

## Birth through Grade 6

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This is a 31-37\* credit program (credit range pending New York State Education Department — NYSED — approval) that prepares teachers with initial/provisional certification to meet New York State requirements for permanent certification as a teacher of literacy-birth through grade 6. The program has been nationally recognized by the International Reading Association (IRA).

\* Credit range pending NYSED approval

### ADMISSIONS STANDARDS

#### Matriculation Requirements

1. Undergraduate degree with a GPA of at least 2.8.
2. New York State initial or provisional teacher certification in early childhood education, childhood education, elementary education, TESOL or special education.
3. Completion of a satisfactory on site writing sample as part of the application process
4. Completion of a satisfactory interview as part of the application process.
5. Submission of a letter of recommendation from a supervisor as one of the two letters of recommendation to be included in the graduate application.
6. Applicants whose provisional certification was or will be obtained prior to February 2, 2004 (when the new New York State teacher education regulations go into effect), must provide evidence of course work in assessment, educational technology and specific aspects of health education, as reflected in undergraduate and/or graduate transcripts and course catalog descriptions. Applicants who do not meet this requirement may be required to complete (additional) course work in these areas. (See item 4 in next section.)

#### Conditional or Nonmatriculant Status Requirements

1. Students who have completed an approved New York State teacher education program in early childhood, childhood, elementary, TESOL or special education, and who have passed all required New York State certification tests but have not yet received their initial or provisional teaching certificate, may be admitted as nonmatriculants as resources permit. They will be switched to matriculated status when they show proof of certification.
2. Applicants who have an undergraduate GPA between 2.5 and 2.79 but have completed a master's degree with a GPA of at least 3.5 and have initial or provisional certification in early childhood, childhood, elementary, TESOL or special education may be considered for nonmatriculant, or conditional status if resources permit.

3. Teachers certified (in early childhood, childhood, elementary, TESOL or special education) in states other than New York, who meet all other admission criteria, may be accepted into the program on a conditional or nonmatriculated basis as resources permit and can take up to 12 credits while seeking reciprocal certification in New York State.
4. Applicants who do not meet the criteria of foundational course work in assessment and/or educational technology may be considered for nonmatriculated status as resources permit until they either obtain a passing grade in **EDC 714** (Advanced Educational Technology) and/or **EDF 716** (Assessment of the Teaching-Learning Process) or demonstrate equivalent competence to Hunter College instructors of assessment and/or educational technology courses selected by the relevant department chair(s).

#### Change in Status From Nonmatriculated to Matriculated

1. Those applicants who meet all requirements for matriculation other than having received their proof of certification from the state must reapply for matriculation as soon as they can show proof of New York State certification.
2. Those applicants who are accepted as nonmatriculants for other reasons must apply for matriculation during the semester in which they complete 9-12 credits of literacy courses if they have obtained New York State initial or provisional teacher certification and have completed the foundational course work as described on previous page. Students must have achieved an overall grade point average of at least 3.0 within the program.
3. Nonmatriculated students who do not meet the above criteria may not continue to enroll in courses beyond 12 credits.

#### Course Waivers

1. Master's candidates may transfer in and/or waive up to three required courses in the Master's in Literacy Program by providing evidence of prior equivalent course work.
2. An elective course may be substituted for a waived course with adviser's approval.
3. Waived courses provide an opportunity for teacher candidates to deepen their knowledge by taking advantage of the academic wealth available in the departments within the School of Education or the School of Arts and Sciences. Any graduate course(s) in either the School of Education or the School of Arts and Sciences for which prerequisites have been met may be substituted for waived courses with the permission of the program coordinator.

### B. Nonmatriculant Status Requirements

1. Applicants with appropriate certification from another state, who meet the GPA requirement and have applied (or will apply) for New York State teacher certification in childhood education, special education, or TESOL.
2. Applicants with an undergraduate degree whose GPA is 2.5-2.79 and who have New York State initial/provisional certification in childhood education, elementary education Pre-K-6, special education, or TESOL will be considered for nonmatriculant status when resources permit.

### Progress Standards: 12-Credit Benchmark

#### A. Nonmatriculants

Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program. Applicants who are nonmatriculated because of out-of-state certification must provide proof of New York State certification when applying for matriculation. Any nonmatriculant who obtains more than one course grade below B will be barred from continuing in the program beyond 12 credits.

Students who were assigned nonmatriculant status because their certification was from another state must provide proof of New York State certification.

#### B. All Students

Students must maintain a GPA of 3.0 or they will not be allowed to continue in the program.

Students with one grade of IN are restricted from registering for more than one course. Those with two or more INs are prohibited from registering for any courses.

*Note: Students not enrolled in any course should apply for a leave of absence.*

#### Exit Standards

1. Overall GPA of at least 3.0
2. A grade of B or better in student teaching and/or practicum. Any student who obtains a grade of F in student teaching and/or practicum will not be allowed to continue in the program. Any student who obtains a grade of B-, C+, or C must apply to the department chairperson for permission to reregister for student teaching and/or practicum and repeat this experience. Students will be allowed to repeat student teaching and/or practicum only once. Any student who does not complete the full complement of required days of student teaching will receive a course grade of IN and must fulfill the remaining mandated days.
3. Completion of **ECC 720** (Integrative Seminar in Early Childhood Education).

4. Master's candidates who already have a masters degree in Early Childhood Education, Special Education, Childhood Education and/or TESOL may be exempted from up to two courses in the Masters in Literacy program by providing their adviser or the program coordinator with evidence of prior equivalent coursework and a grade not less than a B+.
3. Master's candidates with a grade of Incomplete in any course will be restricted from registering for more than one course.
4. Master's candidates with two or more grades of Incomplete are prohibited from registering for any more courses until the Incomplete grades are removed.
5. An "achieved the standard" rating, or better, on the professional teaching portfolio during presentation to the Masters in Literacy Portfolio Review Committee.
6. Literacy masters candidates who do not "achieve the standard" must revise their portfolios with the guidance of their advisers and "achieve" the standard during the subsequent semester's Literacy Portfolio Review Committee meeting.
7. Literacy masters candidates who do not "achieve the standard" by the end of the second presentation will not be allowed to register for any further courses until the standards has/have been met.

### PROGRESS STANDARDS

When 12 (foundational transition point), 18-20 (pre-clinical transition point) and 27-30 credits have been obtained in the Master's in Literacy Program, the following progress standards will be evaluated:

1. Master's candidates must maintain a GPA of a minimum of 3.0 on all courses taken in the Literacy master's program.
2. Master's candidates with any course grades below B- in literacy courses will not be allowed to continue in the program.

### EXIT STANDARDS

1. Overall GPA of 3.0 or better.
2. A grade of B- or better in **EDLIT 740**, in which a culminating project is completed.
3. 31-37 Credits in the masters in Literacy Program (pending NYSDOE approval)
4. An adequate rating, or better, in the practicum (**EDLIT 742**) as reflected in a grade of B or better.
5. An "achieved the standard" rating, or better, on the Professional Teaching Portfolio during final presentation to the Masters in Literacy Portfolio Review Committee.

### Literacy Education: Course of Study

Course/No.	Title	Credits	Prerequisites	Corequisites	Field Experience/Practicum
<b>ECC 704.FW</b>	Language and Literacy: Birth through Grade 2	45/3	<b>EDLIT 739.01</b> (prereq and coreq)		5 hours in an early literacy setting
<b>EDLIT 732</b>	Children's Literature	45/3	None	None	5 hours in a classroom-based dramatic demonstration
<b>EDLIT 733</b>	Theories and Process of Teaching Writing: Pre-K through Grade 6	45/3	None	None	15 hours observing and analyzing writing development
<b>EDLIT 735</b>	Instructional Approaches to Literacy: K through Grade 6	45/3	None	<b>EDLIT 739.03</b>	15 hours in the field adapting, instruction, materials, and/or curricula for enrichment, ESL or special needs learners
<b>EDLIT 730</b>	Language, Literacy and Learning in School Contexts: Grades 1 through 6	45/3	<b>ECC 704.FW</b> <b>EDLIT 735</b>	None	15 hours in the field analyzing language use of ESL learners
<b>EDLIT 731</b>	Literacy Assessment: Grade 2 through Grade 6	45/3	<b>ECC 704.FW</b> <b>EDLIT 735</b>	None	15 hrs in the field assessing diverse learners
<b>EDLIT 734</b>	Literacies within the Disciplines: Grade 2 through Grade 6	45/3	<b>ECC 704.FW</b> <b>EDLIT 735</b>	<b>EDLIT 739.02</b>	10 hours in a classroom focused on older learners (grade 3 to 6) and content area literacy
<b>EDLIT 736</b>	Diagnosis of Reading Difficulties	45/3	<b>EDLIT 731</b>	None	15 hours* of diagnosis, under supervision, of students with reading difficulties
<b>EDLIT 737</b>	Practicum in Remedial Reading	45/3	<b>EDLIT 736</b>	None	20 hours* of supervised remedial sessions with individual students on-site at Hunter College
<b>EDLIT 738</b>	Literacy Programs: Organization and Resources	45/3	<b>EDLIT 731</b>	None	15 hours of survey for the enhancement of literacy programs
<b>EDLIT 739.01</b>	Delays in Early Language Literacy Development in Young Children with Special Needs	15/1	None	<b>ECC 704.FW</b>	5 hours of observation in an inclusive early childhood setting or a program with a special needs focus
<b>EDLIT 739.02</b>	Special Needs Issues in Literacies within the Curriculum	15/1		<b>EDLIT 734</b>	None
<b>EDLIT 739.03</b>	Adaptations and Modifications in Approaches to Literacy for Students with Special Needs	15/1		<b>EDLIT 735</b>	None
<b>EDLIT 740</b>	Leadership in Literacy	45/3	A minimum of 27 credits in the Master's in Literacy Program	None	None
<b>EDLIT 741</b>	Selected Topics	45/3	Approval of instructor	None	None
<b>EDLIT 742</b>	Practicum in Literacy	15/1	15 to 18 credit hours in the Literacy Master's Program	None	50-hour college-supervised practicum divided into two 25-hour placements: one at early childhood level (birth to grade 2) and one at the childhood level (grades 3 to 6)

**Totals: 37 credits with 185 hours in the field of which 150 hours of field experience/practicum are in the schools and 35\* hours are at Hunter College**