

MATHEMATICS/SCIENCE EDUCATION

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This is a 33-credit program that prepares students with initial/provisional certification to become better qualified in the teaching of mathematics and science in the elementary grades.

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, or special education.
3. Completion of a satisfactory writing sample as part of the application process.
4. Submission of a letter of recommendation from a supervisor to be included in the application.
5. Successful completion with a grade of C or better of college level mathematics course and a lab science course. Those who do not meet the mathematics requirement must successfully complete **MATH 104** and **MATH 105** in the School of Arts and Sciences. Those who do not meet the science requirement must take a one semester course in a lab science (biology, chemistry, physics or geology.)
6. Applicants whose provisional certification was or will be obtained prior to February 2, 2004 (when the 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 will be admitted with conditions and must complete (additional) course work in these areas. (See item 4 in next section) Applicants certified before February 2004 must also show evidence of having met Education Law sections 803-a (preventing child abduction), 804 (preventing alcohol, tobacco and other drug abuse), 806 (providing safety education), 808 (providing instruction in fire and arson prevention), or be enrolled in **HEd 314** Health Education for the Classroom Teacher.

Nonmatriculant Status Requirements

1. Students who have completed an approved New York State teacher education program in early childhood, childhood, elementary 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, will be admitted as nonmatriculants as resources permit and 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 or special education may be considered for nonmatriculant status.
3. Teachers certified (in early childhood, childhood, elementary or special education) in states other than New York, who meet all

other admission criteria, will be accepted into the program on a nonmatriculant basis 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 will be considered for nonmatriculated status until they either obtain a passing grade in **EDC 714** (Advanced Educational Technology for Elementary School Teachers) and/or **EDF 716** (Assessment of Teaching and Learning) or demonstrate equivalent competence to Hunter College instructors of assessment and/or educational technology courses selected by the 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 should 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 should apply for matriculation during the semester in which they complete 9-12 credits of program 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.

Childhood Education with a Concentration in Math and Science (33 credits)

Course/No.	Title	Credits	Pre/Coreq
CEDC 716	Educational Technology in Mathematics and Science Teaching and Learning	3	none
CEDC 738	The English Language: Theories and Pedagogical Implications	3	none
CEDC 740	Contemporary Mathematics in the Elementary School	3	none
CEDC 742	Workshop/Seminar in Elementary Mathematics/Science Curriculum	3	all courses except CEDC 743
CEDC 743	Research Seminar in Mathematics/Science Education	3	all program courses
CEDC 74	Development of Mathematical/ Scientific Concepts in Children	3	all program courses except CEDC 742 and CEDC 743
CEDC 776	Planet Earth: Life Science, Environmental and Earth Science	3	none
CEDC 777	Physical Science for Elementary Teachers	3	none
CEDF 716	Assessment of Teaching and Learning	3	none
CEDC 717*	Independent Study in Curriculum and Teaching	(1)	none
CEDC 718*	Independent Study in Curriculum and Teaching	(2)	none
CEDC 719*	Independent Study in Curriculum and Teaching	(3)	none
GEOG 709.57	Regional Geography of the New York Metropolitan Area	3	none
SPED 700	Issues and Practices in Educating Persons with Disabilities	3	none

Total Credits: 33

*Note: Students who have already completed an introductory special education course may enroll in **SPED 783.50** — Math, Organizational and Social Strategies for Students with Learning Disabilities (for those not in the LD specialization).*

**Independent study may be taken in lieu of a required course with permission of the program coordinator.*

SPECIAL EDUCATION

Course waivers

1. Master's candidates may transfer in and/or waive up to three required courses in the master's in mathematics and science education by providing evidence of prior equivalent coursework.
2. An elective course must 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.

PROGRESS STANDARDS

When 12, 20 and 27 credits have been obtained in the master's in mathematics and science education, 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 master's in mathematics and science education.
2. Master's candidates with any course grades below B- in program courses will not be allowed to continue in the program.
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.

EXIT STANDARDS

1. Overall GPA of 3.0 or better.
2. A grade of B- or better in EDC 743, in which a culminating research project is completed.

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Severe/Multiple Disabilities (including Deafblindness): Rosanne K. Silberman, 916 West, (212) 772-4740/1, rsilberm@hunter.cuny.edu, and Ellen Trief; 921 West, (212) 772-4110, etrief@hunter.cuny.edu

Early Childhood Special Education: Shirley Cohen; 915 West, (212) 772-4708, shirley.cohen@hunter.cuny.edu

Deaf and Hard-of-Hearing: Elaine Gale; 918 West, (212) 772-4702, egale@hunter.cuny.edu

Blind and Visually Impaired: Rosanne K. Silberman; 911 West, (212) 772-4740/1, rsilberm@hunter.cuny.edu and Ellen Trief; 921 West, (212) 772-4110, etrief@hunter.cuny.edu

Hunter's graduate program in special education prepares teachers to provide specially designed instruction for students with disabilities and to work across a variety of educational settings, including: special schools, special classes, resource rooms, pre-schools, early intervention programs and supported general education classrooms in public and private schools, hospitals, clinics, health agencies, home programs and residential facilities. All special education programs at Hunter College have been nationally recognized by the Council for Exceptional Children (CEC). Completion of one of Hunter's specializations for the master's degree in special education leads to New York State teacher certification. Hunter's specializations are: childhood special education: learning disabilities; childhood special education: behavior disorders; childhood special education, with an annotation in severe/multiple disabilities (including deafblindness); early childhood special education; early childhood special education with an annotation in severe/multiple disabilities (including deafblindness); deaf and hard-of-hearing; and blind and visually impaired.

Students who enter the childhood special education program with initial/provisional certification in childhood education grades 1-6 or elementary education Pre-K-6 (i.e., students in Hunter's Program 2) and subsequently complete the master's will meet the education requirements for New York State professional teacher certification in both childhood education, Pre-K-6 and childhood special education.

Students who enter the early childhood special education program with provisional certifi-

cation Pre-K-6 or initial certification in early childhood education and subsequently complete the master's degree will meet the educational requirements for New York State professional/permanent certification in both early childhood education or Pre-K-6 and early childhood special education.

The overall program is organized into a set of cross-categorical core courses and disability-specific specializations. Core courses develop knowledge and skills across a variety of disabilities, to be applied across a range of educational settings; specializations provide in-depth preparation for working with students within a particular disability area. Both core and specialization courses provide historical, theoretical, and clinical perspectives, as well as current research and direct experiences with students of different ages and profiles. A hallmark of Hunter's programs is their linking of understandings to effective instruction.

MSED: CHILDHOOD SPECIAL EDUCATION PROGRAMS 1 AND 2

MSED: DEAF AND HARD OF HEARING PROGRAMS 1 AND 2

MSED: BLIND AND VISUALLY IMPAIRED PROGRAMS 1 AND 2

See the section on the MSED – Early Childhood Special Education Programs that is presented separately on p. 116.

Students may be admitted to one of two special education programs. Program 1 is for students without teacher certification in childhood education or Pre-K-Grade 6 (including those with only initial certification in areas other than childhood education); Program 2 is for those with teacher certification in childhood education or Pre-K-Grade 6.

Please note: Meeting minimum admissions requirements for Programs 1 or 2 does not guarantee admission to the graduate program in special education. Admission to either program is also subject to available space and resources.

