

Hunter College School of **EDUCATION**

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BA in Childhood Education (QUEST): page 200

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MISSION OF THE SCHOOL OF EDUCATION

The mission of the Hunter College School of Education is to prepare skilled, caring and knowledgeable educators for teaching and supportive work in urban educational settings. This mission animates, and in turn is animated by, the Conceptual Framework, which encompasses five agreed-upon aspects of our work:

Living in an Urban Context

...maximizing opportunities and meeting significant challenges;

Developing Knowledge, Skills and Dispositions

...developing depth-and-breadth of active knowledge, effective skills, and empowering dispositions;

Engendering Professionalism

...promoting an ongoing engagement and stewardship of best practices as professionals;

Building a Caring Learning Community and Culture

...forging respect for learners, based on understanding and evident in actions;

Advocating for Social Justice

...activating commitment to social justice.

A complete description of the Conceptual Framework of the Hunter College School of Education can be found on its web site at the following URL:
<http://www.hunter.cuny.edu/education/ncate/conceptualframework.shtml>



Programs in Education

All students who take the education sequence at Hunter must major in a liberal arts or sciences subject. In other words, students who take any program in education do so in addition to fulfilling both the general education requirement and the requirements for a liberal arts or sciences major.

A student who completes an undergraduate childhood education program approved by the New York State Education Department fulfills the academic requirements for New York State Initial Certification and is eligible for New York City licensing in the area studied. (See sections below on New York State certification and New York City licensing for more information.)

The Office of Educational Services

This office provides support services to students enrolled in classes offered by the three teacher education departments of the School of Education. The areas of services provided include: coordination of admissions, advisement and registration; teacher certification; and various other student services such as permits, course equivalencies and leaves of absence.

The Office of Educational Services maintains regular office hours throughout the academic year (September 1-May 31), staying open evenings to provide advisement for working and evening session students although undergraduate education classes meet only during daytime hours. Hours may vary during registration periods, during the summer months and when classes are not in session. Office hours are posted outside Room 1000 Hunter West.

Student teaching and field placement applications and information are also available in Room 1000 Hunter West from the director and associate director of clinical services for childhood education and for adolescence education.

New York State Certification

The undergraduate sequences in education described below have been approved by the New York State Education Department to lead to initial certification for teaching in New York State. To earn this certificate the student must successfully complete the approved program of study, obtain the BA or BA/MA degree, submit fingerprints and pass the required New York State Teacher Certification Examinations (NYSTCE) including the LAST, ATS-W and CST. The Office of Educational Services processes the certification applications of students who complete an approved program and bachelor's degree.

The initial certificate permits the holder to teach for three years. At the end of that time and three years of full-time teaching in the certificate title, the individual will be able to obtain certification.

New York State certification is reciprocally accepted by many other states upon application. Students with questions about certification should contact the Office of Educational Services. For more information regarding New York State Certification go to <http://www.nysed.gov>.

New York City Licensing Students who complete approved sequences of study may apply for the NYC license when they possess a valid NYS initial certificate in their subject area. For more information regarding licensing, contact the NYC Department of Education, (718) 935-2670 or <http://www.nycenet.com>.



Office of Teacher Placement

This office provides professional teacher placement services for:

1. Undergraduates who have completed at least twelve education credits.
2. Students with degrees from Hunter College who have completed either the childhood or adolescence teacher preparation program, including student teaching.

It is common practice for school administrators to request teacher placement files during interviews for teaching positions. Therefore, students are urged to establish their files during the semester in which they student-teach and to maintain and update the files during the job search period. This service helps students seeking jobs locally, nationally and internationally.

Admission to Teacher Education Programs

Undergraduate teacher education programs require a cumulative GPA of 2.8. Students are advised to submit their completed application for admission in March for the fall semester and October for the spring semester. Applicants must attach a student copy of transcripts of previous college study to their application. Applicants must demonstrate satisfactory performance in a group interview and an on-site writing sample. No courses with credit/non-credit grades are accepted.

Registration

Because of the intricacies of certifying programs, students are required to see advisers prior to or during registration in order to secure approval for courses in education. The School of Education allows early registration (during April for fall and during November for spring). The school also provides a schedule of adviser availability during the regular registration period. However, advisement hours do not entirely coincide with registration hours. Students are urged to read the Schedule of Classes, or the announcement page on the School of Education Web site and to consult the bulletin boards outside 1000 Hunter West to determine the best times to see the appropriate advisers or program coordinators.

Nondegree and Second-Degree Students

The School of Education is not currently accepting nondegree or second-degree students.

Honors in Education

Students become eligible for honors in education at graduation by successfully completing EDUC 490 for QUEST and Adolescence Education and DANCE 490 for dance education (Honors in Educational Research). Students must have a GPA of 3.5 in education courses and a cumulative GPA of 2.8. They must be taking a full education sequence including student teaching.

Kappa Delta Pi Students become eligible for membership in the Iota Alpha Chapter of Kappa Delta Pi, the national honor society for education, when they meet the following criteria: 3.2 GPA, with an education index of 3.5 after 12 credits, 3.7 after 11 credits, or 4.0 after 9 credits in education. Applications are available in Room 1000 Hunter West.

Hunter College Campus Schools

The Campus Schools are located at Park Avenue and 94th Street in Manhattan. They serve as a laboratory for observation, demonstration, research, curriculum design and other projects involving their students, all of whom score in the range of the gifted on intelligence and achievement tests. Students are admitted to the publicly supported schools on the basis of competitive testing. Efforts continue to identify gifted children from diverse backgrounds who meet the schools' rigorous standards for admission to kindergarten and grade 7 (the two levels at which students are admitted).

