

CHILDHOOD EDUCATION, GRADES 1 – 6

Director of Programs in Childhood Education: Nancy de la Cruz-Arroyo; 1001 West Building,
(212) 772-4638, ndelacru@hunter.cuny.edu

This program, which focuses on preparing teachers for New York City schools, is designed for students who do not have New York State teacher certification in childhood education. Hunter College's program in childhood education has been nationally recognized by the Association for Childhood Education International (ACEI). Applicants who have initial certification in childhood education should apply to one of the other graduate teacher education programs at Hunter College such as literacy, birth through grade 6; childhood special education, grades 1-6; TESOL (all grades); or early childhood education, birth through grade 2. A master's degree from any of these programs will meet the academic requirements for a professional certificate in that area as well as in childhood education.

The number of credits required to complete this master's degree program is determined by the student's educational background. Students who have not previously completed any pedagogical courses equivalent to those in the program must complete 45-47 credits. Students may be exempted from up to 12 credits based on prior equivalent course work. Thus the minimum number of credits for the degree is 33.

ADMISSION REQUIREMENTS

A. Matriculated Status

1. An undergraduate degree with a grade point average of at least 2.8.
2. A liberal arts or sciences major (or interdisciplinary concentration) of at least 30 credits plus a liberal arts core to include the following: 6 credits in English, including one course in English composition in which a grade of at least B was obtained; 6 credits in history and/or geography with at least one course in U.S. history or geography; 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement); 6 credits in the arts; and 12 credits in math/science/technology.
3. Completion of a satisfactory writing sample as part of the application process.

Note: Meeting these minimum admission requirements does not guarantee admission, which by necessity is subject to availability of resources.

B. Conditions of Admission

Applicants who do not meet all the liberal arts and sciences requirements may be admitted with up to 12 credits of conditions, which can be fulfilled at either the undergraduate or graduate level. These courses will not count toward the minimum number of credits required for the degree.

C. Admission to Nonmatriculant Status

Applicants with grade point averages between 2.5 and 2.79 may be considered for nonmatriculant status if resources permit. Such applicants will be required to provide academically relevant evidence of their qualifications for graduate study, provide an on-site writing sample, and participate in an interview.

D. Change from Nonmatriculant to Matriculant Status

Students must establish a GPA of at least 3.0 in their first 12 credits in order to be considered for matriculation. The 12 credits of course work required are the courses in the initial core: **EDF 709** and **715**; **EDC 704**; **EDCF 700**. Students may not take more than 12 credits as nonmatriculants.

Students with more than one grade below B will not be matriculated.

Childhood Education Course of Study

This program includes four types of courses: Initial Core; Literacy Core; Extended Core; and Culminating Core. Teacher candidates should complete the courses in the Initial Core before starting the Literacy Core. Matriculated students may take courses from the Extended Core at any time as long as they meet the individual course prerequisite requirements. The Culminating Core is completed during the last semester or last two semesters of the program.

Course/No.	Title	Credits	Fieldwork
INITIAL CORE:			
EDF 715	Diversity in the American School	3	
EDF 709	Child Development	3	includes 5 hrs. of fieldwork
EDCF 700	The Art and Science of Effective Teaching	3	includes 5 hrs. of fieldwork
EDC 704	Teaching Developmental Reading	3	includes 10 hrs. of fieldwork
LITERACY CORE:			
EDC 730	Perspectives on Literacy Across the Content Areas	2	
EDC 722	Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology	2	
EDC 715	Fieldwork: Reading and Social Studies	1	includes 75 hrs. of fieldwork
EXTENDED CORE:			
EDC 705	Mathematics Curriculum and Methods	3	includes 10 hrs. of fieldwork
EDC 703	Teaching Science in the Elementary School	3	
HED 714	Health Education for the Classroom Teacher	3	
EDC 707	The Arts: An Interdisciplinary Learning Experience	3	
EDF 716	Assessment of Teaching and Learning	3	
EDF 706	Social, Historical, Philosophical Foundations of Education: The American School	3	
ELECTIVES (choose one):			
EDC 714	Advanced Educational Technology for Elementary School Teachers	3	
EDC 712	Advanced Methods of Teaching Math in Elementary Schools	3	
EDC 713	Advanced Methods of Teaching Elementary School Science	3	
EDLIT 732	Children's Literature	3	
EDF 750	Special Topics in Diversity	3	
EDC 760	Special Topics in the Arts	3	
CULMINATING CORE: Take Either			
EDF 792	Integrative Seminar: Research in Childhood Education	3	
EDC 724	Student Teaching in Grades 1-3 and 4-6	5	30 hrs. in seminar plus 54-56 days of student teaching
OR One of the Following:			
EDC 725	Student Teaching in Grades 1-3	3	30 hrs. of seminar and 25 days of student teaching
EDC 727	Practicum in Grades 1-3	2	30 hrs. of seminar plus supervision and conferences
PLUS One of the following:			
EDC 726	Student Teaching in Grades 4-6	3	30 hrs. of seminar and 25 days of student teaching
EDC 728	Practicum in Grades 4-6	2	30 hrs. of seminar and 25 days of student teaching

Childhood Education: Sample Part-Time Course Sequence (for students not exempted from any courses)

Course/No.	Title	Credits	Prereq/Coreq	Fieldwork
SEMESTER ONE:				
EDF 715	Diversity in the American School	3		
EDF 709	Child Development	3		includes 5 hrs. of fieldwork
Total Semester One credits = 6				
SEMESTER TWO:				
EDCF 700	The Art and Science of Effective Teaching:	3	prereq or coreq: EDF 709	includes 5 hrs of fieldwork
EDC 704	Teaching Developmental Reading:	3	prereq or coreq: EDCF 700, EDF 709	includes 10 hrs. of fieldwork
Total Semester Two credits = 6				
SEMESTER THREE:				
EDC 705	Mathematics Curriculum and Methods	3	prereq or coreq: EDCF 700, EDF 709	includes 10 hrs. of fieldwork
HED 714*	Health Education for the Classroom Teacher	3	prereq or coreq: EDCF 700, EDF 709	
Total Semester Three credits = 6				
SEMESTER FOUR:				
EDC 730	Perspectives on Literacy Across the Content Areas	2	prereq: EDCF 700, EDF 709 and EDF 715 ; EDC 704 , coreq: EDC 715, EDC 722	
EDC 722	Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology	2	prereq: EDCF 700, EDF 709 , coreq: EDC 715, EDC 730	
EDC 715	Fieldwork: Reading and Social Studies	1	prereq: EDCF 700, EDF 709 , coreq: EDC 722, EDC 730	includes 75 hrs. of fieldwork
Total Semester Four credits = 5				
SEMESTER FIVE:				
EDC 703	Teaching Science in the Elementary School	3	prereq or coreq: EDCF 700, EDF 709	
EDF 716	Assessment of Teaching and Learning	3	prereq or coreq: EDCF 700, EDF 709	
Total Semester Five credits = 6				
SEMESTER SIX:				
EDF 706	Social, Historical, Philosophical Foundations of Education: The American School	3		
EDC 707	The Arts: An Interdisciplinary Learning Experience	3	prereq or coreq: EDCF 700, EDF 709	
PLUS One of the Following:				
EDLIT 732	Children's Literature	3	none	
EDC 714	Advanced Educational Technology for Elementary School Teachers	3	prereq or coreq: EDCF 700, EDF 709	
EDC 712	Advanced Methods of Teaching Math in Elementary Schools	3	prereq: EDC 705	
EDC 713	Advanced Methods of Teaching Elementary School Science	3	prereq: EDCF 700, EDF 709, EDC 703	
EDF 750	Special Topics in Diversity	3	prereq: EDCF 700, EDF 709 , prereq or coreq: EDF 706	
EDC 760	Special Topics in the Arts	3	prereq: EDC 707	
Total Semester Six credits = 9				
SEMESTER SEVEN:				
EDF 792	Integrative Seminar: Research in Childhood Education	3	prereq: Completion of 31 credits of coursework including EDC 730 and EDF 716 or permission of the childhood education adviser	
EITHER:				
EDC 724	Student Teaching in Grades 1-3 and 4-6	5	prereq: completion of 31 credits of course work or permission of the childhood education adviser	30 hrs. of seminar plus 54-56 days of student teaching
OR One of the Following:				
EDC 725	Student Teaching in Grades 1-3	3	prereq: completion of 31 credits of course work including EDC 730 or permission of the childhood education adviser	30 hrs. of seminar and 25 days Of student teaching
EDC 727	Practicum in Grades 1-3	2	prereq: completion of 31 credits of coursework including EDC 730 or permission of the childhood education adviser	30 hrs. of seminar plus supervision and conferences
Total Semester Seven credits = 5 or 8				
SEMESTER EIGHT: (Only for students who took or will take EDC 725 or 727 rather than 724)				
EDC 726	Student Teaching in Grades 4-6 (limited to students who have completed EDC 727)	3	prereq: completion of 31 credits of course work including EDC 730 or permission of the childhood education adviser	30 hrs. of seminar and 25 days of student teaching
OR:				
EDC 728	Practicum in Grades 4-6	2	prereq: completion of 31 credits of course work including EDC 730 or permission of the childhood education adviser	30 hrs. of seminar and 25 days of student teaching
Total Semester Eight credits = 2 or 3				

TOTAL PROGRAM CREDITS: 45-47

* May be taken any semester prior to student teaching

Note: Full-time students may combine semesters but should not expect to complete this program in less than two years.

