If you are going to be late/leave early for a class session or if you anticipate frequent lateness or the need to leave early on a regular basis, you must notify your situation to the instructor.
- It is at the instructor's discretion to decide if an alternate assignment is needed.

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

J. Grading Policies

Grade Scale:

94 and above: A

90-93.9: A-

85-89.9: B+

80-84.9: B

75-79.9: B-

70-74.9: C+

65-69.9: C

65 or below: F

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

All assignments are due on the specified due date. A late assignment with no prior notification will result in an automatic deduction of 2 points for each day late. Once the instructor 'closes' an assignment, no submissions will be accepted, and the assignment will be considered 'missed' (no points).

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

A grade of F (failing) is awarded to a student who completes the course but fails to achieve the course objectives. For example, a student who attends a course the entire semester but fails to meet the preset criteria for success or fulfill course requirements (does not submit required term papers or portfolios, etc.) is eligible to receive an F.

A UW (Unofficial Withdrawal) is intended for students in cases in which there is insufficient basis to determine an earned grade. For example a professor may consider submitting a grade of UW in a situation when a student who did not officially withdraw from the course fails to participate in course activities through the end of the semester (stopped attending class so early in the semester that there is no basis for a grade). A student may not request a UW.

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

K. Academic Honor Pledge

St. John's University is a diverse community of teachers and scholars committed to the principles of truth, love, respect, opportunity, excellence and service. Members of the St. John's University community strive to create an atmosphere that embodies the University's Vincentian mission. Students and faculty commit themselves to the pursuit of wisdom and academic excellence while fostering a responsibility of serving others. As members of this community, students are expected to maintain the principles of compassion and the values of honesty and academic integrity.

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

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

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

L. Masters Comprehensive Exam

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

The comprehensive exam covers material from throughout your special education Master's program. It takes place during your final semester in the program.

- The exam will occur on a Saturday during your final semester in the program. It is an online, open-book exam that you will access via Canvas. You will upload your responses via Canvas as well.
- You will receive an email letting you know of the date of the exam (generally March of the Spring Semester, or October of the Fall Semester—but subject to change).
- One month prior to the exam, the Special Education faculty will hold a review session to discuss the topics you should study. You will be notified of the time of the review session via email.
- Information for registering for the exam (completion of a sign-up blue card) and making the payment of a fee of \$100 to the Bursar's office will be shared via an email and at the review session
- There are six comp exam questions with multiple parts. For the exam to be considered for grading students must complete all six questions. Each question is worth 20 points, for a total score of 120 points. A passing score is 80% of the total score (i.e., 96 points). Comprehensive exams are graded blind by the faculty in Special Education. Each exam is graded by two faculty members. To pass the exam, both faculty members must give a passing score. If there is a discrepancy (e.g., one pass and one fail grade), a third faculty grades the exam for the final decision.

M. Appeal Process

For all information on aid eligibility and appeals regarding your financial assistance, please contact the Office of Student Financial services.

The conditions for appeal and submitting documents for the appeal process can be obtained from the Office of Student Financial Services.

N. Scholarships

Please refer to the School of Education web page and/or Office of Financial Services for information relating to Graduate Scholarships

St. John's participates in the NYC Department of Education's Bilingual Students with Disabilities Graduate Scholarship Program. Please use the following link for more information:

http://www.teachnycprograms.net/getpage.php?page_id=63

Catholic Educator Scholarship

As part of our mission as a Catholic university, St. John's awards full time employee in Catholic schools a 40% tuition reduction for one master's degree or one advanced certificate. Please contact the University's Office of Financial Aid to get more information about this scholarship

O. Practicum

You will take Practicum in Special Education in the final semester of your Master's program. Please consult the Practicum Handbook for more detailed information.

P. Observation Form

In order to receive your certification, New York State requires that you conduct fieldwork/observation hours in addition to your practicum. The number of fieldwork hours required varies by program. Fieldwork hours have been allotted across the courses in each program to ensure that you log the required number of fieldwork hours for your degree. In some courses, you may have written assignments that are connected to your fieldwork hours.