Hunter College Elementary School Children must be five years of age to attend the kindergarten. Only Manhattan residents are eligible to apply. The age of an applicant is calculated according to the academic year. While some students continue on to the high school from the elementary school, high-achieving students from the five boroughs are invited to take a competitive examination in order to enter Hunter High School at the 7th grade.

Hunter College High School The Hunter College High School is a 6-year junior-senior high school. The academic program stresses both acceleration and enrichment and provides students with a classical education. Research focuses on the development of curriculum, teaching strategies and other educational practices that maintain and advance a "state of the art" approach to the education of intellectually gifted students.

Childhood Education (QUEST) Grades 1-6

1000 Hunter West; (212) 772-4624

QUEST Program Overview

The Quality Urban Elementary School Teacher (QUEST) program is an undergraduate elementary teacher education program that prepares students to become New York State certified teachers of childhood education grades 1-6. QUEST is an integrated, holistic 30-credit program completed over either four or six semesters, which includes extensive field experiences attached to didactic courses. The six-semester sequence is designed for students who enter Hunter College as freshmen. The four-semester sequence is designed for transfer students and other students who do not apply to QUEST until after they have completed 40 or more credits.

QUEST is committed to the preparation of teachers for urban elementary schools who can deal effectively with the wide range of diverse learning needs found among the City's students. QUEST collaborates closely with New York City public schools to provide outstanding field experiences for these students.

The program of study for the BA degree at Hunter College consists of a minimum of 120 credits. All students must major in one of the following liberal arts or sciences subjects: English language arts, English, history, geography, social studies (available as a major in the geography department), mathematics, biology or chemistry. Childhood education, QUEST, serves as a collateral major, in place of a minor. Students must also complete the college General Education Requirement (GER), which consists of a core and graduation requirements in writing, pluralism and diversity and in a foreign language. Since the QUEST program requires MATH 104 students are exempt from GER/Stage 3, Group B.

Required Coursework in Liberal Arts and Sciences

Teachers in elementary schools are required to teach all subject areas in the curriculum and thus need a broad liberal arts background in addition to specialized knowledge of teaching. Therefore, students will be required to complete the following liberal arts and sciences courses, or their equivalent (most of these courses can be taken within the college's General Education Requirement):

ENGL 120
ENGL 220
GEOG 101
HIST 151 and 152
MATH 104 and 105

Two semesters of science, at least one of which is a laboratory science*
6 credits in the arts

At least 6 credits in the study of a language other than English

(The Hunter College GER/foreign language requirement is 12 credits or the equivalent.)



Two additional courses that are required for students in the childhood education program are CSCI 115 Computer Technology in Childhood Education (2 credits) and HED 314 Health Education for the Classroom Teacher (3 credits).

*Note: Computer Science does not count as a science course in meeting this requirement.

Admissions Requirements

Six-semester sequence for students entering Hunter College as freshmen

- 30 credits in liberal arts and sciences*
- Minimum GPA of 2.8
- Prerequisite for MATH 104: either a score high enough on the CUNY COMPASS to be placed in MATH 104 or completion of MATH 101
- ENGL 120 (or a 200- or 300-level writing course), with a grade of B or better
- Declaration of an appropriate liberal arts and sciences major: biology, chemistry, English, English language arts, geography, history, social studies (an option within the geography major), or mathematics

Four-semester sequence for transfer students and other Hunter College students who apply after completing 40 credits

- Transfer students may enter the program with 40 to 72 credits. (Students with more than 72 credits should complete their liberal arts and sciences major and apply to the master's degree program in childhood education.)
- Transfer students with 60 or more credits, GPA of 3.3 or better and a grade of B or better in ENGL 120 do not have to present Hunter College grades. Transfer students with GPAs between 2.75 and 3.29 will have to complete 12 credits of coursework at Hunter College with a GPA of at least 2.8 before a final decision will be made on their application to QUEST.
- Transfer students must meet all other requirements listed above for admission as well as the progress standards that follow.

*Students may apply to QUEST if the total of their completed credits plus courses in which they are currently enrolled is at least 30 credits.

Progress Standards

Students must receive grades of C or better in QUEST didactic courses and grades of B or better in QUEST fieldwork courses. All QUEST courses are repeatable once by students who have received a grade of D in a didactic course or a C in a fieldwork course. Students must officially reregister for these courses. Students who receive an F in any course or a D in fieldwork may not continue in the program. Students must also maintain a GPA of at least 2.8 throughout the QUEST program.

In order to register for QSTA 406 Teaching and Learning Mathematics in the Elementary School, students must have completed MATH 104 and MATH 105. Transfer students may be allowed to enroll in QSTA 406 after completing MATH 104 and registering for MATH 105 if their progress through the QUEST program would be delayed by the requirement for MATH 105 as a prerequisite.

In order to register for QSTA 414 Teaching Science in Elementary Schools, students must have completed two courses in science, at least one of which must be in a laboratory science.

In order to register for QSTA 412 Teaching Social Studies through Literature, the Arts and Technology in Elementary Schools, students must have completed HIST 151 and 152, or one of these courses plus GEOG 101.

Students should register to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations during their junior year. Students will not be allowed to enroll in Student Teaching (QSTA 415) until their scores on the LAST have been received by the QUEST coordinator. Students who do not pass the LAST at least partly because of low scores on subtest 4 and/or 5 must enroll in a college-directed writing course before being allowed to register for any additional courses.

**QUEST Six-Semester Sequence for Students Who Enter
Hunter College as First-Year Students**

Semester	Courses	Credits	Fieldwork	Total ED Credits
I	QSTA 400 Art of Effective Teaching (CSCI 115 Computer Technology in Childhood Education)	3		3
II	QSTB 202 Child Growth and Development QSTA 401 Developmental Reading QSTAB 300 Fieldwork I	2 2 1	75 hours	5
III	QSTA 410 Literacy Across the Content Areas QSTA 412 Teaching Social Studies through Literature, the Arts, and Technology in Elementary Schools QSTAB 301 Fieldwork II	2 2 1	75 hours	5
IV	QSTB 413 Psychology of Teaching and Learning QSTA 406 Mathematics Teaching and Learning in Elementary School QSTAB 302 Fieldwork III	2 2 1	75 hours	5
V	QSTB 403 Social Foundations of Urban Education QSTA 407 The Arts: An Interdisciplinary Learning Experience (HED 314 Health Education for the Classroom Teacher)	3 3		6
VI	QSTA 414 Teaching Science in Elementary Schools QSTA 415 Student Teaching (5 full days + 2-hr seminar)	2 4	(minimum of 62 days)	6
Total				30

Note: QSTA is a designation for courses offered by the Department of Curriculum teaching; QSTB is a designation for courses offered by the Department of Educational Foundations; QSTAB is a designation for fieldwork attached to two courses.

QUEST Four-Semester Sequence for Transfer Students

Semester	Courses	Credits	Fieldwork	Total ED Credits
I	QSTA 400 Art of Effective Teaching QSTB 202 Child Development QSTA 401 Developmental Reading QSTAB 300 Fieldwork I (CSCI 115 Computer Technology in Childhood Education)	3 2 2 1	75 hours	8
II	QSTA 410 Literacy Across the Content Areas QSTA 412 Teaching Social Studies through Literature, the Arts, and Technology in Elementary Schools QSTAB 301 Fieldwork II QSTB 403 Social Foundations of Urban Education	2 2 1 3	75 hours	8
III	QSTB 413 Psychology of Teaching and Learning QSTA 406 Mathematics Teaching and Learning in Elementary School QSTAB 302 Fieldwork III QSTA 407 The Arts: An Interdisciplinary Learning Experience (HED 314 Health Education for the Classroom Teacher)	2 2 1 3	75 hours	8
IV	QSTA 414 Teaching Science in Elementary Schools QSTA 415 Student Teaching (5 full days + 2-hr seminar)		(50 days)	6
Total				30

Note: QSTA is a designation for courses offered by the Department of Curriculum teaching; QSTB is a designation for courses offered by the Department of Educational Foundations; QSTAB is a designation for fieldwork attached to two courses.

Adolescence Education, Grades 7-12 and Dance Education, Grades Pre-K-12

Coordinator: Gess LeBlanc, 1000 Hunter West;
(212) 772-4677

Students who major in an academic subject may also wish to complete a sequence of courses in education that will enable them to pursue a career teaching adolescent students in grades 7-12. The undergraduate programs in adolescence education are designed to prepare prospective teachers to serve as high-quality educators for adolescents in urban schools. More specifically, candidates learn to investigate, orchestrate, modify, implement, and assess academic content and professional knowledge and skills. These efforts are focused on creating safe, supportive and challenging classrooms for student populations of diverse backgrounds, abilities and interests within the four following global areas of competency:

- 1) **Academic Subjects Content Knowledge**
Teacher candidates will learn to integrate in-depth knowledge of their subject area into the design of curricula that reflect state and professional standards.
- 2) **Professional Knowledge** Teacher candidates will link philosophical, historical, political, psychological and sociological theories of education to the learning of adolescents in their classrooms, including exceptional and English-language learners.
- 3) **Skills** Teacher candidates will learn to adapt curriculum and instruction to adolescent students' prior knowledge, interests, literacy levels, abilities, and experiences. Teacher candidates will develop skills in communication; critical and creative thinking; application of technology; self-reflection; and classroom management in order to provide effective instruction for all students.
- 4) **Creating Community** Teacher candidates will familiarize themselves with their students' communities, as well encourage their students' active and constructive participation in classroom, school, or local problem solving.

Program Overview

The Hunter College School of Education offers the following undergraduate programs leading to initial certification in adolescence education (grades 7-12): biology, chemistry, Chinese, English, French, German, Hebrew, Italian, mathematics, physics, Russian, social studies and Spanish. Hunter also offers an undergraduate program leading to initial certification in dance (pre-K-12). In addition, BA/MA programs in mathematics, chemistry and music are offered. These programs lead to professional certification. A BA/MA in biology is pending NY State approval.

The program of study for the baccalaureate degree at Hunter College requires a minimum of 120 credits. This is a daytime program that

includes fieldwork in New York City public schools designated by the Hunter College School of Education. Students who wish to pursue initial certification in one of the above areas must take a specified sequence of education courses, in addition to fulfilling the college's General Education Requirement (GER) and the requirements of their arts or science major. All relevant departments accept the adolescence education sequence as a minor.

Required Coursework in Liberal Arts and Sciences

In addition to completing a major of at least 30 credits in the area of the teaching certificate to be pursued, applicants must complete a general education core that includes the specific course requirements listed below, which can be fulfilled as part of the college's core requirement, graduation requirements, and the major:

1. ENGL 120 English Composition
2. ENGL 220 Introduction to Literature
3. Two courses selected from: HIST 151 The U.S. from the Colonial Era to the Civil War; HIST 152 The U.S. from the Civil War to the Present; and GEOG 101 People and Their Environment
4. 12 credits in math/science/technology, to include one laboratory science course and either STAT 213 (for science and math majors) or STAT 113 (for students with other majors)
5. 12 credits of study in a language other than English (or exemption by the college on the basis of equivalency)
6. 6 credits in the arts
7. A course that includes a focus on communication, which may be met through a variety of disciplines. Courses in theatre, media, and the linguistics area of anthropology generally meet this requirement, as does AFPRL 181 Language and Ethnic Identity.

Admission Requirements

Students who wish to enter the adolescence education sequence must meet all the criteria given below.

1. Minimum of 65 credits but no more than 90 credits
2. GPA of at least 2.8. If a student has more than 6 credits of CR/NR grades, the excess of these grades will be calculated as C or F in determining whether the student meets the minimum GPA
3. A grade of at least B in ENGL 120 (or a 200- or 300-level writing course such as ENGL 201)
4. Formal declaration of a major in a subject area appropriate for certification: English, Languages Other than English (Chinese, French, German, Hebrew, Italian, Russian, Spanish), Mathematics, Science, Biology, Chemistry, Physics, Social Studies (Geography Option 2), Dance
5. Submission of an application for admission to the sequence (the application is available in the Office of Educational Services, Room 1000 Hunter West) along with proof of a negative finding on a tuberculosis test.

Transfer Students

The program will conditionally admit transfer students with 60 or more credits who have a GPA of at least 3.3 without requiring that they complete 12 credits at Hunter College. However, they must establish a minimum GPA of 2.8 at Hunter College to continue in the program after the first semester. Any transfer student who has a GPA of 2.8-3.29 must complete 12 credits at Hunter College with a cumulative GPA of at least 2.8 before being admitted to the program in adolescence education.

Admission Process

1. Students interested in applying to the Adolescence Education program should apply at the beginning of the semester prior to the semester in which they plan to enroll.
2. Students must participate in a group interview with several other students and School of Education faculty members.
3. Students must complete an on-site writing sample that the School of Education faculty will use to assess written English skills.



Course of Study
Adolescence Education

Number	Title	Credits
SEDF 203*	Social Foundations of Education: Grades 7-12	3
SEDF 204*	Adolescent Development	2
SEDF 205*	Educational Psychology: Applications in Grades 7-12	2
SEDF 206*	Assessment of the Teaching and Learning Process in Grades 7-12	2
SEDC 210*	Building the Foundations of Literacy in Grades 7-12	3
SEDC 220*	Adolescent Health and Safety	1

Mathematics (BA): Additional Required Coursework and Student Teaching

SEDC 213	Methods I: Classroom Organization, Management, and Instruction in Mathematics and Science, Grades 7-12	3
SEDC 323	Methods II: Teaching Diverse Learners in Mathematics, Grades 7-12	2
SEDC 453	Student Teaching in Grades 7-12: Mathematics	5

**Biology, Chemistry, and Physics (BA):
Additional Required Coursework and Student Teaching**

SEDC 213	Methods I: Classroom Organization, Management, and Assessment of Instruction in Mathematics and Science, Grades 7-12	3
SEDC 324	Methods II: Teaching Diverse Learners in Science, Grades 7-12	2
And one of the following:		
SEDC 454.10	Student Teaching in Grades 7-12: Biology	5
SEDC 454.20	Student Teaching in Grades 7-12: Chemistry	5
SEDC 454.30	Student Teaching in Physics Grades 7-12	5

**Languages Other than English: French, Spanish, Italian, Russian, Chinese, Hebrew, German (BA):
Additional Required Coursework and Student Teaching**

SEDC 212	Methods I: Foundations of Literacy, Language, and Learning in the Foreign/Heritage Language Classroom, Grades 7-12	3
SEDC 322	Methods II: Instructional Planning for Literacy and Language Learning in the Foreign/Heritage Language Classroom, Grades 7-12	2
And one of the following:		
SEDC 452.10	Student Teaching in Grades 7-12: Chinese	5
SEDC 452.20	Student Teaching in French, Grades 7-12	5
SEDC 452.30	Student Teaching in German, Grades 7-12	5
SEDC 452.50	Student Teaching in Grades 7-12: Hebrew	5
SEDC 452.60	Student Teaching in Grades 7-12: Italian	5
SEDC 452.70	Student Teaching in Grades 7-12: Russian	5
SEDC 452.80	Student Teaching in Grades 7-12: Spanish	5

English (BA): Additional Required Coursework and Student Teaching

SEDC 211	Young Adult Literature in Our Diverse Society	3
SEDC 321	Teaching English Methods to a Diverse Population in Grades 7-12	2
SEDC 451	Student Teaching in Grades 7-12: English	5

Social Studies (BA): Additional Required Coursework and Student Teaching

SEDC 215	Methods I: Classroom Organization, Management, and Instruction in Social Studies, Grades 7-12	3
SEDC 325	Methods II: Teaching for Diverse Learners in Social Studies, Grades 7-12	2
SEDC 455	Student Teaching in Social Studies, Grades 7-12	5

Dance (BA): Additional Required Coursework and Student Teaching

DANED 302	Theory and Practice of Teaching Dance Grades Pre-K-12	4
SEDC 456	Student Teaching in Dance Grades Pre-K-12	5