COUNSELING PROGRAMS

Coordinator: John O'Neill, 1121 West Building, 772-4755, joneil@hunter.cuny.edu

PROGRESS STANDARDS

1. Students must maintain a GPA of at least 3.0
2. Any student who receives a grade of F in any course in the 12-credit initial core may not continue in the program.
3. Students with two or more grades of IN (Incomplete) may not enroll in any courses until these incompletes are removed.
4. Students must demonstrate computer literacy either through a transcript review or through a School of Education assessment procedure.
5. Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination: students should register to take the LAST before the end of their first semester in the program. Applications are available in 1000 Hunter West. Students who have not submitted their scores on the LAST before completing 12 credits of course work will not be allowed to register for any additional courses. Any student who fails the LAST and obtains a score below 220 on the subtest of "Written Analysis and Expression," (test 5), or subtest for "Communication Skills," (test 4), must enroll in college directed reading/writing course before being permitted to register for any additional courses. If a student fails another subtest, s/he may be advised to take a course, or courses in the area(s) of weakness.
6. Students must receive grades of at least B- in fieldwork and student teaching. All field experiences and student teaching will take place in New York City schools only. Any student who receives a grade of C+ or C must apply to the chairperson of the department for permission to reregister for, and redo, that experience, which may be repeated only once. Any student who receives a grade of F will not be allowed to continue in the program.

Exit Standards

1. An overall GPA of at least 3.0.
2. Students must complete all required days for student teaching. Those who do not complete the minimum required days will receive a grade of Incomplete in that course, preventing them from graduating that semester.
3. Completion of Integrative Seminar with a grade of B or better.

Hunter College offers two specialized graduate-level counseling programs to qualified students. Enrollment by nonmatriculated students must be approved by the program coordinator.

The School Counselor Program primarily prepares graduates for careers in a variety of school settings, including elementary schools, junior high schools, senior high schools and colleges. School counselors can also be employed by organizations that are not primarily educational, such as correctional facilities, hospitals and a wide variety of community-based organizations.

The Rehabilitation Counseling Program prepares students to assist people with disabilities to realize personal goals and maximize their physical, emotional, social, intellectual and vocational potential. Rehabilitation counselors work with youth and adults in a variety of community-based settings such as hospitals, rehabilitation centers, colleges, chemical dependency agencies and career/vocational counseling programs.

Each program leads to a different external certification. Those students specializing in school counseling, at the completion of 30 credits and a school-based practicum experience, may apply individually for the New York State provisional certificate for school counselor. Permanent certification recommendation is made after graduation.

Students in rehabilitation counseling may take the national certification examination for the Certified Rehabilitation Counselor (CRC) status after completing 75% of their course work. Students may take additional courses and work toward becoming eligible for both certifications.

In addition, school counseling students fluent in Spanish and English have the option of obtaining a State Department of Education Bilingual (Spanish/English) Extension in Pupil Personnel Services.

Philosophy of the Graduate Programs

Central to all counseling approaches is the belief that people can develop, assume responsibility, achieve autonomy and engage in problem-solving. Effective counseling requires that counselors understand and accept clients, develop rapport and establish collaborative working relationships. To achieve these ends, counselors need a background in the psychology of human development, counseling theories, and cultural similarities and differences, as well as skills in individual and group counseling, mastery of assessment techniques, and knowledge of current issues and research.

MINIMUM REQUIREMENTS FOR ADMISSION

1. Minimum undergraduate grade point average of 2.7; the Graduate Record Examination is not required.
2. 15-25 credits of approved courses from the following fields: anthropology, economics, education, guidance, health sciences, political science, psychology, sociology, and related areas.

3. Evidence of oral and written expression consonant with graduate-level study.
4. Interviews with faculty members, alumni, or currently enrolled students. Central purposes of these interviews include assessing counselor potential, applicability of work and life experience, and candidate expectations about both the programs and the field.
5. Recommendations from appropriate professional or academic sources to aid in determining potential for work as a professional counselor.

Meeting these minimal requirements does not guarantee acceptance to the program, which is based, by necessity, on the limitations of space and resources. Admission to the program is highly competitive, and each applicant's grade point average, counselor potential, and applicability of work and life experience are carefully considered.

In some instances, a small number of students who demonstrate exceptional potential and experience, but have an undergraduate GPA of less than 2.7, may be recommended for provisional admission as nonmatriculated students.

Requirements for Maintenance of Matriculation and Graduation

1. Students must maintain a 3.0 GPA to remain in the program and must complete a minimum of 54 credits of course work to graduate.
2. Students must demonstrate counseling knowledge and skills as defined by the faculty and community agency supervisors.
3. Active participation in small group seminars and community and professional activities is required.
4. A student receiving a grade of C or below in any of the following courses cannot continue in the programs: **COCO 701** (Counseling Skills), **COCO 706** (Group Counseling), **COCO 718** (Practicum), **COCO 719** (Individual Supervision) and **COCO 725** and **726** (Internship).
5. The faculty may require that a student gain additional experience in counseling skills and competencies before permission is granted to complete the program.
6. Seven courses — **COCO 701, 706, 707, 718, 719, 725, 726** — cannot be taken at other colleges or universities. These courses must be taken within the Hunter College Counselor Education program.

THE CURRICULUM

The curriculum at Hunter includes basic core courses for the two counseling programs and specialization courses. Rehabilitation Counseling students select two electives from a sequence of predetermined courses. School Counseling students do not take electives. The curriculum integrates theory and practice through a carefully sequenced series of courses with emphasis on fieldwork in urban settings.