

- Henry L. Evans, Lecturer;** MFA, Columbia; Writing
- Sherryl Browne Graves, Professor and Chair;** PhD, Harvard; Clinical Psychology, Public Practice
- Priscilla Hambrick-Dixon, Associate Professor;** PhD, Michigan; Education, Psychology
- Calliope Haritos, Assistant Professor;** PhD, CUNY; Developmental Psychology
- Mario A. Kelly, Associate Professor;** EdD, Rochester; Developmental/Educational Psychology
- Kimberly Kinsler, Associate Professor;** PhD, CUNY; Educational Psychology
- Mary Kopala, Associate Professor;** PhD, Penn State; Counseling Psychology
- Gess LeBlanc, Assistant Professor;** PhD, CUNY; Developmental Psychology
- John O'Neill, Professor;** PhD, Syracuse; Rehabilitation Research
- Linda Perkins, Associate Professor;** PhD, Illinois; History, Education and Higher Education
- Ruth Rose, Lecturer;** MA, Southern Illinois; Linguistics/EFL
- Rena Subotnik, Professor;** PhD, Washington; Gifted Education
- *Jeanne Weiler Associate Professor;** PhD, SUNY (Stony Brook); Social Foundations of Education

Special Education

- Ellis I. Barowsky, Professor;** PhD, CUNY; Neuropsychology of Developmental Disabilities
- Shirley Cohen, Professor and Acting Dean;** PhD, Columbia; Families of Students with Disabilities; Autism
- Elaine Gale, Instructor;** MA, Smith College; Deaf Education
- Katherine Garnett, Professor and Chair;** EdD, Columbia; Assessment and Curriculum Development, Learning Disabilities

- Timothy Lackaye, Assistant Professor;** EdD, Teachers College, Columbia; Learning Disabilities
- Marsha H. Lupi, Associate Professor;** EdD, Columbia; Issues in Special Education, Personnel Preparation
- Thomas C. McIntyre, Professor;** PhD, Connecticut; Emotional and Behavior Disorders
- Rosanne K. Silberman, Professor;** EdD, Columbia; Visual Impairment, Severe/Multiple Disabilities
- Diane C. Taranto, Assistant Professor;** PhD, St John's; Early Childhood Special Education
- Ellen Trief, Associate Professor;** EdD, Teachers College, Columbia; Visual Impairment, Severe/Multiple Disabilities

**Joint Appointment with the School of Arts and Sciences*

TEACHER EDUCATION PROGRAMS

Graduate programs in education are designed to develop or extend the competence of the classroom teacher, to provide training for specialized school and agency personnel and to establish a base for research skills in education and related fields. The graduate education and counseling programs offer opportunities for greater mastery of academic disciplines, development of professional theory and practice, study of problems confronting the professional in the field and the building of competence for research. All programs are registered with the New York State Education Department and most lead to New York State certification.

Each graduate program includes three components: course work, student teaching practicum or internship and a culminating activity. Criteria for continued matriculation include both the maintenance of academic standards and the demonstration of professional standards of behavior and deportment in classrooms and in fieldwork settings.

Time Considerations

Candidates for a master's degree in the School of Education must complete the program within a maximum of five years from the date of matriculation. Students may be granted a leave of absence by permission of their adviser and with the approval of the Office of Educational Services for serious illness, maternity, or military leave. In such cases the time limit is extended by the duration of the leave, not to exceed one year.

Students exceeding the time limit may be required to take more than the number of credits normally required for the degree. Course credits more than five years old when the degree is to be awarded are not applicable to the degree unless a time extension is granted.

Part-time students are permitted to take up to nine credits a semester; however, exceptions are possible with permission of the program coordinator and chairperson when resources permit. Opportunities for graduate study are available during the summer. Some programs may offer daytime courses for full-time students.

Most graduate courses in education held during the academic year begin at either 4:30 pm or 7:00 pm to meet the needs of students who are employed during the day. Summer courses are offered during the day, early evening or on-line.

The graduate programs prepare professional educators for a variety of roles in schools and other educational settings. A commitment to public urban education is evidenced in classroom activities, laboratory experiences, and field placements that reflect the ethnic and cultural richness and diversity of New York City.

Hunter College Elementary School and Hunter College High School serve children from nursery school through the 12th grade, and have an international reputation for the exploration of programs for gifted children. Their facilities are also available for observation, demonstration and research.



ADMISSION REQUIREMENTS

Research and Training in Teacher Education

A variety of programs in research and training in teacher education have attracted substantial support from federal, state and private sources. Projects currently in process include training in bilingual education, improvement of the teaching of secondary mathematics and science, educational technology, and preparation of rehabilitation counselors and teachers for children with disabilities. These projects afford graduate students an opportunity for advanced training or development of research skills.

Accreditation

Through the spring of 2004 the School of Education will be engaged in the accreditation process through the National Council for the Accreditation of Teacher Education (NCATE). National recognition status is also being sought for individual program areas in selected Adolescence Education programs in English, foreign language, math, science, and social studies; Administration and Supervision; Childhood Education; Early Childhood Education; Literacy; Special Education in all specialty areas; and TESOL (Teachers of English to Speakers of Other Languages). For an update of the status of the accreditation process for the School of Education as well as the individual programs listed above, log onto the School of Education website <http://www.hunter.cuny.edu/schoolofed> and follow the links to NCATE and /or accreditation.