Mathematics (BA/MA): Additional Required Coursework and Student Teaching**

Number	Title	Credits
SEDC 713	Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science	3
SEDC 723	Methods II: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7-12	2
SEDC 753	Student Teaching in Mathematics, Grades 7-12 (60 days, 30 hrs seminar, plus workshops and conferences)	5

Chemistry (BA/MA): Additional Required Coursework and Student Teaching**

SEDC 713	Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science	3
SEDC 724	Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7-12	2
SEDC 754.02	Student Teaching in Chemistry, Grades 7-12	5

MUSIC (BA/MA): Additional Required Coursework and Student Teaching**

SEDF 703	Social Foundations of Adolescence Education	3
SEDF 704	Adolescent Development, Grades 7-12	2
SEDF 705	Educational Psychology: Applications to Adolescence Education	2
SEDF 706	Assessment of Teaching and Learning in Adolescence Education	2
SEDC 710	Building the Foundations of Literacy in Adolescence Education	3
SEDC 720	Adolescent Health and Safety	1
MUSED 677	Methods of Teaching Instrumental Music in Grades Pre-K-12	2
MUSED 678	Methods of Teaching Vocal and General Music in Grades Pre-K-12	2
SEDC 756	Student Teaching in Music, Pre-K-12	5

*Please note that the parallel courses at the graduate level may be substituted for these undergraduate courses in the Mathematics BA/MA Program.

**See the Graduate Catalog for these graduate course descriptions.

Progress Standards

1. Students must maintain a minimum overall GPA of 2.8 and an education sequence index of 2.8.
2. Any student who receives a grade of C+, C, or D in student teaching must apply to the department chairperson for permission to reregister for that course, which may be repeated only once.
3. Any student who receives a grade of D in a didactic course in the education sequence will be required to repeat that course. Students are permitted to repeat a course only once.
4. Any student who receives a grade of F in any course in the pedagogical sequence (including student teaching) will not be permitted to continue in the program.
5. Any student who has more than two grades of IN will be permitted to register for only one course the following semester.

Students will be permitted to register for the second methods course in their subject area only after having met the following requirements:

1. Completion of 18 credits of study in the major subject area
2. Approval of the major department adviser
3. Maintenance of an overall GPA of 2.8 and an education sequence index of 2.8

Students should register to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations during their junior year. Students will not be allowed to

enroll in student teaching until their scores on the LAST have been received by the Coordinator of Adolescence Education. Students who do not pass the LAST at least partly because of low scores on subtest 4 and/or 5 must enroll in a college-directed writing course before being allowed to register for any additional courses.

Liberal Arts and Sciences Major Requirements for Adolescence Education (BA and BA/MA) and Dance Education (BA)

Note: See the major department sections of the catalog for specific course requirements in these areas.

English (7-12) 30-credit major in English for adolescence education

Languages Other than English (7-12) 33-credit major in one of the following languages: Chinese, French, German, Hebrew, Italian, Russian, Spanish

Mathematics (7-12) 30-credit major in mathematics + one year of calculus (MATH 150 and 155, or the equivalent)

Science (7-12)

Biology 37-credit major in biology + 33.5 - 36.5 credits in additional science and math courses

Chemistry 33- or 35-credit major in chemistry

Physics 30-credit major in physics

Social Studies (7-12) 33-credit major in geography plus 9 credits of specified course work in history and geography as prerequisites; or (pending CUNY and NYS Education Department approval) a 30-credit major in history, including a course in geography, plus a course with a focus on political

science and a course with a focus on economics

Dance (Pre-K-12) 34-credit major in dance
BA/MA Chemistry (7-12) minimum of 134 credits to include chemistry major (minimum of 24 credits) and associated auxiliary courses (30.5 credits) at the undergraduate level; 14 graduate credits in chemistry

BA/MA Mathematics (7-12) 46 credits in mathematics including a year of calculus (MATH 150 and 155 or equivalent), MATH 250, 260, 311 (or the equivalent), 620, 623, 630, 661, STAT 614, plus 12 additional credits, at least half at the graduate level and the other 6 at least at the 300 level

BA/MA Music (Pre-K-12) 42-credit music major equivalent to the undergraduate music major plus 22 graduate credits for a total of 64 credits in music within the 140-credit minimum total of coursework

Fieldwork and Student Teaching

All field experiences and student teaching will take place in sites approved by the Hunter College School of Education.

1. Any student who receives a grade of C+, C, or D in student teaching must officially register for and repeat that experience. Students will be permitted to repeat student teaching only once.
2. Any student who receives a grade of F in student teaching will not be permitted to continue in the program.
3. Students must submit an application during the semester before they plan to student teach.

COURSE LISTINGS

CSCI 115 Computer Technology in Childhood Education

See Computer Science Department course listings.
3 hrs, 2 cr.

DANED 302 Theory and Practice of Teaching Dance Grades Pre-K-12

Methods of teaching dance to students with diverse backgrounds and abilities in diverse learning environments; the organization of instruction and classroom management strategies; technological resources; community and family resources. Note: Proof of negative tuberculosis screening within the last two years must be submitted to the School of Education.

prereq: 12 cr in dance or perm dance adviser
pre- or coreq: SEDF 204
3 hrs plus 36 hrs fieldwork, 4 cr.

EDUC 490 Honors Course in Educational Research

Individual research in education. Admission by permission of the chairperson.

prereq: full education sequence including student teaching; 3.5 GPA in education courses and cumulative GPA of 2.8.
2 hrs, 2 cr.

HED 201 Women and Health PD/C

An exploration of health issues affecting women, particularly as these issues relate to the socialization of women, reproductive and sexual health, and medical practices.

3 hrs, 3 cr.

HED 305 Sex Education

An overview of human sexuality through affective processes with an emphasis on social and cultural influences, and the role of family and school in sexuality education.

3 hrs, 3 cr.

HED 306 Drugs and Drug Dependencies

The nature of addiction and dependency. The course focuses on social learning theory and the role of family, school, and community in drug prevention education.

3 hrs, 3 cr.

HED 314 Health Education for the Classroom Teacher

The preparation of the elementary educator to assist children in grades 1-6 in making decisions for optimum health and wellness, including nutrition education and fitness; mental/emotional health and conflict resolution; drug education; stress management; safety education including fire safety; family living/sex education including HIV/AIDS education and orientation issues; personal safety and the role of the classroom teacher as a mandated reporter of child abuse and neglect; environmental health; and violence prevention.

prereqs: QSTB 202, QSTAB 301
pre- or coreq: QSTAB 302
3 hrs, 3 cr.

HED 480 Independent Study in Health Education

An exploration in an area of special interest with faculty guidance. Topic to be approved by adviser.

30-45 hrs, 1-3 cr.

EDUCATION COURSES

Note: QSTA is a designation for courses offered by the Department of Curriculum and Teaching; QSTB is a designation for courses offered by the Department of Educational Foundations; QSTAB is a designation for fieldwork attached to two courses.

QSTA 400 The Art of Effective Teaching

This course is designed to orient elementary school teacher candidates to the world of urban education and their roles as quality educators. An introduction to the basic pedagogical practices of teaching, the connection between theory and practice as it relates to the role of teachers, instructional methods for teaching diverse student populations, effective classroom management practices, organizational strategies, motivation techniques and methods of assessment.

3 hrs, 3 cr.

QSTA 401 Developmental Reading

Theoretical and practical aspects of literacy with particular emphasis on teaching literacy to diverse populations. In addition, the role of family and community involvement and the use of technology for literacy development will be stressed.

pre- or coreqs: QSTA 400, CSCI 115
coreq: QSTB 202, QSTAB 300
2 hrs, 2 cr.

QSTA 406 Mathematics Teaching and Learning in Elementary School

Modern methods for teaching mathematics through understanding in the elementary grades.

prereqs: MATH 104, 105, QSTA 410, 412, QSTAB 301
coreq: QSTB 413, QSTAB 302
2 hrs, 2 cr.

Note: Transfer students may be allowed to enroll in QSTA 406 after completing MATH 104 and registering for MATH 105 if their progress through the QUEST program would be delayed by the MATH 105 prerequisite requirement.

QSTA 407 The Arts: An Interdisciplinary Learning Experience

Offered in collaboration with Lincoln Center Institute, this course is designed to introduce teacher candidates to the role of arts in learning across the curriculum. Teacher candidates will experience the creative process through hands-on study of works of art (visual arts, music, theatre, and dance) to enhance the aesthetic sensibilities of students in grades 1-6.

prereqs: QSTA 401, QSTB 202, QSTAB 300
3 hrs, 3 cr.

QSTA 410 Literacy Across the Content Areas

Theoretical, methodological, practical, and technological aspects of teaching literacy to elementary school students with an emphasis on meeting the literacy needs of diverse student populations.

prereqs: QSTA 401, QSTB 202, QSTAB 300, CSCI 115
coreqs: QSTA 412, QSTAB 301
2 hrs, 2 cr.

QSTA 412 Teaching Social Studies through Literature, the Arts, and Technology in Elementary Schools

Teaching social studies through literature, the arts, and technology in grades 1-6. Literature selections will include original documents, essays, historical fiction, novels, diaries, journals, poetry, drama and folktales. Instructional strategies will include interdisciplinary curriculum and differentiated learning, teaching, and assessment strategies for English language learners and students with disabilities. Diverse activities will include utilizing the community, particularly museums, as a laboratory for student learning.

prereqs: QSTA 401, QSTB 202, QSTAB 300
coreqs: QSTA 410, QSTAB 301
2 hrs, 2 cr.

QSTA 414 Teaching Science in Elementary Schools

This course is inquiry-based or process-oriented. Focuses on the doing part of science more than the facts part of science. Includes analysis of local, state and national science standards, working with students from culturally diverse backgrounds, using multimedia technology effectively, and working with parents and the community. Students will be observed in science teaching activities during their corequisite student teaching in science.

prereqs: QSTA 406, 410, 412, QSTAB 301
coreqs: QSTA 415
2 hrs, 2 cr.

QSTA 415 Student Teaching

Supervised student teaching experience in an elementary school setting at one grade level from grades 1-6. Requirements include four full days per week of student teaching for a minimum of 50 days, 30 hours of seminars + conferences, and attendance at professional development workshops.

prereqs: QSTA 406, 407, QSTB 413, QSTAB 302, HED 314
coreqs: QSTA 414
2 hrs per week of seminar plus student teaching,
4 cr.

QSTAB 300 Fieldwork I: Fieldwork for Child Development and Developmental Reading

Supervised experiences in classroom applications of QSTA 401: Developmental Reading and QSTB 202: Child Growth and Development. Students will complete 6 hrs per week of fieldwork for a minimum of 75 contact hrs per semester. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups. Students receiving a grade of C in fieldwork must apply to the chairperson for permission to reregister for the course. Fieldwork may be repeated only once. Students who receive a grade lower than C may not repeat the course and may not continue in the program.

pre- or coreqs: QSTA 400, CSCI 115
coreqs: QSTA 401, QSTB 202
75 hrs, 1 cr.

QSTAB 301 Fieldwork II: Fieldwork for Literacy Across the Content Areas and Teaching Social Studies through Literature, the Arts, and Technology in Elementary Schools

Supervised experiences in classroom applications of QSTA 410: Literacy Across the Content Areas and QSTA 412: Teaching Social Studies through Literature, the Arts, and Technology in Elementary Schools. Students will complete 6 hrs of fieldwork per week for a minimum of 75 contact hrs per semester. Students will develop the ability to apply theoretical concepts and deliver instruction to individuals and small groups of children. Students will design or adapt curriculum that meet the needs of diverse learners, including children with special needs and English language learners.

prereqs: QSTA 401, QSTB 202, QSTAB 300
coreqs: QSTA 410, 412
75 hrs, 1 cr.

QSTAB 302 Fieldwork III: Fieldwork for Mathematics Teaching and Learning in Elementary School and Psychology of Teaching and Learning

Supervised experiences in classroom applications of QSTA 406: Mathematics Teaching and Learning in Elementary School and QSTB 413: Psychology of Teaching and Learning. Students will complete 6 hrs of fieldwork per week for a semester minimum of 75 contact hrs to demonstrate the ability to apply knowledge acquired in the Mathematics Teaching and Learning in Elementary School and Psychology of Teaching and Learning courses to effectively deliver instruction in the content areas to individual children, small work groups, and large groups of children.

prereqs: QSTA 410, 412, QSTAB 301
coreqs: QSTA 406, QSTB 413
75 hrs, 1 cr.

QSTB 202 Child Growth and Development

The biological, cognitive, emotional, linguistic, moral, physical and social aspects of development will be addressed with respect to their role in children's experiences in school. The critical application of developmental theories and research to diverse populations will be emphasized. Contextual influences on children's development, including family, peers and the media will be included.

pre- or coreqs: CSCI 115, QSTA 400
coreqs: QSTA 401, QSTAB 300
2 hrs, 2 cr

QSTB 403 Social Foundations of Urban Education

Contemporary issues and themes in the social foundations of childhood education viewed from an interdisciplinary perspective. Special emphasis on the role of family and community in the educational process.

prereqs: QSTA 401, QSTB 202, QSTAB 300
3 hrs, 3 cr.

QSTB 413 Psychology of Teaching and Learning

The critical application of psychological theories and principles to classroom instruction, including: learning styles; instructional models; effective teaching; motivation; student diversity; students with special needs; classroom management; and formal and informal assessment.

prereqs: QSTA 410, 412, QSTAB 301
coreqs: QSTA 406, QSTAB 302
2 hrs, 2 cr.

SEDC 210 Building the Foundations of Literacy in Grades 7-12

Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

3 hrs, 3 cr.

SEDC 211 Young Adult Literature in Our Diverse Society

Familiarizes prospective teachers with a wide variety of literature for or about young adults. Books discussed and dramatized during each session reflect diverse cultures, varying learning styles, and special needs of young adults. The English language arts standards are addressed as delineated in city and state regulations. Literacy and comprehension skills are explored as well.

pre- or coreqs: SEDF 203, 204
3 hrs, 3 cr.

SEDC 212 Methods I: Foundations of Literacy, Language and Learning in the Foreign/Heritage Language Classroom, Grades 7-12

The nature of language, and language acquisition/learning, and the inherent implications for teaching a foreign/heritage language at the secondary level. The foreign language standards and the English language arts standards are reviewed as they impact on curriculum design for foreign/heritage language learners.

pre- or coreqs: SEDF 203, 204
3 hrs, 3 cr.

SEDC 213 Methods I: Classroom Organization, Management and Instruction in Mathematics and Science, Grades 7-12

Candidates will identify the impact of various classroom organization patterns, rules and routines. Candidates will be able to design, implement and evaluate lessons in the context of state and city standards for learning in grades 7-12.

pre- or coreqs: SEDF 203, 204
3 hrs, 3 cr.

SEDC 215 Methods I: Classroom Organization, Management, and Instruction in Social Studies, Grades 7-12

Rationales and methodologies for teaching social studies based on current theories of the nature of students, the social sciences and secondary schooling.

pre- or coreqs: SEDF 203, 204
3 hrs, 3 cr.

SEDC 220 Adolescent Health and Safety

Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

prereqs: SEDF 203, 204
1 hr, 1 cr.

SEDC 321 Teaching English Methods to a Diverse Population in Grades 7-12

Methodology that facilitates the learning of English language arts for a diverse population in secondary schools. Teacher candidates will engage in ways of teaching adolescents the skills of reading, responding to literature, writing (creative and expository), listening, speaking, and applying grammar conventions. They will write lesson and unit plans and experiment with classroom management and assessment techniques as they present lessons to the class for peer and instructor criticisms. State and city teaching standards will be applied throughout the course.

prereqs: SEDC 211
pre- or coreqs: SEDF 205, SEDC 210
2 hrs per week plus 36 hrs fieldwork, 2 cr.

SEDC 322 Methods II: Instructional Planning for Literacy, Language, and Learning in the Foreign/Heritage Language Classroom, Grades 7-12

Standards that impact on the teaching of foreign/heritage languages at the secondary level. Emphasis is placed on the strategies, methods and materials used in planning instruction around the standards. Classroom observations will serve as a catalyst for discussion.

prereqs: SEDC 212
pre- or coreqs: SEDF 205, SEDC 210
2 hrs per week plus 36 hrs fieldwork, 2 cr.

SEDC 323 Methods II: Teaching Diverse Learners in Mathematics, Grades 7-12

Familiarizes prospective middle and high school teachers, grades 7-12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in mathematics. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereqs: SEDC 213
pre- or coreqs: SEDF 205, SEDC 210
2 hrs per week plus 36 hrs fieldwork, 2 cr.

SEDC 324 Methods II: Teaching Diverse Learners Science, Grades 7-12

Familiarizes prospective middle and high school teachers, grades 7-12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in science. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereqs: SEDC 213
pre- or coreqs: SEDF 205, SEDC 210
2 hrs per week plus 36 hrs fieldwork, 2 cr.

SEDC 325 Methods II: Teaching Diverse Learners in Social Studies, Grades 7-12

Familiarizes prospective middle and high school teachers, grades 7-12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in the social studies. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

prereq: SEDC 215

pre- or coreq: SEDF 205, SEDC 210

2 hrs per week plus 36 hrs fieldwork, 2 cr.

SEDC 451 Student Teaching in English, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified English teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 321

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 452.10 Student Teaching in Chinese, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified Chinese teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 322

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 452.20 Student Teaching in French, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified French teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 322

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 452.30 Student Teaching in German, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified German teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 322

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 452.50 Student Teaching in Hebrew, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified Hebrew teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 322

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 452.60 Student Teaching in Italian, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified Italian teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 322

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 452.70 Student Teaching in Russian, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified Russian teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 322

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 452.80 Student Teaching in Spanish, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified Spanish teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 322

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 453 Student Teaching in Mathematics, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified math teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 323

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 454.10 Student Teaching in Biology, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified biology teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 324

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 454.20 Student Teaching in Chemistry, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified chemistry teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 324

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 454.30 Student Teaching in Physics, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified physics teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 324

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 455 Student Teaching in Social Studies, Grades 7-12

Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified social studies teacher in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

prereq: SEDC 325

pre- or coreq: SEDF 206

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDC 456 Student Teaching in Dance, Grades Pre-K-12

Two 30-day supervised placements (one in grades pre-K-6 and one in grades 7-12) in New York City public schools selected by Hunter College. Special Conditions: Students must apply for student teaching the fall semester before enrolling in this course. Scores on the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination must have been received by the coordinator of adolescence education prior to enrollment in student teaching.

pre- or coreqs: SEDF 206, SEDC 220

2 hrs per week, 60 days student teaching plus workshops and conferences, 5 cr.

SEDF 203 Social Foundations of Education, Grades 7-12

Students explore different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Emphasis on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

3 hrs, 3 cr.

SEDF 204 Adolescent Development

The process of cognitive, social/emotional, personality and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

2 hrs per week plus 36 hrs fieldwork, 2 cr.

SEDF 205 Educational Psychology: Applications in Grades 7-12

Basic educational psychology covering the characteristics of the learner, applications of learning theories and the instruction process as applied to the secondary setting, grades 7-12.

prereqs: SEDF 203, 204

2 hrs per week plus 36 hrs of fieldwork, 2 cr.

SEDF 206 Assessment of the Teaching and Learning Process in Grades 7-12

The principles and practices for the assessment of learning and teaching in the classroom, grades 7-12. Includes instructional objectives, test construction, descriptive statistics, interpretation of standardized test scores, performance outcome measures and alternative forms of assessment.

prereq: SEDF 205, SEDC 210

2 hrs per week plus lab, 2 cr.

SEEK Department (Search for Education, Elevation and Knowledge)

Office 1013 Hunter East; (212) 772-5725

Acting Chair/Director: William Wimberly

Tutoring Coordinator:
Denise Waters-Simmons

Associate Professor: Rodriguez

Assistant Professors:
Fuentes, Martin, Wimberly

Lecturers:
Liggins, Tsang

The SEEK Department and Program is located administratively in the School of Education. Students may be admitted to the program if they meet eligibility requirements specific to financial need guidelines and to academic preparation from high school. The supportive services offered include counseling (personal and academic), tutoring (individual and group), seminars on career planning and academic skills workshops/courses in writing, chemistry and anatomy and physiology. See the Admissions and Financial Aid sections of this catalog for additional information about SEEK admission and financial eligibility.

COURSE LISTINGS

MATH/SCIENCES

ACSK 003 Pre-Anatomy and Physiology I

Overview of physical and biological sciences. Topic include body as a whole, Locomotion and support, body maintenance, distribution of energy sources and nutrients. Medical terminology and comprehension are stressed.

prereq: perm dept.

4 hrs, 0 cr.

ACSK 019 Basic Skills for Chemistry

Math tools applied to problem solving in measurements, heat calculations, gases, and stoichiometry; chemistry of elements; nomenclature; bonding; properties of solutions.

prereq: perm dept.

4 hr, 0 cr.

ORIENTATION

ACSK 065 Orientation for Success

Required of all SEEK freshmen. Emphasis on adjustment to college, personal growth, and development of academic skills.

2 hr, 0 cr.

ENGLISH COMPOSITION WORKSHOPS

Writing Precept

Focus on grammar, sentence structure, and essay organization.

prereq: perm dept

hrs TBA