It is the student's responsibility to fully comply with all the requirements stipulated for teacher candidates at the observation, and student teaching/practicum schools. It is recommended that students obtain Finger printing clearance(s) early on in the program. Schools (P-12) typically require DOE finger printing clearance and preschool/community settings might require additional DOH finger printing.

Q. Important Resources and Contacts

Eileen Lewis

Department of Education Specialties, Chair Secretary

Sullivan Hall

lewise@stjohns.edu

(718)-990-1563

Registrar's Office

Newman Hall, Room 102

1-888-9STJOHNS

718-990-2000

registrar@stjohns.edu

Office of Financial Aid

<https://www.stjohns.edu/admission/tuition-and-financial-aid>

(718)-990-2000

financialaid@stjohns.edu

Public Safety

ROTC Building/McDonald Center

Goethals Avenue by Gate 6

718-990-6281

Main Command Center 718-990-5252

Queens Campus - Emergency Number Ext. 5252

Information Technology

Newman Hall

718-990-5000

Office of Disability Services

<https://www.stjohns.edu/life-st-johns/health-and-wellness/disability-services>

(718)-990-6867

disabilityservices@stjohns.edu

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

Center for Counseling and Consultation

Marillac Hall, Room 130

Tel: 718-990-6384

Fax: 718-990-2609

R. Student Responsibilities

Students must read the Graduate Bulletin (<https://www.stjohns.edu/academics/academic-resources/bulletins/graduate-bulletin>) to be fully aware of all program and School of Education requirements for successful participation and completion of the program.

+ for 33 credit degree **Admission Requirements for MSED in Special Education**

Applicants to the MSED in Special Education Programs must:

- Hold an initial/provisional certificate in general education in the age/school range of the special education program to which they apply (Birth-Grade 2; Grades 1-6; Grades 7-12).
- An overall Grade Point Average (GPA) of 3.0 or better from their undergraduate studies.
- Submit scores on the Graduate Record Exam (GRE, General Test).

Requirements for Staying Matriculated in Program

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

Non-Matriculated Students

A non-matriculated student is one who is not actively engaged in a degree or advanced certificate program in the Graduate school of Education at St. John's University. As a non-matriculated student, you may take up to 12 credits, after which you must matriculate into a degree program. For courses to transfer into a degree program, you must have a B or higher grade for all your courses completed prior to matriculation.

Graduation:

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

To graduate, all students are required to meet the following requirements:

- Maintain a 3.0 overall GPA and complete ALL coursework in your matriculated program
- Stay within the rule of 51% courses (approx. 9 courses) done on campus face to face, and 49% online
- Successfully complete Practicum in Special Education requirements
- Successfully pass Special Education Masters Comprehensive Exam in the last semester
- Maintain professional dispositions throughout the program attendance

Please note that having completed all the degree program requirements for your Master's degree, students can graduate from the Program even if there are pending certification requirements. Graduating from a Master's program is not the same as getting certified.

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

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

Visit the following site for updated information on Commencement:

<https://www.stjohns.edu/academics/commencement>

Getting Certified:

It is the student's responsibility to fully understand and follow all requirements for your certification – initial and/or professional. Your academic advisors can advise you on your program courses and program requirements (i.e. getting your Master's degree requirements completed). For other requirements, please be sure to plan early and contact Director of Field Experience to discuss and agree upon student teaching placement and requirements, including a timetable for completion of New York State Teacher Certification Exams and edTPA. For questions relating to your TEACH account and managing progress toward certification, please contact SJU's Director of Certification.

Graduates who meet all the requirements of their degree program, and who complete the required New York State Education Department (NYSED) tests, including having met all core undergraduate requirements, will be recommended to New York State for Teacher certification at the appropriate age/ grade level. The request for institutional recommendation to NYSED for your certification is provided by the Director of Certification upon submitting an Institutional Release Authorization Form.

S. Transfer Credits

Students can transfer at the most 6 graduate credits (B grade or better) from another accredited University. The courses transferred must match the content of the courses being substituted and be approved with prior permission from advisor/Program coordinator. This is typically allowed after the student has completed at least 12 credits at St John's University, maintaining an average of B grade

Students can also take max 6 graduate credits (B grade or better) from another accredited University while matriculated in the program and request for transfer of credits to the program. The courses transferred must match the content of the courses being substituted and be approved with prior permission from advisor/Program coordinator. Students must provide detailed course descriptions of courses from other institutions (as per the Graduate bulletin of the institution) and official transcript as proof of grade if the course is approved for transfer by the Program Coordinator. Students can contact their academic advisor and/or Program Coordinator for more detailed information regarding transfer of credits.

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

In addition, if a student pays for and successfully completes courses at another institution, they must be prepared to provide appropriate documentation (i.e., university account statement and transcripts) confirming that the student did not receive federal financial aid at the other institution when requesting transfer of credits

T. Online/Face to Face

If a student is a face to face student (all our present programs except TCD-DL), whether at Queens or Staten Island (SI) campus, he/she must follow the rule where they may take only 49% of online course and 51% of face to face courses.

If a student is in a Queens program but requests to take classes on SI or LIGC, then one face to face course **MUST** be taken on the Queens campus and the rest of the courses may be taken at another location, still minding the 51% face to face/49% online rule. For this situation, the “primary site” rule applies along with the minimum 51% on campus classes

Hybrid course are counted as face to face and are part of the 51% on campus rule.

U. Council for Exceptional Children- St. John's University Student Chapter

The Council of Exceptional Children (CEC) works to improve the educational success of children and youth with disabilities, gifts, and talents. We strive to incorporate these standards through advocacy, education, and outreach. We aim to be the voice of Special Education by recruiting special educators while working closely with St. John students, families, and the community to enhance the development of the exceptional child.

More information about St. John's Student Chapter of the CEC can be found at their website:

<https://cecatsju.weebly.com/meet-the-team.html>

V. Student Engagement and Professional Networking Events

Among the events in which students from the Programs in Special Ed participate are the following:

1. CIDA's Very Special Arts Festival

The Community Inclusion & Development Alliance, led by Dr. Young Seh Bae, is a federally funded parent center under the US Department of Education, Office of Special Education. Their Very Special Arts Festival is held on a Saturday each fall, and students from the SJU Programs in Special Education volunteer throughout the day. Families come together on the St. John's University campus to celebrate our inclusive community.

2. Unity Day

Unity Day is held every October, in recognition of PACER's National Bullying Prevention Month. Information is provided about events, activities, outreach and education, all of which are designed to promote bullying prevention efforts.

3. Reelabilities Film Festival

Reelabilities is the United States' largest film festival dedicated to showcasing films by, or about, people with disabilities. The SOE Programs in Special Education and the SJU Council for Exceptional Children (CEC) partner with Reelabilities to provide movie screenings on the St. John's Campus.

4. Additional events as announced each semester

Important contact information:

School of Education

<https://www.stjohns.edu/academics/schools/school-education>

Campus Bookstore (718) 969-6032

Career Services

<https://www.stjohns.edu/my-st-johns/career-services>

Center for counseling and consultation

<https://www.stjohns.edu/life-st-johns/health-and-wellness/center-counseling-consultation>

Certification workshops

<https://www.stjohns.edu/academics/schools/school-education/certification-information>

Global Language and culture center

<https://www.stjohns.edu/resources/places/global-language-and-culture-center>

Financial aid

<https://www.stjohns.edu/admission/tuition-and-financial-aid>

Graduate admissions

<https://www.stjohns.edu/admission/graduate-admission>

Registrar office

<https://www.stjohns.edu/academics/office-registrar>

Finance center

<https://www.stjohns.edu/about/leadership-and-administration/administrative-offices/office-provost/enrollment-management/student-financial-services>

University Learning Commons

<https://www.stjohns.edu/academics/academic-resources/university-learning-commons>

University Writing center

<https://www.stjohns.edu/resources/places/university-writing-center>

**** The content of the Student Handbook is subject to change. Please consult your advisor for updated handbook information.*

IN THE NEWS:

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

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

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

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