THE OFFICE OF EDUCATIONAL SERVICES

1000 West Building
(212) 772-4624, edsvc@hunter.cuny.edu

The Office of Educational Services (O.E.S.) provides support services to students enrolled in classes offered by the three teacher education departments of the School of Education. The primary areas of services provided include advisement, course schedule and registration; student teaching and field placement; graduation audit; teacher certification; teacher placement; and various student services such as permits, transfer of credit, waivers and leaves of absence.

The O.E.S. maintains regular office hours throughout the academic year (September 1-May 31), staying open some evenings to pro-

vide program advisement, admissions information, field experiences, student teaching support and general information related to certification and registration.

Hours may vary during registration periods, during the summer months, and when classes are not in session. Office hours are posted outside 1000 Hunter West (HW).

Admission

Graduate admissions to the School of Education are coordinated by Ms. Audrey Berman, Director of Student Life, Professional Development, and Community Outreach. Room 1000 West building, (212) 772-4624 audrey.berman@hunter.cuny.edu

Applications for admission may be obtained from the college Welcome Center, Room 100 North Building or on-line at the website of the Office of Admissions <http://admissions.hunter.cuny.edu/> Check the admissions website for due dates. Students who have taken postsecondary coursework outside the USA have an earlier due date to submit applications. See the International Student portion of the admissions website <http://admissions.hunter.cuny.edu/~graduate/inter.html> or call the admissions office at (212) 772-4490.

Minimum Admission Requirements

Applicants will be considered for admission to matriculation if they are graduates of accredited colleges with baccalaureate degrees comparable to those of Hunter College, and if they meet the minimum criteria required by the specific program, each described below. Each applicant's academic record, along with other factors, is considered.

Applicants whose native language is not English must take the TOEFL, and in some cases the TWE and TSE (see #4, Competency Examinations in section on Admission to Graduate Programs, p. 4). Admission to some programs is competitive; the number of qualified applicants may exceed the number of students who can be admitted.

Matriculation with Conditions

A student who is otherwise qualified for a particular program but who has not completed the course prerequisites to matriculation may be admitted to matriculation with conditions provided deficiencies do not exceed 12 credits.

Work to remove conditions must begin in the first semester and be completed in no more

than three consecutive semesters. A course taken as a condition of matriculation will not be credited toward the master's degree.

Nonmatriculated Status

Qualified students who apply for matriculation but do not initially meet matriculation requirements may, in some programs, be permitted to take 9 to 12 designated credits on a nonmatriculated basis as resources permit. Admission to nonmatriculant status does not imply approval to take any specific course.

Students who have been admitted as nonmatriculants should reapply for admission at the beginning of the semester in which they take the ninth nonmatriculant credit. In the second admission review, the grades of the courses taken at Hunter as a nonmatriculant will be reviewed as evidence of academic capability for admission. Any course taken as a nonmatriculant in which a student receives a grade of C will not count toward the degree unless a special waiver is granted by the dean. Grades of "Incomplete" must be changed to letter grades before an applicant is considered for matriculation. To be considered for matriculation, the student must have an overall GPA of 3.0 and no grade lower than a B in education courses.

No more than 12 credits earned as a nonmatriculant at Hunter may be approved for transfer to the record of the student later accepted as a matriculant.

Changing Programs

Students who have been matriculated for one master's degree in the School of Education must formally apply through the Office of Admissions if they wish to change programs. TESOL students wishing to change from the Adult to the K-12 Program (or vice versa) must submit a change-of-major form, available in Room 1000 HW.

Readmission

Students should apply for readmission in April for the fall semester and November for the spring semester (check the Admissions Office for deadlines). A student with a GPA below 3.0 must apply for special permission for readmission on probation in Room 1000 HW.

Degree Requirements

Master's program requirements vary according to students' qualifications and the requirements of the specific program. Students must achieve a GPA of at least 3.0 in both graduate courses and undergraduate courses needed to satisfy admission conditions. Students should not expect to complete the master's degree requirements by attending full-time, although this may be possible in some cases.

Candidates should consult the program coordinator or adviser about the comprehensive examination, the thesis requirements or culminating project at least one year in advance of the expected date of graduation. TESOL students either take a comprehensive examination or write a master's essay (thesis).

All graduate students are expected to demonstrate minimal competence in computer skills. A screening process is in place for some



programs; check with your program coordinator. All students are assigned a college e-mail address to which important announcements and materials are often sent. In addition, some courses in some programs are taught wholly or in part on-line

Course Equivalency

Students who have taken graduate-level courses at another college may, with written approval, apply those courses to their program in two ways: "Transfer of Credit" or "Permit Credit."

Transfer Credit

Graduate courses taken prior to matriculation are considered "Transfer of Credit."

Students must apply to the Office of Admissions to transfer graduate courses taken at other colleges prior to matriculation. Applications for transfer credit should be documented with official transcripts and syllabi or catalog course descriptions if syllabi are not available, and then be reviewed, approved by department chairpersons and sent to the Admissions Office.

The following limitations apply:

- No more than a total of 12 credits will be allowed for courses completed at other colleges, for courses taken on permit, or for Hunter College courses taken prior to matriculation.
- Courses for which transfer and approval of credit are sought must have been completed within five years preceding the anticipated date of graduation.
- Application for transfer and approval of course credits taken prior to matriculation may be made after registering for the first semester of matriculation.
- Transfer of credit can only be granted for courses with grades of B or better.

Permit Credit

Graduate courses taken at other colleges or universities after matriculation are considered "Permit" credit. Students planning to take courses "on permit" at other colleges or universities during the period of matriculation must request and receive permission prior to taking the course. The student should obtain the appropriate form in Room 1000 HW; attach course descriptions and obtain appropriate signatures from the department office; and return the completed form to Room 1000 HW.

Progress Standards

Students at Hunter College must maintain a cumulative GPA of 3.0. A student whose cumulative GPA falls below 3.0 at the end of any semester will be placed on probation. If the student fails to raise his/her cumulative GPA to 3.0 after one semester on probation, the student will be debarred and will not be allowed to continue at Hunter College.

All matriculated students without prior NYS teacher certification must submit their scores on the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examination (NYSTCE) within

completion of 12 credits of study. NYSTCE booklets are available in the Office of Educational Services, 1000 West. 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.

The School of Education has an outstanding pass rate on the New York State Teacher Certification Examination. The pass rate on the LAST (Part 1 of the New York State Teacher Certification Examination - NYSTCE) for 2000-2001 was 96%; the pass rate on the ATS-W (Assessment of Teacher Skills-Written - Part 2 of NYSTCE) for 2000-2001 was 98%

Student Teaching, Field Experiences and Practica

All master's programs require field experiences, student teaching and/or practica. These master's degrees may not be granted without completion of these field requirements. Students must apply in the fall semester if they have completed prerequisite courses and expect to student teach in the spring, and in the spring semester if they wish to student teach in the fall. In some programs student teaching is offered only once a year. Consultation with a program adviser is necessary in developing a program plan. All field placements are designated by Hunter College in New York City public schools and require a negative TB test.

Comprehensive Examination

A comprehensive examination may be required of master's degree candidates in specified programs. In programs where students may select either a thesis or a comprehensive examination, the thesis may not be chosen after a failure on the examination.

Graduation

All potential graduates must apply for graduation within the first two weeks of the semester in which they plan to graduate. A graduation audit form may be obtained in the Office of the Registrar. Completed applications must be returned to Room 1000 HW for signature.

New York State Certification

The graduate education programs described below (unless otherwise indicated) have been approved by the New York State Education Department to lead to initial and professional certification for teaching in New York State. To be recommended for certification the student must complete the approved program of study, file an application in 1000 HW, and pay the application processing fee required by the New York State Education Department. The Office of Educational Services processes the certification applications of students who complete an approved program and MA or MS degree requirements. In addition to the above, students

must pass the New York State Teacher Certification Examinations (NYSTCE) in order to be granted certification by the state.

For an initial certificate, the State of New York requires the applicant to pass Part 1 (LAST) and Part 2 (ATS-W) of the New York State Teacher Certification Examination (NYSTCE). Non-citizens must submit a Declaration of Intent to become a U.S. citizen. This certificate permits the holder to teach for three years before seeking certification.

Completion of the master's degree, two years paid experience as a head or co-teacher, completion of Part 3 (CST-Content Specialty Test) and Part 4 (video) of the NYSTCE, and proof of citizenship are required for certification.

New York State certification is reciprocally accepted by many other states upon application, although other states do not accept the NYSTCE. Students with questions about certification should contact the Office of Educational Services.

New York City Licensing

Students who complete approved sequences of study may apply for a NYC license when they possess a valid NYS provisional or initial certificate in their subject area. After applying for the appropriate regular license and receiving fingerprint clearance, applicants will be granted a "Certificate to Serve as a Substitute for Certified Provisional Service," which enables them to seek employment on a full- or part-time basis until a regular licensing exam is given in their particular area. For more information regarding licensing and substitute certification, contact the NYC Board of Education, (718) 935-2670.

TEACHER PLACEMENT

926 West Building; (212) 772-4662

The Office of Teacher Placement provides professional teacher- placement services for:

1. Matriculated graduate students currently enrolled in a master's degree program at Hunter who have completed at least 12 graduate education credits.
2. Graduates who have completed a Hunter College teacher education program leading to state certification.

A fee is charged for this service, which includes assistance with improving skills in resume writing, job searching and interviewing.

This office assists students with information related to the NTE (National Teacher Exam) and the NYSTCE (New York State Teacher Certification Examination) requirements for New York State certification. Preparation workshops are provided two times a year, usually in October and March.

GRADUATE PROGRAMS

The School of Education comprises three departments: Curriculum and Teaching, Educational Foundations and Counseling Programs, and Special Education. The school offers the following programs in teaching, counseling, and school administration: