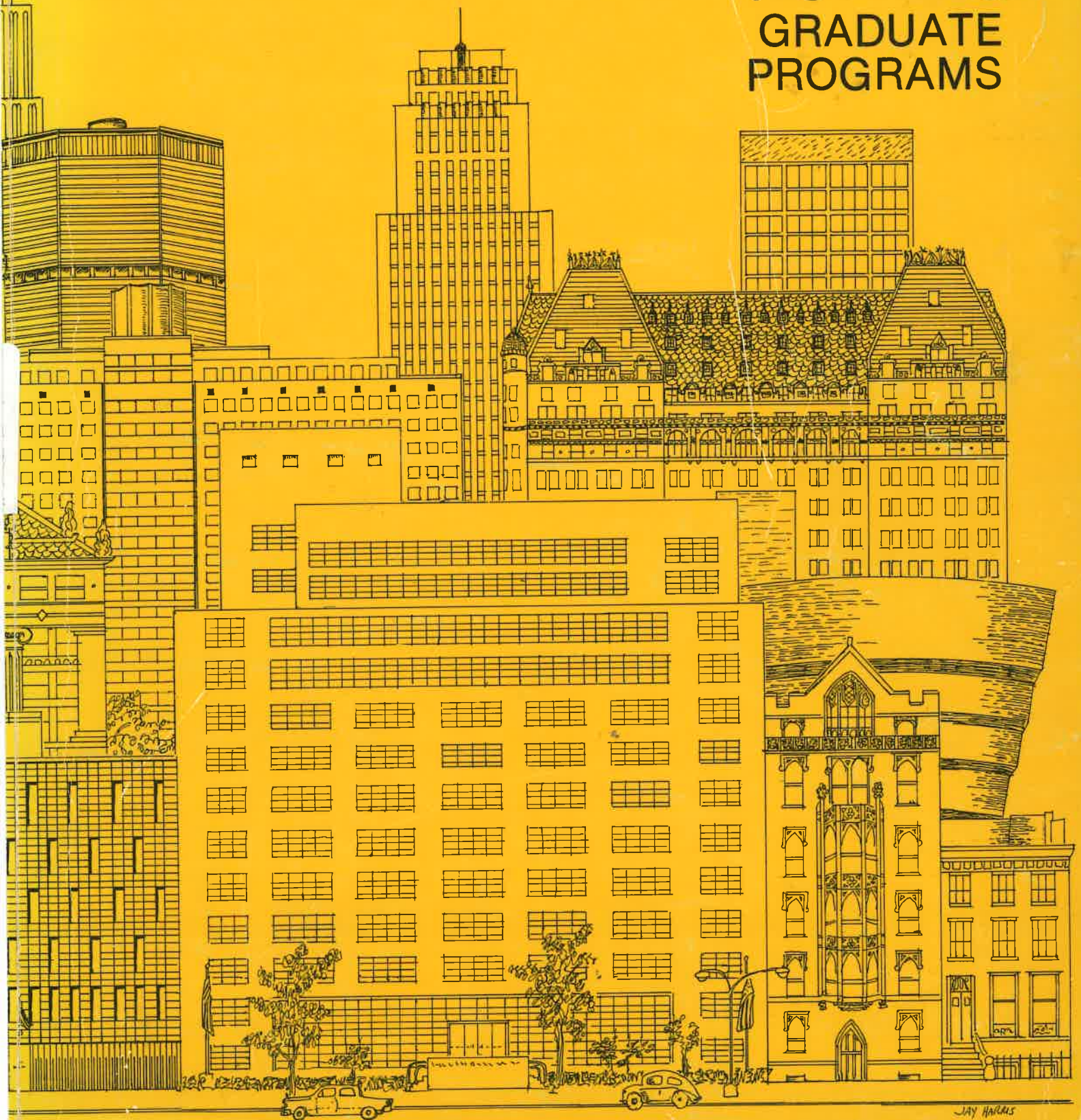


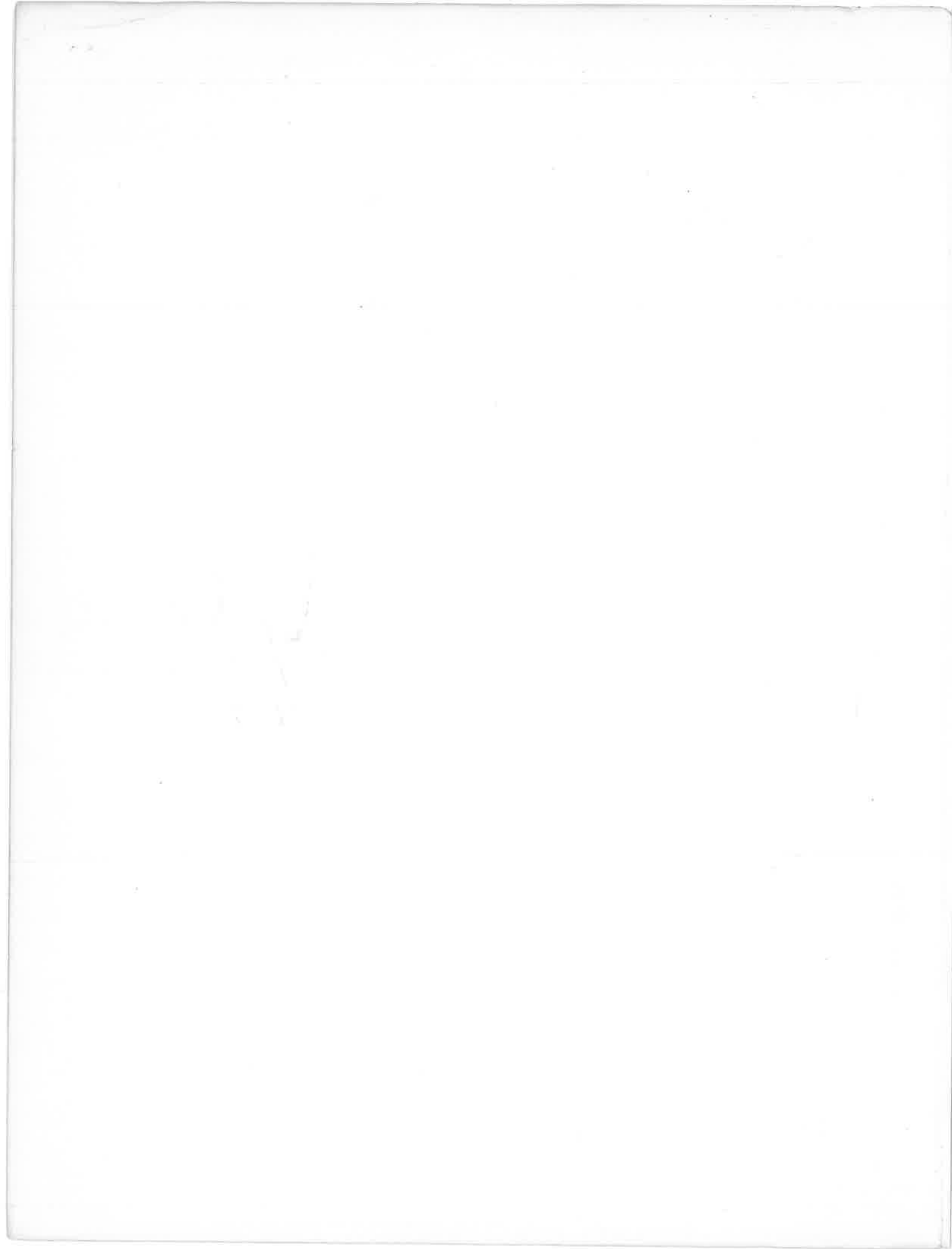
HUNTER COLLEGE

of the City University of New York

1981-1983 GRADUATE PROGRAMS



JAY HARRIS



HUNTER COLLEGE

of the City University of New York

1981-1983 GRADUATE PROGRAMS



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The City University of New York

The City University of New York, bringing together all the city's senior and community colleges, was formed in 1961. CUNY is governed by the Board of Trustees which sets the general policies and rules for the operation of the separate colleges. Within this common framework, each college selects its own faculty and constructs its own programs in accordance with its particular educational aims and its understanding of the way these can best be reached with its own students.

Hunter College

Hunter College is the second oldest college in the City University of New York. Originally called Normal College, the school was founded in 1870 by Thomas Hunter to educate young women who wished to be teachers. Its growth to its present size and complexity was gradual. The institution took its present name in 1914. Evening classes were begun in 1910. Graduate studies were introduced in 1921 for both men and women, and in 1964 the entire college became coeducational.

Today Hunter College is comprised of four academic divisions: Humanities and Arts, Sciences and Mathematics, Social Sciences, and Programs in Education; and three professional schools: the School of Social Work, the School of Health Sciences, and the School of Nursing. The student body of 17,000 graduate and undergraduate students is drawn from a rich diversity of races, ages, and creeds.

Located on Manhattan's East Side, Hunter is not restricted by the narrow confines of a self-contained campus. It affords students easy access to the many cultural, social, medical, and industrial activities of the city. The Metropolitan Museum of Art, the Museum of Natural History, the Museum of Modern Art, Lincoln Center, the New York Public Library, major media centers and medical complexes—all are within easy reach of Hunter's main campus at 68th Street and Park Avenue.

But proximity is not all that we offer. Hunter takes its kinship with the city seriously and has established working relationships with hundreds of the institutions that inhabit it. Because of these associations, the traditional classroom provides only part of the education that a student is able to receive at Hunter—much is gleaned in the marketplace, working side by side with the professionals.

Hunter's cosmopolitan nature attracts a special kind of faculty. Many faculty members are working professionals who are involved directly with their respective areas of specialization: artists teach painting and sculpture, architects discuss urban planning and design, environmental health scientists give instruction in occupational health and safety, biological scientists analyze genetic structure, home economists teach courses in nutrition and dietary planning, psychologists explore behavior modification, literary critics review Shakespeare and

Camus, health professionals illustrate contemporary healing therapies, and physicists investigate cosmology.

A policy statement of the Hunter College Senate articulates Hunter's goal: "The fundamental aim of the college experience as a whole is to develop a student's rational, critical, and creative powers. . . . It also includes a broadening and deepening outlook; an awareness of one's own and other cultures as well as the enduring questions—and answers—concerning being, purpose, and values that have already confronted humanity. . . . The educational experience at Hunter is intended to inspire a zest for continued learning as well as to bring the recognition that learning is pleasurable and knowledge is useful."

Graduate Programs

For specific information on a particular graduate program—including faculty, admission and degree requirements, and course descriptions—consult the appropriate section of the Hunter College Graduate Bulletin.

HUMANITIES AND THE ARTS

Art	Composition
Art History	Ethnomusicology
Creative Art	History
English	Performance
Literature (Arts and Sciences)	Romance Languages
Teacher Education Program	French
	Italian
	Spanish
Music	Theatre and Film

PROGRAMS IN EDUCATION

Elementary Education	Dance Therapy
Specializations	Guidance and Counseling
Bilingual	Rehabilitation Counseling
Corrective and Remedial Reading	Health and Physical Education
Early Childhood	Nutrition
Elementary	Secondary Education
Gifted and Talented	Special Education
Human Development and Learning	Supervision and Administration—sixth-year certificate
Mathematics	Teaching English as a Second Language
College Counseling	

Teacher Education—selected offerings in various departments: anthropology, art, economics, English, geology and geography, history, linguistics, mathematics, music, physics and astronomy, psychology, romance languages, sciences, social studies, sociology, speech, speech and hearing handicapped.

SCIENCES AND MATHEMATICS

Applied Mathematics	Computer Science
Biological Sciences	Mathematics
Biochemistry	Physics

SOCIAL SCIENCES

Anthropology	Russian Area Studies
Economics	Social Research
History	Urban Affairs
Psychology	Urban Planning

THE SCHOOL OF HEALTH SCIENCES

Communication Sciences (Speech and Language Pathology, Audiology, Speech and Hearing Sciences)
Community Health Education
Environmental Health Science

THE SCHOOL OF NURSING

Medical-Surgical Nursing
Psychiatric Nursing
Nursing Administration*
Geriatric Nursing (Practitioner Program)
Occupational Health Nursing*

*Available September 1981. Subject to HC Senate and CUNY approval.

THE SCHOOL OF SOCIAL WORK



Admission to Graduate Programs

General

An applicant for admission to Hunter College as a regular, matriculated student under the master's programs must meet the following minimum requirements in order to be considered:

1. A BA degree or its equivalent from an accredited institution acceptable to Hunter College.
2. Evidence of ability to pursue graduate work successfully. In general, the minimum requirements for consideration are an undergraduate average of B in the area in which the student wishes to specialize and an average of B minus in the undergraduate record as a whole.
3. The Graduate Record Examination (GRE), for both the general aptitude test and the advanced test (if offered) in the applicant's proposed field of graduate study, is required of all applicants to an arts and sciences program. (For admission to the School of Social Work, the School of Health Sciences, and the Division of Programs in Education see appropriate section of this bulletin.) Applicants should write directly to Graduate Record Examination, Educational Testing Service, Box 955-R, Princeton, New Jersey 08541 for full information and arrangements to take the test. Students are advised to take the Graduate Record Examination no later than February for September admission and October for February admission.
4. *Foreign Students* A report of the Test of English as a Foreign Language (TOEFL) is required of all

applicants who have not studied in English speaking countries. Such students are advised to take the Test of English as a Foreign Language no later than April for September admission and November for February admission. Information about TOEFL can be obtained by writing to TOEFL, Educational Testing Service, Princeton, New Jersey 08541.

Procedure

Application blank (and two forms for letters of recommendation if you are applying for an arts and sciences program) should be obtained from the Office of Graduate Admissions. Applicants for the School of Social Work should obtain admission forms from the School of Social Work, 129 East 79th Street, New York, N.Y. 10021; for Dance Therapy from Professor Claire Schmais, Hunter College, 440 East 26 Street, New York, N.Y. 10010. The completed application, accompanied by an application fee of \$20.00, must be sent to the appropriate office. Applicants must arrange to have complete official transcripts of their records sent from each institution attended directly to the appropriate office. Please make requests early enough to insure that all transcripts and supporting documents arrive by the closing date for filing applications. For institutions outside the City University of New York, applicants may be asked to present, with their application, marked copies of the catalogues showing description and level of courses taken.

Applicants may be interviewed by a member of the program for which the application is made. Applications must be approved by the graduate adviser or coordinator of the program and the divisional dean.



Admission Status

The applicant may be admitted to a graduate program without regard to citizenship* or residence under any one of the following categories:

1. *Matriculated.* A student must fulfill the requirements for admission for full matriculation.
2. *Matriculated with conditions.* A student whose undergraduate training is inadequate, but who is otherwise qualified, may be admitted with not more than 6 credits of conditions to an arts and sciences program, and with not more than 12 credits of conditions to a teacher education program. Such a student is expected to satisfy the conditions by eliminating all deficiencies within one year after matriculation if in an arts and sciences program, and within three semesters if in a teacher education program. (For other programs, check appropriate section of bulletin.)
3. *Non-matriculated.* Students wishing to enroll in graduate courses as non-matriculants must file a formal application for admission with the Office of Graduate Admissions. The deadline for completing applications is approximately two weeks prior to registration. Students admitted and attending as non-matriculants for the immediately preceding term need not reapply in order to take courses in a succeeding term; registration instructions will be mailed to continuing non-matriculants by the Office of the Registrar.

In addition to the formal application for admission, applicants are required to submit complete transcripts of their academic records (including Hunter College). These credentials must be mailed to the Office of Graduate Admissions, Att: Grad Non-Matric., by the institutions previously attended, prior to the deadline for filing the application. All credentials become the property of Hunter College and will not be returned to the student.

Applicants will be notified by letter of their acceptance or non-acceptance. If accepted, registration material will be sent with further instructions. This material and a student copy of prior transcripts must be presented to the graduate adviser in order to receive departmental approval to take courses. These transcripts are in addition to the official transcripts on file in the Registrar's Office. Students may not receive departmental approval without presenting a copy of all transcripts.

*A holder of a student visa may register only if Certificate of Eligibility (Form I-20) was issued by the Office of Graduate Admissions at Hunter College and provided that such student registers in a full-time program in accordance with the terms of admission.

Acceptance to non-matriculated status does not imply approval to take any specific course. This approval rests solely with the program adviser involved.

To be considered for possible matriculation, a non-matriculated student must have maintained a minimum of B (3.0) for the course credits taken as a non-matriculant. This requirement is in addition to the college and program admission requirements for matriculation. A separate application for matriculated status must be completed.

In the graduate programs in teacher education, in order to complete teacher certification requirements, students who hold baccalaureate degrees or the equivalent from an accredited institution acceptable to Hunter College may enroll as non-matriculants for 30 credits, subject to the limitations of space, if they maintain a minimum grade point average (index) in graduate work of 2.5.

In the graduate programs in arts and sciences, a non-matriculated student may be limited to 15 credits in that status (check with departmental adviser).

Registration as a non-matriculant does not entitle a foreign student to a student visa.

Transfer and/or Approval of Credit

Matriculated students who wish to request credit toward the degree for work taken prior to matriculation at Hunter College are required to apply for transfer and/or approval of credit after their first term in attendance as matriculants. This applies whether the work was taken at Hunter as a non-matriculant or at another accredited institution. Application forms may be obtained in the Office of Graduate Admissions, room 225 (check calendar for deadline dates). All transfer and/or approval of credits is subject to the approval of the departmental adviser and to the transfer and/or approval of credit regulations for the program and curriculum in which the student is matriculated. Normally no more than 12 credits from an institution other than Hunter College may be applied toward the degree. Courses taken as a non-matriculant at Hunter College, if approved, will *not* count as transfer credits, but will be counted toward the degree or certificate and in the grade point average (index).

Undergraduates

A Hunter College upper senior who is within 9 credits of completing the course requirements for matriculation for the bachelor's degree and who has the approval of the appropriate college departments may be admitted to a limited program of graduate work. Students should file applications for admission in room 225. See calendar for deadline dates. Graduate

tuition rates for these courses will be charged when it is determined the courses will not be used for undergraduate credit.

Courses in the graduate division may be taken for credit toward the bachelor's degree by highly qualified Hunter College undergraduates. The written recommendation of the chairperson of the department concerned should be presented at the time of registration.

Undergraduate students who have been selected for an approved combined BA/MA program may begin graduate work in accordance with the timetable of the combined program without special permission. The program adviser will provide to the registrar the names of those undergraduates determined to be qualified to initiate the graduate portion of the program. These students pay undergraduate tuition and fees up to and including 128 credits. Thereafter, graduate courses will be charged at the graduate rate. BA/MA students are governed by undergraduate rules.

Veterans

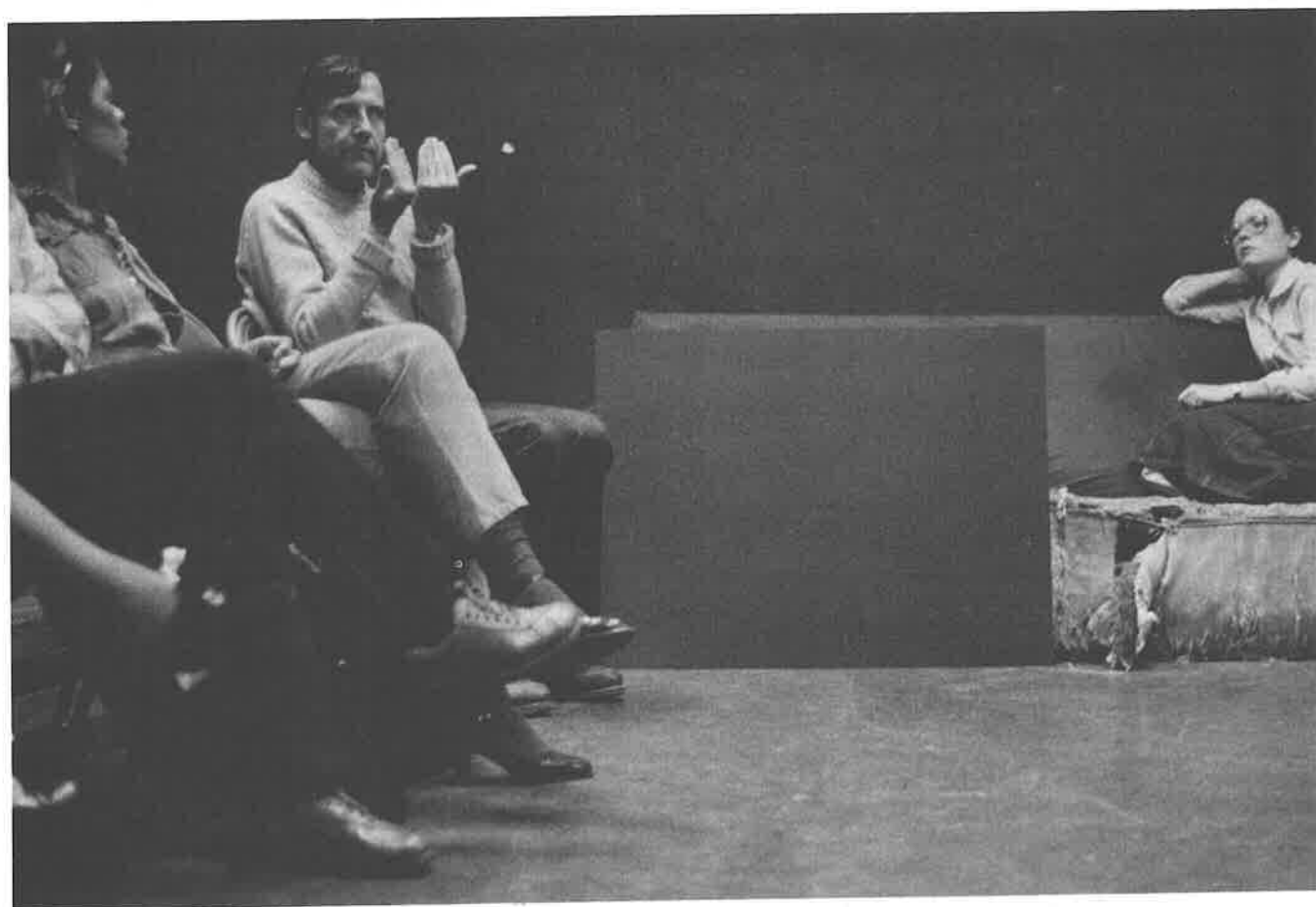
A veteran who wishes benefits under the Veterans Readjustment Act of 1966 (Public Law 89) should consult with the Veterans' Administration.

Readmission

Applications for readmission to matriculation after any absence, including an approved Leave of Absence, should be filed in the Office of Graduate Admissions at least one month before the beginning of the term in which the student wishes to resume studies. Readmission is not automatic. It entails approval by the graduate program adviser and payment of a fee. Forms may be obtained in the Office of Graduate Admissions, room 225. Applications for readmission received after the deadline may not be considered. A student too late for readmission as a matriculated student may file as a non-matriculated student if deadlines permit.

Change of Degree Program

A matriculated student who wishes to change from an arts and sciences program to a teacher education program, or vice versa, or to a different curriculum within either group of programs, is required to file formal application for change of curriculum in the Office of Graduate Admissions, room 225 of the Park Avenue Building. The final decision rests with the program adviser and Divisional Dean.



Degree Requirements

A matriculated graduate student enrolled under the graduate program and accepted as a candidate for the degree of master of arts or master of science will be recommended for the degree after the following requirements have been satisfied:

Courses

The candidate must have registered for and attended courses totaling the number of credits specified for the individual program. Courses other than those in the department of major interest or area of specialization may be credited toward the degree only upon the approval of the graduate adviser. Full-time graduate students may enroll for a maximum of 15 credits in any one semester.

Grades

The candidate must have achieved a cumulative grade point average of not less than 3.0 (B) in all graduate work taken at Hunter or transferred from another college. (For a description of the grading system see page 12.)

Thesis

A master's thesis will usually be required. After it is approved, the original and one copy of the thesis shall be deposited with the appropriate divisional office. This shall be accompanied by a receipt from the Business Office for the payment of the fee for binding one copy of the thesis.

A thesis approval form and style sheet, the requirements of which must be met strictly, is available from the graduate adviser and in the divisional deans' offices.

Where a thesis does not appear to be an appropriate measure of achievement, the Graduate Course of Study Committee of the Hunter College Senate has approved an acceptable substitution or equivalent.

Foreign Language

A reading knowledge of a foreign language is usually required. In programs where this does not appear to be a necessary skill or an appropriate measure of achievement, the Graduate Course of Study Committee has granted an exception.

Time Limit

The total time for completion of all degree requirements from the beginning of matriculation is four years. (Programs in education, nursing, health sciences, and social work—five years.) Any courses which exceed the time limit at graduation will not be

included in degree credits unless approved by the department.

Graduation

Formal application and certification form for graduation must be filed in the Office of the Registrar (room 217) during the scheduled registration period in the term in which the student expects to receive a degree or certificate. Please check the graduate calendar for deadline dates.

Major Sources of Support

As a unit of the City University of New York, Hunter receives support from New York State and New York City for courses and programs leading to the MA, MS, and PhD degrees. Support from the Federal Government and foundations assists in the expansion of graduate programs and helps finance research undertaken by members of the Hunter College faculty and staff.

Accreditation

Hunter College is accredited by the following organizations: the Board of Regents of the State University of New York, the Middle States Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, the Council on Social Work Education, the National League for Nursing, the Department of Baccalaureate and Higher Degree Programs, the American Planning Association, and the Council on Rehabilitation Education.

Doctoral Program

The University Doctoral Program, centrally supervised by the City University Graduate School, offers a PhD in the following academic disciplines: anthropology, art history, bio-chemistry, biology, biomedical sciences, business, chemistry, comparative literature, economics, education (educational psychology), engineering, English, French, Germanic languages and literature, history, linguistics, mathematics, music, philosophy, physics, political science, psychology, social welfare (DSW), sociology, Spanish, speech and hearing sciences, and theatre. The doctoral faculty is composed of faculty members from the senior colleges who hold CUNY Graduate School appointments. Doctoral courses are taught at both the Graduate School and the senior college campuses.

Tuition and Fees

Students must pay tuition and fees in full at the time of registration. Without *full* payment students will not be considered as registered and will not be admitted to classes.

Financial arrangements for the payment of tuition and fees must be made by the student prior to registration. Information on grants, scholarships, and loans can be found on page 8.

Tuition

	New York State Residents	Out-of-State Residents
Per Credit	\$ 75.00	\$ 95.00
Per Excess Contact Hour Over Credit		
Value Each Course . . .	\$ 30.00	\$ 45.00
Semester Maximum . . .	\$750.00	\$1000.00

Estimated cost of books and supplies per term for full-time students is \$100. Graduate students shall not be required to pay graduate tuition in excess of the maximum per semester regardless of the number of contact hours for which they enroll.

Students who now reside in New York State but who have had an address out of the state must submit proof of New York State residence to the Registrar's Office. Proof can be processed only by mail directed to Residency Requirements, Box 499, Hunter College, 695 Park Avenue, New York, N.Y. 10021. If, at the time of registration, proof of New York State residence has not been approved, students must pay and a refund application may be made to the Bursar's Office if acceptable proof is submitted and subsequently approved during the term by the Registrar's Office.

Consolidation Fee

A non-refundable consolidation fee, outlined below, is charged all students every term when registering for courses.

General Fee	Student Activity Fee	Total Consolidated Fee
Each fall and spring term		
Full-time 50.00	\$2.50	\$52.50
Part-time 24.00	2.50	26.50
Summer session 24.00	—	24.00

Fees

All fees are non-refundable.

Application (for matriculation and non-matricu-

lation)—\$20.00 payable at the time of filing application for admission.

Late registration \$15.00.

Schedule adjustment (no fee)

Change of program \$10.00

Maintenance of matriculation

\$125.00 per semester. No consolidated fee necessary.

Absentee and special examination

\$15.00 for first exam each semester

\$5.00 each additional exam each semester.

\$25.00 per semester maximum.

Duplicate identification card \$5.00

Comprehensive examination

\$15.00 for TEP curricula only.

Thesis binding fee

\$15.00 for binding one original copy of the master's thesis typed on bond paper. Two copies are to be left at the appropriate divisional dean's office, the original and photocopy or typed duplicate of the original. (Special paper is not required for the second copy.)

Duplicate receipt \$1.00

Transcript of records \$4.00

Application for transcripts, certifications, and other statements relating to the record should be addressed to the Transcript Division of the Registrar's Office with correct remittance and should state the name and address of the official to whom the information is to be mailed. Transcripts of records are mailed to the student's home school only if requested by the student. In accordance with the general practice of colleges and universities, complete official transcripts and certificates (those bearing the original signature and seal) are sent directly by the university, not transmitted by the applicant. No transcripts will be issued for students who have unpaid financial obligations to the college. Requirement of a fee for the issuance of transcripts is waived when the transcript is to be forwarded from one unit of the university to another.

A grade report mailed to the student is not valid for transfer or certification purposes.

All fees and tuition charges listed in this bulletin and in registration material issued by the college are subject to change by action of the CUNY Board of Trustees without prior notice.

In the event of an increase in the fees or tuition charges, payments already made to the college will be treated as a partial payment, and notification will be given of the additional amount due and the time and method for payment.

Refund Policy

Students may withdraw from courses (in person or by mail) by filing a change of program form, approved by the Registrar's Office, with the Bursar's Office. The

postmark date of mail withdrawal requests or the date of submission of the change of program to the Bursar's Office, and not the last date of class attendance, serves as the basis for computing refunds where applicable. Refunds of tuition for dropping courses will be made in accordance with the following schedule (see schedule calendar for specific dates):

	<i>Fall and Spring Session</i>	<i>Summer Session</i>
Withdrawal from course before the scheduled opening date of the session	100%	100%
Withdrawal within one calendar week after scheduled date of the session	75%	50%
Withdrawal during second calendar week after scheduled opening date of the session ...	50%	25%
Withdrawal during third calendar week after scheduled opening date of the session ...	25%	NONE
Withdrawal after completion of third calendar week after scheduled opening date of the session	NONE	NONE

A full (100%) refund of tuition and consolidated fees (where applicable) will be made in the event that courses are cancelled by the college or a student's registration is cancelled by the college. Only in these circumstances or in case of induction into the military, Peace Corps, or VISTA may the consolidated fee be refunded.

Financial Aid

The Office of Financial Aid, Hunter College, Room 241, administers Federal and State grant, loan, and work-study programs to assist students who need financial help to attend school.

Applications for most programs, as well as information regarding specific application procedures, eligibility requirements, methods of selecting recipients and allocating awards, award schedules, and rights and responsibilities of recipients, unless indicated, may be obtained from the Financial Aid Office.

The New York State Tuition Assistance Program (TAP)

The New York State Tuition Assistance Program (TAP) is available to full-time (12 or more credits) matriculated students whose net taxable New York State combined family income did not exceed \$20,000 for the previous calendar year. (Adjustments

are made for number of family household members attending college full-time.)

To be eligible, a student must have been a resident of New York State for at least 12 months immediately preceding the beginning of the term for which the student is applying, a U.S. citizen or permanent resident, and a matriculated full-time (12 or more credits) student.

Assistance is given according to financial need. Awards at Hunter College range from \$50 per semester to \$300 per semester for graduate students.

Applications may be obtained from the Office of Financial Aid or the New York State Higher Education Services Corporation, Tower Building, Empire State Plaza, Albany, N.Y. 12255. Applications should be filed before July 1 for each academic year, but are accepted up to the following March 31. Students entering in the Spring term should apply immediately after acceptance. Application must be made annually. Completed applications should be mailed to: The University Application Processing Center, P.O. Box 136, Bay Station, Brooklyn, N.Y. 11235.

CUNY Tuition Waivers

A limited number of partial tuition waivers are made available to graduate students annually. Since demonstrated need is a criterion, interested matriculated students must file a CUNY Student Aid Form (CSAF) with the Financial Aid Office and register for at least six (6) credits.

Guaranteed Student Loan Program (NYSHESC)

Eligible graduate students may apply for guaranteed student loans of up to \$5,000. to a combined total of \$25,000. for undergraduate and graduate study.

Repayment of the loan and accrual of nine (9) percent interest begins six (6) months after graduation. An annual insurance premium of one percent of the amount of the loan is payable in full at the time the check is issued.

To be eligible, an applicant must be a U.S. citizen, a New York State resident or permanent resident alien, and a matriculated student registered for courses totaling at least 6 credits.

National Direct Student Loan (NDSL)

The National Direct Student Loan (NDSL) is a federally-funded four (4) percent loan available to matriculated students, enrolled for at least six (6) credits per semester, who are U.S. citizens or permanent residents. Awards are made based on a student's financial need as established by the CUNY needs analysis and availability of funds in the University. Repayment and accrual of interest on the unpaid balance do not begin until six (6) months after the student graduates or leaves school.

Application is made through the CUNY Student Aid Form (CSAF) available at the Financial Aid Office, Hunter College, Room 241.

Nursing Student Loan

The Nursing Student Loan (NSL) is a federally-funded three (3) percent loan available to matriculated students who will be enrolled for at least six (6) credits in the Nursing Program. Applicants must be U.S. citizens or permanent residents. Awards are based on a student's financial need as established by the CUNY needs analysis and availability of funds. Repayment and accrual of interest on the unpaid balance do not begin until nine (9) months after the student graduates or leaves the Nursing Program.

Application is made through the CUNY Student Aid Form (CSAF) available at the Financial Aid Office, Hunter College, Room 241.

College Work-Study Program (CWS)

The College Work Study Program is a federally-funded program that provides part-time employment to eligible students. Recipients are placed in jobs within the college or at public and non-profit agencies that have a current work-study contract with the University. To apply for this program, students must be matriculated and enrolled for at least six (6) credits. A student's eligibility depends on his or her need for employment to defray college expenses. A College Work-Study recipient may work up to 20 hours a week while attending classes full-time. During the summer or other vacation periods when the student has no classes, he or she may work full-time, up to 35 hours a week. Hourly rates of pay vary depending on the placement.

Application is made through the CUNY Student Aid Form (CSAF) which is available in the Financial Aid Office, Hunter College, Room 241.

Nursing Scholarship

The Nursing Scholarship (NS) is a federally-funded grant available to matriculated students who will be enrolled for at least six (6) credits in the Nursing Program. Applicants must be U.S. citizens or permanent residents. Awards are based on a student's financial need as established by the CUNY needs analysis and availability of funds.

Application is made through the CUNY Student Aid Form (CSAF) available at the Financial Aid Office, Hunter College, Room 241.

Emergency Loan Policy

The emergency loan program was established to assist students with an immediate problem concerning essential needs, such as carfare and lunch, occurring during the school day. The program only makes provision for emergency loans to be given as a

substitute for financial aid checks not available on distribution dates due to college error. Emergency Loans cannot be given unless the student has a visible method of repayment, such as: stipends or expected loans, excluding the Guaranteed Student Loan processed through the Student Financial Aid Payroll System. All loans must be repaid within two (2) months from the date of issuance. All students receiving loans must sign a Power of Attorney. Emergency Loans cannot be given for the following purposes:

- (1) Transportation other than to and from school and/or work and home. Long distance traveling expenses will not be considered for any situation;
- (2) Cars and related expenses, gifts, or vacations;
- (3) Payment of accumulated bills, for example, charge accounts, medical utilities, rent, and similar items;
- (4) Security fees and real estate fees for apartment;
- (5) Payment of fees and/or tuition;
- (6) Graduate school application and test fees.

Counselors in the Financial Aid Office will help students look for a suitable alternative.

Additional information is available in Room 241, Hunter College or Hunter College Library Reserve, Room 1000, where you may request the information under "Personal Reserve:Scafidi."

Graduate Assistantships

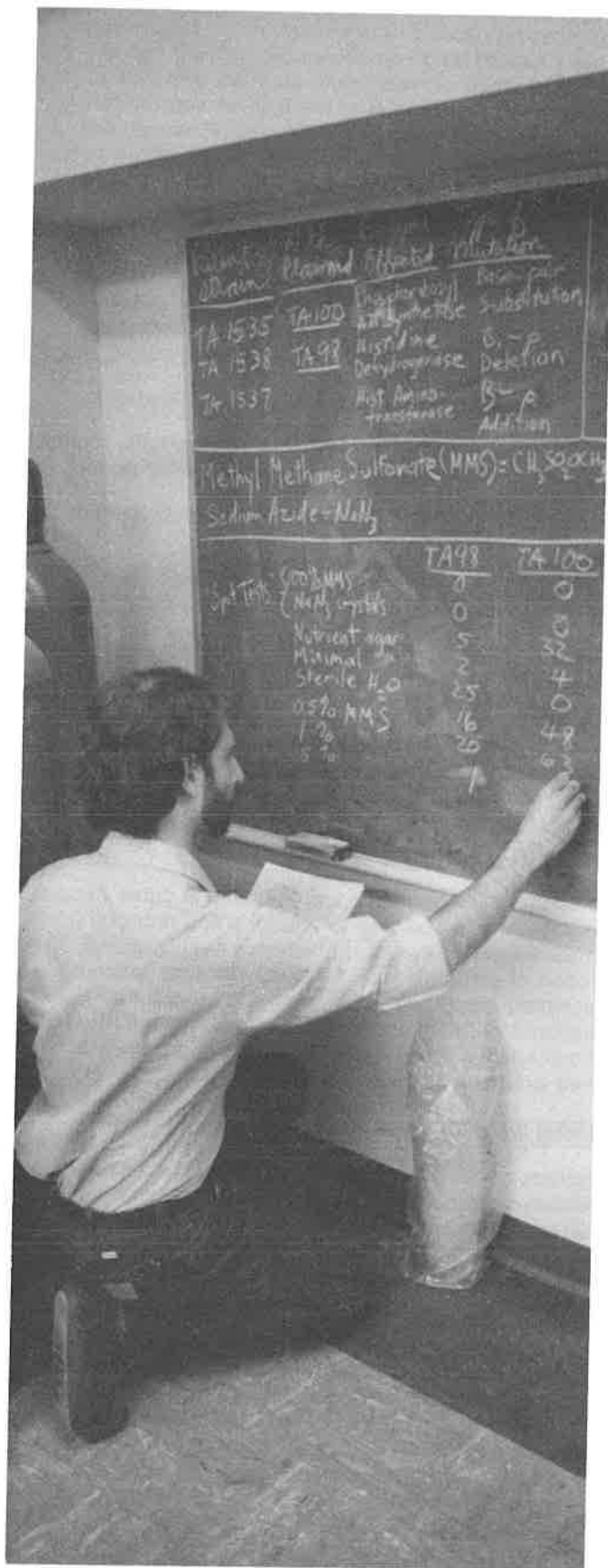
Graduate assistantships are available in some departments and are awarded to master's and doctoral students on the basis of academic qualifications. The duties of graduate assistants may include teaching, research, laboratory work, graduate program administration, and similar assignments as specified by the academic department. Students should contact their graduate advisers about such assistantships.

Social Work Fellowships and Grants

Various public and voluntary agencies, as well as the School of Social Work itself, provide financial assistance in the form of stipends, scholarships, fellowships, and traineeships. A limited number of tuition grants are also awarded by the school.

A scholarship fund has been established in honor of the late Dorothy L. Bernhard by members of her family. Awards from this fund were made for the first time in September 1971. Recipients of these awards are known as Dorothy L. Bernhard Scholars. The Dorothy and Alfred Silberman Fund is a major source of the scholarship support for students of social work. Recipients of this award are known as Silberman Scholars.

Inquiries concerning all types of financial assistance



should be addressed to The Scholarship Committee, The Hunter College School of Social Work, 129 East 79th Street, New York, N.Y. 10021.

Traineeships in Communication Sciences (Speech/Language Pathology and Audiology) and Rehabilitation Counseling

Traineeships in communication sciences (speech/language pathology and audiology) and rehabilitation counseling may be available through grants by the United States Department of Education.

For information concerning communication sciences grants, write to: Director, Communication Sciences Program, School of Health Sciences, 440 East 26th Street, New York, N.Y. 10010; for the rehabilitation counseling grants, write to: Coordinator, Rehabilitation Counseling Program, 695 Park Avenue, New York, N.Y. 10021.

Fellowships in Environmental Health Science

The School of Health Sciences may have available a number of fellowships offered by the National Institute of Occupational Safety and Health. This assistance is designed for students qualified to enter the master's program in industrial hygiene. For information write to: Director, Environmental Health Science Program, School of Health Sciences, 440 East 26 Street, New York, N.Y. 10010.

Traineeships in Nursing

Traineeships in nursing are offered through grants from the Department of Health and Human Services. Information may be obtained from the Office of Nursing Academic Support Services, Hunter-Bellevue School of Nursing, 440 East 26 Street, New York, N.Y. 10010.

Divisional Scholarships

Endowment funds have been established in the name of three faculty members to provide scholarships for graduate students. These scholarships are the following:

1. The Mina S. Rees Graduate Scholarship in the Sciences and Mathematics
2. The Ruth G. Weintraub Graduate Scholarship in the Social Sciences
3. The Harry L. Levy Graduate Scholarship in the Humanities

The George N. Schuster Master's Thesis Award

Please contact divisional offices for further information.

Registration

Registration instructions are mailed to students accepted into or continuing in the graduate programs at Hunter College. All students are required to register in person. All registration is subject to space limitations and to adequate course registration. Enrollment in particular courses is subject to the stamped approval of the program adviser after a determination of adequate prior preparation.

The schedule of classes, giving the days and times when each graduate course will meet, is published prior to each registration.

Students Matriculated at Hunter College Taking Courses Outside Hunter College

Hunter graduate matriculants who wish to take courses at one of the other units of the City University or at another university are required to file in the Office of the Registrar, room 217, at least one week prior to the date scheduled for filing permits at that unit or university, a written recommendation from their graduate advisers that they be permitted to pursue specified graduate courses at the other institution on permit from Hunter. If the recommendation is approved, a permit will be mailed to the student.

Students Matriculated at Other Colleges of the City University

Students matriculated in a graduate program at any other branch of the City University are required to file, prior to registration, a statement from the Registrar of their college certifying matriculation in the graduate program and giving permission to pursue specified graduate courses at Hunter College and the said courses to be credited, upon satisfactory completion, toward the degree at their home college.

Students who have registered in courses for the appropriate term at their home college should also present their student receipts.

Maintaining Matriculation

A matriculated student who is not registered for any courses but is completing a thesis for submission for graduation must complete the registration procedure by registering to maintain matriculation (see page 7 for fee). A student must be registered for the semester of graduation but need not register for any semester during which no work is done toward graduation.

Leaves of Absence

A leave of absence for a specific period may be approved upon application to and approval of the graduate adviser. Such leaves of absence are approved only for reasons of documented disabling

illness, maternity, military service, or other unusual circumstances. Leaves of absence may be approved up to a maximum of any two semesters (See Readmission, page 5.)

Unapproved Leaves

Students failing to register for a regular term and not covered by an approved leave of absence will be dropped automatically from the active student file and, if returning, must apply for readmission. In all cases of non-attendance students must still observe the master's degree time limitations (see page 6).

General Information

Change of Name or Address

Any change of name or address should be reported at once to the Office of the Registrar, room 217 of the Park Avenue building, and to the appropriate graduate adviser. In the case of a change of address, the post office at your former address should be notified to forward your mail.

Courses at Other Institutions

Students are responsible for having an official transcript of record sent from the other institution as soon as final grades are available. Students who expect to be graduated at the end of the current term should not register in approved courses at another institution for which they expect Hunter College credit unless they ascertain that the final grades will be sent from the other institution to Hunter in advance of the date of commencement.

Matriculated students who desire to take courses at other colleges of the City University should consult page

Withdrawal From Courses

Any course from which a student officially withdraws after the third week of courses and before Monday of the eighth week of the term will be recorded W, indicating that the withdrawal was without prejudice. Official withdrawal is accomplished by filing a withdrawal application in the Registrar's Office, room 217, on or before the deadline. A student should notify the graduate adviser of any such course withdrawal.

After the eighth week of the term, all official withdrawals must have the approval of the graduate adviser on an official withdrawal form and be recommended for documented reasons of illness or serious personal emergency. Unofficial withdrawal will result in a grade of WU.

Scholarship**Report of Grades in Graduate Courses**

- A = Excellent (90-100%)
 B = Good (80-89%)
 C = Poor (passing but not satisfactory, 70-79%)
 F = Failure (0-69%)
 P = Satisfactory completion. Used only for the thesis research equivalent course, where required in the particular graduate program.
 WU Unofficial Withdrawal (counts as failure).

The grade point average (GPA) or index is computed as follows:

No. of credits of A \times 4
 No. of credits of B \times 3
 No. of credits of C \times 2
 No. of credits of F or WU \times 0
 Total No. credits divided into sum of above products = grade point average (GPA)

In the School of Social Work the H, CR, NCR grading system is mandatory. Such grades carry no quality points, but are assigned as follows:

H = Honor
 CR = Credit
 NCR = No credit

The assignment of traditional letter grades in the School of Social Work may be arranged by consultation with the instructor at the beginning of each semester. A grade of credit includes acceptable graduate level work equivalent to B or A level work. A grade of Honor, rarely given, signifies unusual or outstanding work, well above the A level.

Minimum GPA for Retention

Both matriculated and non-matriculated students must maintain a minimum cumulative GPA of 2.5 to remain at Hunter College. The record of each graduate student will be reviewed at the end of each semester.

Minimum GPA for Graduation

Students will not qualify for a graduate degree, diploma, or certificate unless a cumulative 3.0 (B) GPA in all graduate work taken at Hunter or transferred from another college is achieved by the time of graduation.

A student's record will be evaluated for the first time after 8 credits of work.

The temporary grade of ABS, meaning absent from the final examination only, may be allowed to remain on a record only for the semester following the semester in which it was given. If it is not removed by the taking of the final examination, it reverts to an F unless the divisional dean recommends that a grade

of W be allowed for documented reasons of illness or serious personal emergency.

Instructors may, at their discretion, assign the grade of INC, meaning course work, other than final examination, not completed. A penalty for lateness in the form of a lower grade on such incomplete course work may be assessed. INC grades must be removed by instructors within one year after the INC was entered by completion of course requirements. If not removed within one year, the grade remains INC permanently. The form for changing INC to a grade is available in the Registrar's Office, room 217.

Students are required to have grades of ABS or INC removed by the required deadline whether or not they are in attendance.

Credit

In general one credit represents 15 semester hours of classroom work or 30 semester hours of laboratory work or the equivalent thereof.

Students are automatically classified as full-time during any given semester if they are taking 12 credits. They may be certified full-time when they are taking less than 12 credits but are pursuing additional academic work required for the degree and amounting to full-time study, such as actively preparing for comprehensives, writing a thesis, teaching on a Fellowship, student teaching, or undertaking an internship or fieldwork under faculty supervision. Students who believe they qualify for certified full-time status and wish to protect their status as full-time because of eligibility requirements for financial aid, must request the graduate adviser of the program in which they are matriculated to verify the full-time nature of their academic work and make a recommendation on this matter to the Registrar prior to the beginning of classes of each term to be so considered.

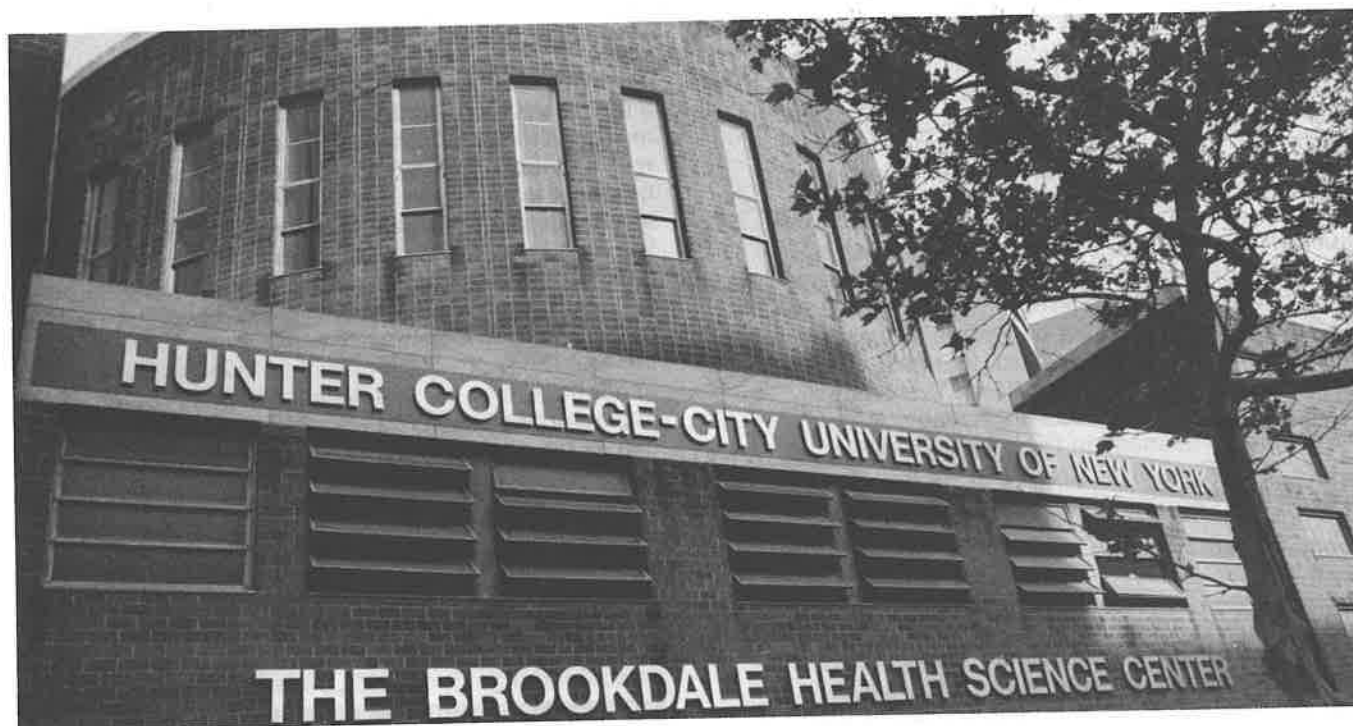
A course in which a passing grade is received may not be repeated.

Notification

This catalogue is published less than annually, thereby rendering some of the material outdated. For updated information, please contact the Office of Graduate Admissions (570-5165) or the specific department of interest.

Academic Honesty

Any deliberate borrowing of the ideas, terms, statements, or knowledge of others without clear and specific acknowledgement of the source is intellectual theft and called plagiarism.



It is not plagiarism to borrow the ideas, terms, statements, or knowledge of others if the source is clearly and specifically acknowledged. Students who consult such critical material and wish to include some of the insights, terms, or statements encountered must provide full citations in an appropriate form.

The Hunter College Senate

Room 626HC 570-5126, 570-5127

The Hunter College Senate was established in 1971 as the legislative body of the College with authority for determining college policy in matters related to:

1. Curriculum
2. Academic Requirements and Standards
3. Instruction and the Evaluation of Teaching
4. College Development.

Representatives of the faculty, student body, and administration constitute the voting membership of the Senate. Of the 200 seats on the Senate, 22 seats are reserved for graduate students. Faculty senators are elected by the individual departments and serve for a term of two years. The elected officers of the Senate include the Chairperson, Vice-Chairperson, Secretary, and the Chairperson of the Evening Session Council—who are the members of the Senate Administrative Committee.

Regular meetings of the Senate are planned for two hours and are held once a month. Additional monthly meetings are called as needed. Election of faculty

and student membership to the Senate occurs during the spring term.

Twelve standing committees (including a Committee on Graduate Course of Study) and a varying number of *ad hoc* committees accomplish much of the work of the Senate. Membership on committees is open to all faculty and students and is elected by the full Senate from recommendations of the Nominating Committee and by nominations from the Senate floor.

Faculty members and students are encouraged to become involved in the meetings of the Hunter College Senate and its committees. *Further information may be obtained by visiting the Senate Office (Room 626) or by phoning 570-5126.*

Hunter College Ombudsman

Room 626HC 570-5376, 570-5378

The Ombudsman is empowered by the Hunter College Governance Charter to investigate complaints and grievances by any member of the college community (student, faculty, staff, or administration) about a problem or condition in the college. When requested and where possible, the anonymity of a complainant will be protected and names will not be used in any reports the Ombudsman may make.

When someone feels unfairly treated or unjustly disadvantaged, the Ombudsman can advise the person of the available appeals procedures, recommend corrective action to be taken by the appropriate college officers, or recommend changes in college procedures or regulations that would eliminate such injustices in the future. See Directory p. 17.

Student Services and Facilities

Career Counseling and Placement

Career Placement Counselors assist graduate students and alumni of graduate programs in planning for and obtaining full- or part-time positions.

Students who wish to use these services are requested to file their credentials with the office and to see a counselor at least 3 months prior to the graduation date. Employer contact is maintained with academic institutions, business, industry, government, and non-profit organizations. The office is located in room 205 at 695 Park Avenue. Appointments should be made in room 205, 570-5254.

General and Psychological Counseling

Room 108, 570-5205.

Center for Communication Disorders

The Center is part of the School of Health Sciences and is dedicated to an interrelated program consisting of clinical training of speech pathologists and audiologists; service to the community for persons with speech or hearing difficulties; and research in speech and hearing. The training program in communication sciences (speech/language pathology, audiology, speech and hearing sciences) is open to matriculated and non-matriculated graduate students.

The Center works closely with hospital clinics, rehabilitation centers, and schools in the City of New York and surrounding communities to provide intensive internship training for qualified students.

Computer Facilities

The college maintains and operates a Remote Job Entry Site and a computer laboratory which interface with the CUNY University Computer Center's main Computer System. The system includes an IBM 3033 computer, an Amdahl 470/V6-II, and an IBM 4341 computer. The Remote Job Entry Site establishes convenience in job submission and retrieval. The computer laboratory is equipped with key punch machines and interactive terminals. The facilities are available for the use of faculty and students conducting research projects. Classes in programming are available.

Dormitory Facilities

The Hunter College Residence Hall is located at 440 East 26 Street and houses 460 undergraduate and graduate students. All rooms are single occupancy and provided with basic furnishings. Each floor has a main lounge, bathroom facilities, and a kitchen.

There is a \$450. fee per semester. Applications require a \$50. deposit and are available through the Residence Hall Office (212)481-4310.

Electronic Music Laboratory

The Electronic Music Laboratory at Hunter College is a highly sophisticated unit capable of producing music generated from purely electronic sources, as well as music generated from concrete sources. Students on both the undergraduate and graduate levels are taught to use the equipment and to become involved in actual musical composition in the laboratory. The principles of tape editing are also taught. Musical tapes for the departments of communications, dance, and theatre and film are created in the studio for productions within those departments. In addition, tape for special ear-training problems are made in the studio. The studio is assembling a large collection of electronic music to be used for study and analysis by students and faculty.

Graduate Students Association

All registered graduate students may use the services provided by the Graduate Student Association (GSA) of Hunter College. Among these services are: the graduate lounge (room 310), departmental colloquia; and special departmental projects and events.

Every fall each graduate department or program elects a representative to the GSA Senate. GSA members may serve on the Hunter College Senate and on many college committees. A GSA delegate also participates in the University Student Senate. Copies of the GSA constitution and additional information may be obtained from the GSA Office, room 315, 570-5602. Graduate students are encouraged to participate actively in the affairs of the association.

Hunter Gallery

Located on the ground floor of Thomas Hunter Hall, the gallery presents the work of professional artists, select graduate shows, and juried undergraduate exhibitions. The Gallery Committee meets periodically to review work.

Hunter College Playhouse

The Hunter College Playhouse seats 700 and has full stage facilities for theatrical and operatic productions, recitals, and chamber music performances.

Hunter Playwrights Project

Worthwhile scripts by advanced writers in the Hunter Graduate Theatre Program are given workshop production by professional actors and directors. This plan allows student playwrights to see their works in production, to learn from the rehearsal process, and to make revisions based on performances. The workshop performances are given several times a year in the Little Theatre.

Laboratory for Data Analysis

The Laboratory for Data Analysis, under the aegis of the Department of Mathematical Sciences, is available to faculty and students for instructional, research, and experimental computing. It contains terminals giving access to the state-of-the-art CUNY computing facilities.

Language Laboratory

The Language Laboratory serves students of all foreign languages taught at Hunter: Chinese, French, German, Greek, Hebrew, Italian, Latin, Portuguese, Russian, Spanish, Swahili, and Yoruba. The laboratory houses an extensive selection of recordings of literary works performed by members of great European acting companies. There are also hundreds of practice tapes designed to assist foreign language students in the acquisition of audio-lingual competence. In addition, there are English tapes to help foreign-born students learn English. The Language Laboratory is located in room 1239 of the Park Avenue building.

The College Library

The main library is located on the tenth and eleventh floors of the Park Avenue building. The Reference and Information Desk is in room 1007E, and the card catalog and circulation desk are located in the center of the tenth-floor hall. Branch libraries are maintained in the Hunter College School of Social Work at 129 East 79th Street and the Hunter College Schools of Health Professions at 440 East 26th Street. The library collections, numbering over 450,000 volumes, are being systematically enlarged. They presently include reference and bibliographical collections, periodicals related to all academic programs of the college, and selected Federal, United Nations, foreign, international, and New York State and City documents. The Library has microfilm runs of *The Times* of London and *The New York Times*, and files of a number of journals. Other materials such as The Human Relations Area File, The British Sessional Papers for the 18th, 19th, and 20th Centuries, the U.S. Serial Set, 1817-1934, and U.S. Depository Publications 1966-1975 are also available on microprint.

Coin operated photo-copy machines are available on both the tenth and eleventh floors.

The Little Theatre

This variable space, which seats up to 125 people, is the production center for the Hunter Playwrights Project and sometimes for thesis productions.

Social Sciences Data Laboratory

The Social Sciences Data Laboratory serves as a data archive for faculty and student research. Current holdings include the major cross-national social





surveys, nationwide voting studies, aggregate census data for the United States and other countries, and congressional roll-call data. The Laboratory serves as the University repository for the Inter-university Consortium for Political and Social Research (ICPSR), and as such can acquire additional holdings from this excellent national archive which serves as a clearing house for much of the social science research conducted at major universities. Moreover, the college can send a limited number of students and faculty to the consortium center at the Institute of Social Research, Ann Arbor, Michigan, for an eight-week summer training program in advanced techniques of quantitative research.

The Social Sciences Data Laboratory also serves as an instructional laboratory for students using statistical computer packages for work. The Laboratory has CRT and hard-copy terminal accommodations which access the City University's IBM central computer. Computer packages available include the Statistical Package for the Social Sciences (SPSS), SAS, OSIRIS III, SCSS, APL, and TSP. There is also computer assistance and consultation available, along with reference guides, manuals, and most codebooks for the aforementioned studies.

Teacher Placement

The Office of Teacher Placement, room 612, provides professional teacher placement services for:

1. Fully matriculated students who are enrolled in teacher education programs leading to a master's

degree and have 12 or more credits at the graduate level from Hunter College;

2. Graduates of the college who have completed the college's curriculum in student teaching and meet the requirements for the New York State Provisional or Permanent Certificate;
3. Graduates who were awarded a master's degree on completion of one of the college's graduate teacher education programs.

Urban Research Center

The Urban Research Center was established at Hunter College to expand scholarship in urban and metropolitan affairs, to stimulate new ideas and procedures, and to involve faculty and students in urban research projects. It serves as the research and services arm of the Department of Urban Affairs. The center frequently functions as a liaison between governmental and social agencies and Hunter College. As a clearing-house service for both the college faculty and the community, the Urban Research Center refers specific problems to members of its staff for study. In this connection, it plans and coordinates urban research projects and sponsors faculty seminars.

Research studies cover such areas as the economics of urban housing and of medical care, comparative urban bureaucracy, effects of air pollution, urban renewal, urban political behavior, inter-governmental relations, urban ecology, and urban juvenile delinquency. The center has been engaged in a research and service role with various New York City and federal agencies. Urban Research Center activities present opportunities for graduate students to work as graduate assistants and to pursue research and applied work in a close working relationship with faculty members. Some of the center's studies serve as subjects for theses.

Interdisciplinary faculty seminars in urban problems are sponsored by the Urban Research Center; participants include visiting scholars and interested individuals from public, community, and private agencies and institutions. The center organizes other conferences and symposia as a means of disseminating project results and findings to interested parties and as forums for defining and identifying meaningful problems and issues upon which center efforts and resources should be focused.

By sponsoring and encouraging research, scholarship, and applied service roles in all aspects of urban and metropolitan affairs, the Urban Research Center seeks to create a climate for Hunter College faculty and graduate students conducive to producing more precise research tools and methods, and to encouraging bold and imaginative approaches to solving the problems of urban life.

Directory

Executive Offices: The President, the Provost, and the Associate Provost

Office: Room 207, Phone: 570-5151
Monday through Friday 8:00 am-6:00 pm

Vice President for Administration

Room 223, Phone: 570-5936

Dean of Programs in Education: Hugh J. Scott
Office: Room 609, Phone: 570-5016
Monday through Friday 9:00 am-5:00 pm

Dean of Humanities and the Arts: James Settle
Office: Room 729, Phone: 570-5271
Monday through Friday 9:00 am-5:00 pm

Dean of Sciences and Mathematics: Richard C. Mawe
Office: Room 312, Phone: 570-5374, 5375
Monday through Friday 9:00 am-5:00 pm

Dean of Social Sciences: Walter Weiss
Office: Room 1220, Phone: 570-5754, 5757
Monday through Friday 9:00 am-5:00 pm

Dean of the School of Health Sciences:
Ruth Leventhal
Office: 440 East 26th St., Room 1014, Phone: 481-4324
Monday through Friday 9:00 am-5:00 pm

Dean of the School of Nursing: Dorothy T. White
Office: 440 East 26th St., Room 117, Phone: 481-4312
Monday through Friday 8:30 am-10 pm

Dean of the School of Social Work: Harold Lewis
Office: 129 East 79th St., 5th Floor, Phone: 570-5032
Monday through Friday 9:00 am-5:00 pm

Office of the Dean of Students
Room 100, Phone: 570-5236
Monday through Thursday 9:00 am-7:00 pm
Friday 9:00 am-5:00 pm

Graduate Services
Associate Dean: Dorothy O. Helly
Room 116, Phone: 570-5639, 5638
Monday Through Thursday 10:00 am-5:00 pm
Friday 10:00 am-5:00 pm

Academic Computing Center
Room 1231, Phone: 570-5662, 5663
Monday through Friday 9:00 am-5:00 pm

Records and Admissions

Office: Room 217, Phone: 570-5166
Monday, Thursday 12 Noon-6:45 pm,
Tuesday, Wednesday 12 Noon-4:45 pm
Friday 9:30 am-12 Noon

Graduate Admissions

Office: Room 225, Phone: 570-5165
Monday, Thursday 12 Noon-6:30 pm,
Tuesday, Wednesday, Friday see above.

Undergraduate Admissions

Office: Room 203, Phone: 570-5483

Records

Office: Room 217, Phone: 570-5116

Registration

Office: Room 217, Phone: 570-5128, 5926

Graduate Awards and Fellowships

Office: Room 108, Phone: 570-5205
Monday through Thursday 9:00 am-7:00 pm
Friday 9:00 am-5:00 pm

Bookstore

Commons, Phone: 570-5530; 628-2040
Monday through Thursday 9:00 am-7:15 pm
Friday 9:00 am-4:00 pm
(Extended hours at beginning of each semester)

Central Reservations

West Mezzanine, Phone: 570-5306, 5307

Bursar

Office: Room 238, Phone: 570-5491
Monday 12 Noon-6:45 pm
Tuesday 12 Noon-4:45 pm
Wednesday 12 Noon-4:45 pm
Thursday 12 Noon-6:45 pm
Friday 9:30 am-12:00 noon

Cafeteria, and Other Food Facilities

Commons: Monday through Thursday 8:00 am-7:30 pm,
Friday 8:00 am-2:30 pm
Bagel Shoppe: Monday through Thursday 8:00 am-
7:00 pm, Friday 8:00 am-2:45 pm
Pub: Monday through Thursday 11:00 am-7:00 pm,
Friday 11:00 am-3:00 pm

Counseling

Career and Placement: Room 205, Phone: 570-5254
Appointments made in Room 205, Phone: 570-5254

Financial Aid

Office Room 241, Phone: 570-5414, 5415, 5416
Monday 12 Noon-6:45 pm
Tuesday 9:00 am-1:00 pm
Wednesday 12 Noon-4:45 pm
Thursday 9:00 am-1:00 pm and 5:00 pm-6:45 pm
Friday 9:00 am-1:00 pm

Hunter College Senate

Room 626, Phone: 570-5126, 5127
Monday through Friday 9:00 am-5:00 pm

Hunter College Ombudsman

Room 626, Phone: 570-5376
Monday through Friday 9:00 am-5:00 pm (At other times by appointment)

Information Center

Main floor lobby, Phone: 570-5118, 5119
Monday Through Thursday 9:00 am-7:30 pm
Friday 9:00 am-5:00 pm

Legal Affairs

Office: Room 315, Phone: 570-5079
Monday through Friday, 9:00 am-5:00 pm

Lost and Found

West Mezzanine, Phone: 570-5143
Monday through Thursday 9:00 am-9:00 pm
Friday 9:00 am-5:00 pm

Library

Tenth and eleventh Floors, Phone: 570-5515
Monday through Thursday 9:00 am-9:00 pm
Friday 9:00 am-5:00 pm, Saturday 10:00 am-5:00 pm

Medical Office

Room 419, Phone: 570-5020, 5865
Monday through Thursday 9:00 am-9:00 pm
Friday 9:00 am-5:00 pm

New York Public Interest Research Group (NYPIRG)

Office: Room 232, Phone: 570-5324
Monday through Friday 9:00 am-5:00 pm

Security

Office: Room 141, Phone 570-5505, 5509
24 hours a day, 7 days a week

Teacher Placement

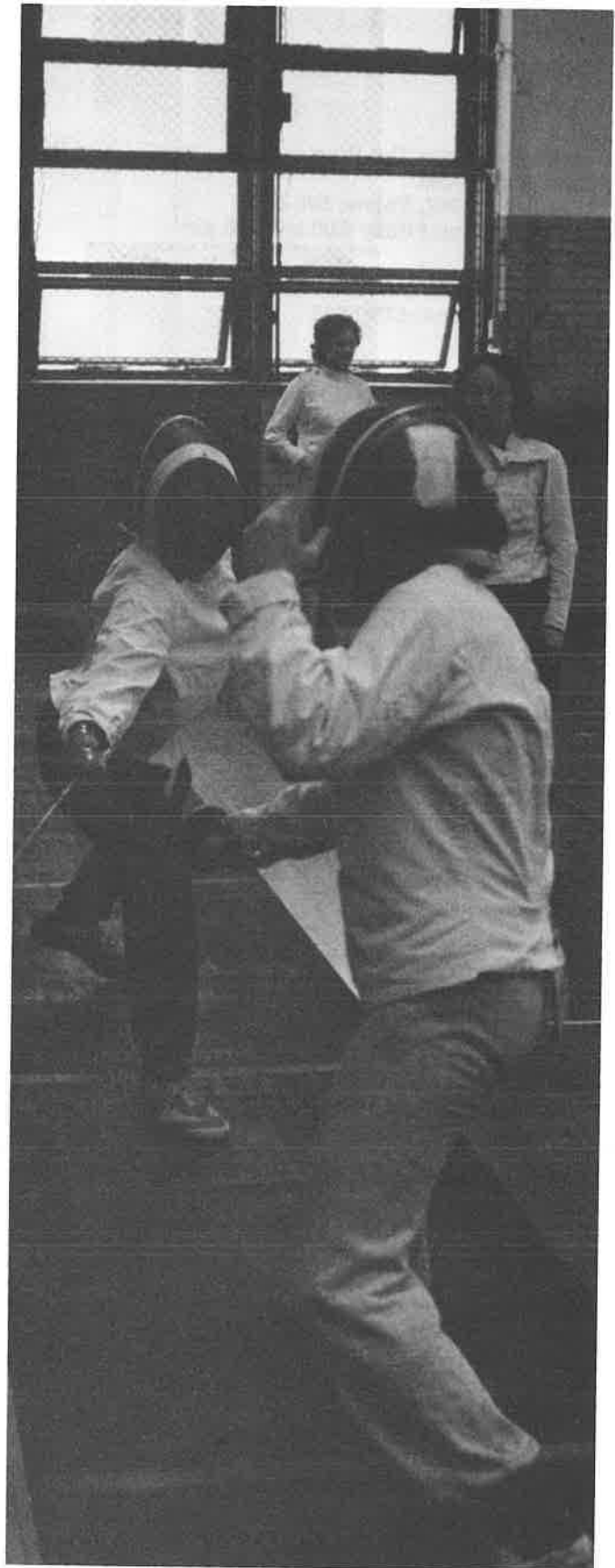
Office: Room 612, Phone: 570-5645
Monday through Friday 9:00 am-5:00 pm

Veteran's Office

Room 736, Phone: 570-5443, 5775
Monday 10:00 am-6:00 pm
Tuesday 10:00 am-7:00 pm
Wednesday 10:00 am-6:00 pm
Thursday 10:00 am-7:00 pm
Friday 10:00 am-5:00 pm

Posted Information

Notices from the Registrar's Office will be found on the bulletin board opposite room 217. Notices from the Graduate Student Association will be posted near room 310 (Graduate Lounge). Other notices of activities can be found on bulletin boards along the staircases in the main building.



DEPARTMENTAL PROGRAMS



COURSE LISTING ABBREVIATIONS

Cr.	Credits
Coreq:	Corequisite
Hrs.	Hours
Lab.	Laboratory
Perm. Chair.	Permission of department chairperson needed
Perm. Dept.	Permission of department needed
Perm. Inst.	Permission of instructor needed
Prereq.	Prerequisite

Not all courses are offered at all times. When a course is scheduled for a specific time only, the department uses the following abbreviations:

D = Day Session	Fa = Fall Semester
E = Evening Session	Sp = Spring Semester

The departments have tried to project accurate schedules. However, scheduling of courses is often dependent on demand and space availability and is subject to change.



Anthropology

Chairperson: Professor D. Bates, Room 805A, Phone 570-5758

Graduate Adviser: Professor Daniel R. Gross, Room 937, Phone 570-5478

FACULTY

Daniel G. Bates, Associate Professor; PhD, University of Michigan; Ecological Studies, Economic and Political Anthropology, Middle East

Edward H. Bendix, Associate Professor; PhD, Columbia University; Linguistics, Semantics, Creole Languages, Nepal

Francis P. Conant, Professor; PhD, Columbia University; Cultural Anthropology, Ecology, Africa, Satellite Sensing of Subsistence Systems and Settlements

Carol R. Ember, Professor; PhD, Harvard University; Psychological Anthropology, Social Organization, Cross-cultural Research, Quantitative Methods

Melvin Ember, Professor; PhD, Yale University; Cultural Anthropology, Cross-cultural Research

I. Lester Firschein, Associate Professor; PhD, Columbia University; Physical Anthropology, Human Genetics and Cytogenetics, Caribbean

Rena C. Gropper, Associate Professor; PhD, Columbia University; Cultural Anthropology, Medical Anthropology, Gypsies, Asia, Tibet

Daniel R. Gross, Professor; PhD, Columbia University; Social Change, Ecological and Economic Studies, Latin America

Gregory A. Johnson, Associate Professor; PhD, University of Michigan; Archeology, Complex Societies, Middle East

Susan H. Lees, Associate Professor; PhD, University of Michigan; Ecological Studies, Economic Anthropology, History of Anthropological Theory, Peasant Studies, Mesoamerica

Annemarie de Waal Malefijt, Professor; PhD, Columbia University; Anthropological Theory, Art, Religion, Southeast Asia, Surinam

Thomas H. McGovern, Assistant Professor; PhD, Columbia University; Archeology, Paleoecology, Faunal analysis, Norse Inuit Cultures

Sally McLendon, Professor; PhD, University of California, Berkeley; Linguistics, Stylistics, Text Analysis, North America

John F. Oates, Assistant Professor; PhD, London University; Physical Anthropology, Primatology, Ecology

Burton Pasternak, Professor; PhD, Columbia University; Kinship and Social Organization, Ecology, China

Alphonse Riesenfeld, Professor Emeritus; PhD, University of Vienna; Experimental and Physical Anthropology, Archeology, Oceania

Frederick Szalay, Professor; PhD, Columbia University; Evolutionary Morphology of Fossil and Living Primates, Mammalian Systematics

MASTER OF ARTS

The Department of Anthropology at Hunter College offers the only master's degree program in anthropology within the City University of New York. The program has a commitment to a four-field approach to graduate training, requiring a substantial background

in ethnology, biological anthropology, anthropological archeology, and anthropological linguistics, in order to prepare students for flexibility in future careers in research and teaching.

The entire program is scheduled in the evening, to accommodate students who hold full-time jobs.

Virtually all students who complete the MA program and who apply are admitted to PhD programs at other institutions. A substantial proportion of our MA students are accepted in PhD programs before completing requirements for the Hunter MA degree. Many of our students go on for training in the Doctoral Program in anthropology at the City University Graduate School. Full credit for MA-level coursework is usually granted by PhD programs. Hunter MA students may take courses at the Graduate School. Most of the Hunter anthropology faculty are also members of the faculty of the Graduate School Doctoral Program in Anthropology. Write or telephone the Graduate Adviser for a descriptive brochure.

Departmental Requirements for Admission

In addition to general requirements for admission, students must have at least 9 credits in undergraduate anthropology or a related field, although in special cases this requirement may be waived.

Departmental Requirements for the Degree

1. A minimum of 30 credits beyond the BA degree is required.
2. The program of study must be chosen to fulfill a general knowledge in all four fields of the discipline, i.e., anthropological linguistics, archeology, cultural anthropology, and physical anthropology.
3. A comprehensive examination, testing MA candidates in all four fields. The examination is normally taken after completion of at least 24 credits.
4. A reading knowledge of at least one foreign language appropriate to the field of specialization or a demonstrated competence in statistics.
5. A master's thesis.

COURSE LISTINGS

Each 45 hrs. including conferences, 3 cr.

All students must consult with the Graduate Adviser before registering for any course.

ETHNOLOGY

ANTH 701 Ethnology (Core Course). Surveys the history, methods, theory and basic findings of cultural and social anthropology.

ANTH 702 Seminar in Ethnology.

ANTH 703 History of Anthropological Theory. Treatment of the major currents and schools in anthropological thought from the 19th century to the present.

ANTH 704 Field Research. Introduces the basic techniques of ethnographic research including a practical exercise carried out under supervision.

ANTH 705 Quantitative Methods. Covers basic statistical concepts and techniques so that students can analyze their own data, develop knowledge of more advanced techniques, and evaluate published research.

ANTH 706 Master's Thesis Seminar. Individual research under supervision, limited to students matriculated in the MA Program. Credit is awarded upon approval of master's paper.

ANTH 707 Kinship and Social Structure. Comparative analysis of kinship systems including kinship terminology, descent groups, family and household forms, and various models of explanation.

ANTH 708 Religion and Ideology. Comparative analysis of religious beliefs and practices, cosmology and other aspects of ideology, especially in non-Western societies.

ANTH 709 Folklore and Mythology. Anthropological approaches to oral, visual and musical traditions as they occur in a popular, non-professional context.

ANTH 710 Culture and Personality. Explores societal variation in personality, discussing theory and research which suggest causes and consequences of such variation.

ANTH 711 Economic Anthropology. An analysis of cultural varying systems of production and exchange with an emphasis on sources of change in the developing world.

ANTH 712 Hunters and Gatherers. Analyzes both modern and prehistoric foraging societies with particular emphasis on the ecological approach.

ANTH 713 Peasant Societies. Comparative study of contemporary and historic rural, agrarian populations in terms of ecology, economics, social organization and world view.

ANTH 714 Cross Cultural Research. Readings on, and discussions of, the objectives, methods, and achievements of cross-cultural research.

ANTH 715 Cultural Ecology. An evolutionary view of the interactions of human populations and their environment with emphasis on processes of cultural adaptation.

ANTH 716 Medical Anthropology. Health and disease viewed comparatively in terms of how societies perceive, explain, prevent and treat illness.

ANTH 717 Human Population Dynamics. Basic principles of small population dynamics with emphasis on population response to changes in family structure, labor demand and mode of production.

ANTH 718 Applied Anthropology. Crosscultural aspects of development work in the US and abroad. Theoretical foundations and practical aspects with emphasis on necessary ancillary skills.

ANTH 720 Political Anthropology. An examination of different systems of political organization with emphasis on tribal and peasant societies.

ANTH 721 Anthropology of Art. Comparative study of expressive culture in western and non-western societies with special emphasis on the plastic arts.

ANTH 725 Sex and Gender in Anthropological Perspective. Reading and research on human sexual dimorphism, reproductive behavior, and cultural conditioning of gender roles.

ANTH 726 - 745 Ethnology and Ethnography of Selected Areas. Each of the following courses presents an ethnographic survey of cultural variation in a specific world region and treats some of the major ethnological problems arising

in that region in depth through readings, guided research and discussions.

ANTH 726 Ethnology of Africa

ANTH 727 Ethnology of Europe

ANTH 728 Ethnology of the Near East

ANTH 729 Ethnology of Southeast Asia

ANTH 730 Ethnology of China and East Asia

ANTH 731 Ethnology of the Caribbean

ANTH 732 Ethnology of Latin America

ANTH 734 Ethnology of South America

ANTH 735 Ethnology of North American Indians

ARCHEOLOGY

ANTH 750 Archeology (Core Course). Introduces basic theory, method and findings of prehistoric archeology in an anthropological framework.

ANTH 751 Seminar in Archeology.

ANTH 756 Prehistoric Cultural Ecology. Problems in analysis of interaction of human economies and changing natural environments. Archeological view of human role in various ancient ecosystems.

ANTH 758 Rise of Civilization. Theoretical and empirical investigation of the evolution of urbanism and the state in both hemispheres.

ANTH 759 - 769 Archeology of Selected Areas. Each of the following courses presents a survey of the archeology of a particular world region and treats some major questions which arise in that context.

ANTH 759 Archeology of Europe

ANTH 760 Archeology of Africa

ANTH 761 Archeology of the Near East

ANTH 762 Archeology of the New World

ANTH 763 Archeology of Mesoamerica

ANTH 766 Archeology of North America

LINGUISTICS

ANTH 770 Linguistics (Core Course). The structure of verbal behavior. Analytic description of phonology, grammar, semantics, pragmatics. Language in social action. Language prehistory.

ANTH 771 Seminar in Linguistics.

ANTH 772 Phonological Analysis and Theory. Prereq. ANTH 770 or permission of instructor.

ANTH 773 Grammatical Analysis and Theory. Prereq. ANTH 770 or permission of instructor.

ANTH 775 Linguistic Field Techniques and Methods. Prereq. ANTH 770 or permission of instructor.

ANTH 776 Cognitive Anthropology. The structuring of society and culture by means of linguistic meaning in communicative interaction.

ANTH 777 Language and Culture. The role of language, dialect and bilingualism in social life, including language politics, language in education, language variation as related to context, sex, status, topic, etc.

ANTH 778 Seminar in Sociolinguistics. Selected topics in language and society, such as language and ethnicity, bilingualism, language contact, creole languages, etc.

PHYSICAL ANTHROPOLOGY

ANTH 790 Physical Anthropology (Core Course). Analysis and laboratory demonstrations of behavioral, genetic, morphological and paleontological aspects of human evolution.

ANTH 791 Seminar in Physical Anthropology.

ANTH 792 Human Ecology and Population Dynamics. From the viewpoint of biological anthropology, this course examines the environmental factors that affect the distribution, growth and senescence of human populations.

ANTH 793 Human Variation. Analysis of the distribution of contemporary human populations and the microevolutionary processes that underlie human variability.

ANTH 794 Primate Ecology and Behavior. Focuses on the social behavior of wild populations of infra-human primates in relation to environment in terms of size, age-sex composition, interaction patterns, communication, reproduction patterns, etc. of these groups.

ANTH 795 Primate Paleontology. This survey of primate evolutionary history uses fossil evidence to interpret the adaptations and phylogenetic relationships of prosimians, monkeys and apes.

ANTH 799 Human Fossil Record. Fossil evidence on human evolution from Pliocene *Australopithecus* to modern *Homo sapiens*. Considers paleoecology, morphology, chronology, and phylogeny.

Art

Chairperson: Associate Professor Sanford Wurmfeld, Room 1608, Phone 570-5709

Graduate Advisers: Associate Professor Antoni H. Milkowski (Studio and TEP), Room 1605, Phone 570-5712

Associate Professor Ulku Bates (Art History), Room 1605, Phone 570-5712

FACULTY

STUDIO

Roy DeCarava, Professor

Mark Feldstein, Professor; MA, Hunter College

Julius Goldstein, Associate Professor

Ron Gorchov, Assistant Professor

George Hofmann, Assistant Professor

Ralph Humphrey, Professor

Robert Huot, Associate Professor; BS, Wagner College

Doris Kennedy, Professor; MA, Hunter College

Lyman Kipp, Professor

Vincent Longo, Professor

John Mason, Professor

Antoni H. Milkowski, Associate Professor; BA, Kenyon College

Robert Morris, Professor; MA, Hunter College

Douglas Ohlson, Professor; BA, University of Minnesota

Anthony Panzera, Assistant Professor; MFA, Southern Illinois University

Ray Parker, Professor; MFA, State University of Iowa

Susan Peterson, Professor; MFA, New York State College of Ceramics

Robert Swain, Associate Professor; BA, American University

Mac Wells, Assistant Professor; BA, Oberlin College

Sanford Wurmfeld, Associate Professor; BA, Dartmouth College

ART HISTORY

Ulku Bates, Associate Professor; PhD, University of Michigan

Mirella D'Ancona, Professor; PhD, University of Florence, Italy

Wayne Dynes, Associate Professor; PhD, New York University

Eugene Goossen, Professor; Certificate French Literature and Philosophy, Faculte de Lettres, Sorbonne

Rosalind Krauss, Professor; PhD, Harvard University

Mary Moore, Associate Professor; PhD, New York University

Janet Rearick, Professor; PhD, Harvard University

Richard Stapleford, Assistant Professor; PhD, New York University

Lisa Vergara, Assistant Professor; PhD, Columbia University

The Hunter Art Department believes that the most necessary training for the student of art is the development of critical and analytic visual thinking. This emphasis is consistent with the Hunter liberal arts tradition of developing artists, critics, and historians capable of continued growth once they leave the relatively structured environment of the university. Students are encouraged to take advantage of the cultural and intellectual resources of New York and especially the accessibility to the changing ideas and forms of contemporary art.

The following programs are offered: M.F.A. in Creative Art, M.A. in Creative Art, M.A. in Teacher Education, M.A. in Art History.

Departmental Requirements for Admission

Applications for admission to the graduate program in art are due in the Graduate Admissions Office by April 1 for the fall term and November 1 for the spring term.

All supporting material requested by the Graduate Admissions Office (GRE scores, official transcript, two letters of recommendation, etc.) should be supplied as soon as possible. M.F.A. and Teacher Education applicants are not required to submit GRE scores. Formal notification of acceptance is sent to the student by the Office of Graduate Admissions.

In addition to the general requirements for admission, the following departmental requirements shall be met:

Studio Art The applicant must have completed at least 24 credits of undergraduate courses in studio art and 9 credits in art history.

Teacher Education The applicant must have completed the required number of undergraduate education courses. See additional requirements listed under Programs in Education.

The applicant must have completed at least 24 credits of undergraduate courses in studio art and have the proper certification.

Presentation of Work Studio Art and Teacher Education applicants should deliver or mail their slides

directly to: Graduate Adviser/Studio TEP, Department of Art, Hunter College, 695 Park Avenue, New York, N.Y. 10021, immediately after they return their completed application to the Office of Graduate Admissions. Ten to 20 slides should be placed in a transparent presentation binder (9" × 12"). Each slide as well as the binder is to be labeled with applicant's full name; title, size, and medium of work; and indication of "top" of work. If a portfolio is presented, it must be identified with applicant's name, address, and telephone number. All materials will be returned.

Personal Interview A personal interview is required of all Studio Art and TEP applicants. Applicants will be notified of their interview date. (Out-of-state applicants are not required to attend an interview.)

Art History The applicant must have completed at least 18 credits of undergraduate courses in art history.

Departmental Requirements for the Degree

Studio Art (MFA in Creative Art—48 credits)

Candidates for the MFA are required to take 18 credits in an area of concentration, 9–15 credits in studio electives, 9–15 in art history, and 6 credits in the Master of Fine Arts Project, ARTCR 791.

Studio Art (MA in Creative Art—30 credits)

Candidates for the MA are required to take 21 credits selected from studio courses and 9 credits from the art history area. (Three of the credits in the art history area are to be ART H 799 Thesis Research.)

Students in Studio Art may take other relevant courses from other departments throughout the college with the permission of the graduate adviser.

(MA Program for Secondary School Teachers of Art—30 credits)

Students in this curriculum are required to complete a program with the following distribution of credits:

1. 6 credits in the history of art: ART H 621 Modern Art I (3 credits) and additional credits to be selected.
2. 9 credits in studio art: ARTCR 601 Advanced Problems in Design (3 credits) is recommended.
3. ARTCR 790 Thesis project (3 credits).
4. 6 credits in education (EDFN 702, EDFN 711, and EDO731).
5. 6 elective credits to be selected under advisement.

Art History (MA—30 credits)

1. Candidates for the art history concentration may take up to 9 credits, with departmental permission, in studio courses or in courses in related areas.
2. ART H 602 may be required.
3. Foreign language: Demonstrated reading knowledge of a foreign language, preferably

French, German, or Italian. In cases where work for the degree requires knowledge of another language, it may be offered as a substitute with the approval of the graduate adviser. The language examination is given in the fall and spring terms. Dates to be posted.

4. Examination: A comprehensive examination in the history of art is required of all candidates in that field and is given in the fall and spring terms. Dates to be posted.

5. ART H 799 Thesis Research (3 credits) is required.

The department reserves the right to retain student work for purposes of exhibition and for illustrative material for classroom use. This work may be returned at graduation upon application to the instructor. The department is not responsible for work and projects left beyond the date assigned for removal.

COURSE LISTINGS

Studio Courses:

ARTCR 601 Advanced Problems in Design. 45 hrs., 3 cr. A studio for design with emphasis on contemporary concepts. Students will be given the opportunity to carry out problems in a specialized field of design.

ARTCR 611, 612, 613 Advanced Painting I, II, III. Each 45 hrs., 3 cr.

ARTCR 621, 622, 623 Advanced Sculpture I, II, III. Each 45 hrs., 3 cr. Development of creative expression in sculpture, including research projects in various media.

ARTCR 625, 626, 627 Advanced Graphic Arts I, II, III. Each 45 hrs., 3 cr. Woodcut (black and white and color) printing. Soft ground and hard ground etching. Aquatint. Line engraving on metal. Dry Point. Color printing with metal; surface printing offset, and intaglio color from traditional to the latest experimental methods.

ARTCR 629 Combined Media. 45 hrs., 3 cr. Explorations in various experimental media such as Environmental, Conceptual, Film, Video, etc.

ARTCR 631, 632, 633 Advanced Photography I, II, III. Each 45 hrs., 3 cr. Advanced projects in photography ranging from photo-journalism through formal and experimental multimedia imagery.

ARTCR 635, 636, 637 Advanced Ceramics I, II, III. Each 45 hrs., 3 cr.

ARTCR 640, 641, 642 Advanced Drawing I, II, III. Each 45 hrs., 3 cr.

ARTCR 651, 652, 653 Seminar in Two-Dimensional Art I, II, III. Each 45 hrs., 3 cr. Coreq: to be taken simultaneously with either: ARTCR 611, 612, 613 **Advanced Painting I, II, III** ARTCR 625, 626, 627 **Advanced Graphic Arts I, II, III** ARTCR 631, 632, 633 **Advanced Photography I, II, III** ARTCR 640, 641, 642 **Advanced Drawing I, II, III** A weekly seminar to discuss students' work and other critical problems of interest to the group.

ARTCR 655, 656, 657 Seminar in Three-Dimensional Art I, II, III. Each 45 hrs., 3 cr. Coreq: to be taken simultaneously with either:

ARTCR 621, 622, 623 **Advanced Sculpture I, II, III.**

ARTCR 635, 636, 637 **Advanced Ceramics I, II, III.**

A weekly seminar to discuss students' work and other critical problems of interest to the group.

ARTCR 661 Seminar in Combined Media. Each 45 hrs., 3 cr. Coreq: to be taken simultaneously with ARTCR 629 **Combined Media**. A weekly seminar to discuss students' work and other critical problems of interest to the group.

ARTCR 750 Independent Study in Studio Art. 1, 2 or 3 cr. Perm. Graduate Adviser.

ARTCR 751 Special Topics in Studio Art. Each 45 hrs., 3 cr. Special projects in Photography, Ceramics, Color Theory, Three-Dimensional Form Theory, and other topics in accordance with faculty and student interests.

ARTCR 790 Thesis Project. 3 cr. Limited to matriculated students in the M.A. and Teacher Education Programs. (Perm. of Graduate Adviser).

ARTCR 791 M.F.A. Project. 6 cr. Limited to matriculated students in the M.F.A. program who have completed 42 graduate credits. Independent research toward the M.F.A. project under the direction of a faculty member.

Note: M.A. Creative Art students should register for ART H 799 to complete their degree.

Lecture Courses:

ART H 602 Research Methods of Art History. 45 hrs., 3 cr. offered every semester. Training in bibliographical materials and research methods through the examination of a special problem in art history and the writing of a research paper.

ART H 619 Greek Art. 45 hrs., 3 cr. Offered Fa. Greek sculpture and painting from the Geometric to the Hellenistic periods. Emphasis on masterpieces of the Archaic, Classical and Hellenistic eras.

ART H 620 Roman Art. 45 hrs., 3 cr. Offered Sp. Roman Art from the Republican period to the Age of Constantine. Emphasis on Imperial reliefs, portraits, sarcophagi, and wall painting.

ART H 621 Modern Art I. 45 hrs., 3 cr. Offered Fa. The origins and history of modern art in the nineteenth century.

ART H 622 Modern Art II. 45 hrs., 3 cr. Offered Sp. Modern art in the twentieth century.

ART H 623 Renaissance Art I. 45 hrs., 3 cr. Offered Fa. Studies in the art of the fourteenth and fifteenth centuries.

ART H 624 Renaissance Art II. 45 hrs., 3 cr. Offered Sp. Studies in the art of the sixteenth century.

ART H 625 Baroque Art. 45 hrs., 3 cr. Offered in Fa. Studies in the art of the seventeenth century.

ART H 636 Chinese and Japanese Art. 45 hrs., 3 cr. Offered Sp. Studies in Chinese and Japanese painting.

ART H 637 Medieval Art I. 45 hrs., 3 cr. Offered Fa. Studies in the art of the early Middle Ages.

ART H 638 Medieval Art II. 45 hrs., 3 cr. Offered Sp. Studies in the art of the later Middle Ages.

ART H 641 Islamic Art. 45 hrs., 3 cr. Offered Fa. Art and architecture of the Islamic world from Spain to India.

Seminars:

ART H 722 Seminar in Contemporary Art. 45 hrs., 3 cr. Offered Fa. Research topics related to recent trends in modern art.

ART H 724 Seminar in Renaissance Art. 45 hrs., 3 cr. Offered Sp. Research topics from the art of the Renaissance.

ART H 725 Seminar in Religious Iconography in the Italian Renaissance. 45 hrs., 3 cr. Not offered every semester. Renaissance themes and their origins in Medieval and Ancient Literature.

ART H 729 Seminar in American Art I. 45 hrs., 3 cr. Offered in Fa. Studies in the art and architecture of the Colonial and Federal periods.

ART H 730 Seminar in American Art II. 45 hrs., 3 cr. Offered Sp. Studies in the art and architecture of the nineteenth and twentieth centuries.

ART H 731 Early Netherlandish Painting. 45 hrs., 3 cr. Offered Fa. Studies in Flemish and Dutch painting of the fifteenth century.

ART H 734 Theory and Criticism of Art. 45 hrs., 3 cr. Offered every semester. Discussion of assigned readings from the history of art criticism as a background for consideration of problems in critical approach to contemporary art.

ART H 760 Architecture and the City. 45 hrs., 3 cr. Not offered every semester. Problems in the history of the city and its architecture with emphasis on space and form relationships. Open to students in the Master in Urban Planning program; may be credited toward either concentration.

ART H 780 Special Topics in Art. Each 45 hrs., 3 cr. Following are some of the courses offered in recent years: Art and Music, Pre Columbian Structures of the western Hemisphere, Art and Psychology, Art and Anthropology, Architecture of the Italian Renaissance, Seminar on Giotto, Greek Vase Painting, Color Theory in Relation to Painting.

Independent Research Courses:

ART H 755 Independent Study. 1, 2, or 3 cr. Independent studies in the history or theory of art under the direction of a faculty member.

ART H 799 Thesis Research. 3 cr. Limited to matriculated M.A. students in art who have completed 20 graduate credits. Independent research toward the Master of Arts thesis under the direction of a faculty member.

Biochemistry

Graduate Advisers: Professor Peter Lipke, Department of Biological Sciences, Room 403, Phone 570-5467.
Professor Maria Tomasz, Department of Chemistry, Room 1400D, Phone 570-5619.

MASTER OF ARTS

This is an interdisciplinary program staffed by members of the Department of Biological Sciences and the Department of Chemistry.

The degree is offered either as a terminal degree or as the first year toward the PhD degree within the university. Both first year courses and advanced courses are available at Hunter College and/or at the City University Graduate School.

Departmental Requirements for Admission

General admission requirements to the graduate programs in the arts and sciences are observed.

In addition, the student must have completed the following courses: General Chemistry (including qualitative analysis), Quantitative Analysis, Organic Chemistry (one year), Physical Chemistry (one year), Biology (one year), Biochemistry Lecture and Labor-

atory (one semester). Deficiencies may be made up during the first three semesters of graduate study.

Departmental Requirements for the Degree

General degree requirements are those currently in effect in the graduate programs in the arts and sciences. In addition, the student must complete the following courses:

1. BIOCHEM U710, U711.
2. BIOCHEM 715.01, 715.02, 715.03, 715.04. This seminar must be taken during the first four semesters of the student's graduate training. A maximum of 4 credits may be offered toward the master's degree.
3. CHEM U750 (Advanced Organic) and BIOCHEM U880 (Physical Biochemistry).
4. Biology. The student is required to take graduate courses in biology totaling 8 to 10 credits. This requirement may be satisfied by one course in the field of cell biology, molecular biology, genetics, or developmental biology and a second course chosen by the student in consultation with the adviser.

Students may complete the requirements for the master's degree through either of the following plans:

1. A minimum of 30 credits of course work plus a passing grade in a comprehensive examination, OR
2. A minimum of 24 credits of course work plus a thesis on an original research problem and a minimum of 6 credits for research. The thesis must be approved by the student's adviser, and it must be defended before a thesis committee.

No credit in courses numbered 500–599 will be accepted toward the master's degree in biochemistry.

Note: A student who completes the requirements for the master's degree and wishes to continue on for the doctorate must reapply for matriculation and be subject to the conditions thereof.

COURSE LISTINGS

BIOCHEM U710 Advanced Biochemistry Lectures. 45 hrs., 3 cr. Prereq: a one-semester course in biochemistry, or equivalent, and physical chemistry. Offered Fa. at City University Graduate Center.

BIOCHEM 711.01 (BIO 710.14) Basic Laboratory Techniques for Research in Biochemistry. 105 hrs. lab. and conference, 4 cr. Offered Fa.

BIOCHEM 715.01, .02, .03, .04 Seminars in Biochemistry. Each 15 hrs., 1 cr.

BIOCHEM 799.01 Thesis Research (master's). 1 cr. **799.02 Thesis Research (master's).** 2 cr. **799.03 Thesis Research (master's).** 3 cr. Offered Fa., Sp., Su. Open only to students who are writing a thesis as part of their requirements.

CHEM 640 Biochemistry I 45 hrs., 3 cr. Prereq: one year of organic chemistry. Offered Fa. Introduction to biochemistry.

CHEM 641 Biochemistry II 45 hrs., 3 cr. Prereq: CHEM 640, or BIO 710.13 or BIO 300 Offered Sp. Selected topics in bio-

chemistry including muscle function, hormone function, recombinant DNA, nucleotide sequencing, immunology.

BIO 710.13 Molecular Biology Lecture. 75 hrs., 5 cr. Prereq: one year of organic chemistry. Offered Fa. Topics covered include structures and function of nucleic acids and proteins as well as bioenergetics.

Biological Sciences

Chairperson: Professor Audrey Haschemeyer, Room 819, Phone 570-5331

Graduate Adviser: Professor Rivka Rudner, Room 406A, Phone 570-5557

Minority Biomedical Support Adviser: Professor William D. Cohen, Room 314, Phone 570-5311, 5314

FACULTY

Edward R. Balboni, Associate Professor; PhD, University of Massachusetts; Bioenergetics

Marcia D. Brody, Professor; PhD, University of Illinois; Photosynthesis

Costante Ceccarini, Associate Professor; PhD, Princeton University; Surface Glycopeptides

Richard L. Chappell, Professor; PhD, Johns Hopkins University; Neurophysiology

William D. Cohen, Professor; PhD, Columbia University; Cell Fine Structure

John C. S. Fray, Associate Professor; PhD, Harvard University; Kidney Physiology

S. Marvin Friedman, Associate Professor; PhD, Purdue University; Protein Synthesis

Robert J. Grant, Associate Professor; PhD, Columbia University; Muscle Physiology

Audrey E. V. Haschemeyer, Professor; PhD, University of California, Berkeley; Protein Synthesis

Irwin H. Herskowitz, Professor; PhD, Columbia University; Genetics

Joseph S. Krakow, Professor; PhD, Yale University; RNA Synthesis

Peter N. Lipke, Assistant Professor; PhD, University of California, Berkeley; Cell Surface Biochemistry

Katherine Lyser, Professor; PhD, Radcliffe College; Cell Development

Constance R. Martin, Professor; PhD, State University of Iowa; Endocrinology

Richard C. Mawe, Professor; PhD, Princeton University; Membrane Transport

Harvey Ozer, Professor; MD, Stanford University; Somatic Cell Genetics

Richard G. Piccioni, Assistant Professor; PhD, Rockefeller University; Molecular Biology of Photosynthesis

Shirley Raps, Associate Professor; PhD, University of Illinois; Photosynthesis

Rivka Rudner, Professor; PhD, Columbia University; DNA Synthesis

Ezra Shahn, Associate Professor; PhD, University of Pennsylvania; Thermodynamics

James H. Wyche, PhD; Associate Professor; Johns Hopkins University; Cellular Endocrinology

The Department of Biological Sciences at Hunter College has graduate and postgraduate research programs in the broad interrelated areas of biophysics, biochemistry, cellular physiology, molecular genetics, and cell biology. The student may obtain the MA degree from Hunter College and/or the PhD degree from the City University Graduate School, and is free to participate in the wide range of educational opportunities available at other branches of the City University. The doctoral program is designed to prepare students to cope with the radical changes in direction and experimental approach that will characterize future developments in biology, as well as to train highly qualified research specialists who are fully equipped to teach in a wide variety of university programs in biology.

Twenty renovated laboratories house a complete set of instruments for research. Two electron microscopes, a controlled and automated set of growth chambers for microorganisms, cell culture facilities, two animal rooms, and a greenhouse are available. A departmental machinist and electronics expert operate a fully-equipped shop. There are approximately 30 PhD students in the Department of Biological Sciences at Hunter College. An additional 30 candidates are engaged in full- or part-time MA programs. All of the PhD students and many of the full-time master's students have teaching fellowships. Research Fellowships are available under the Minority Biomedical Support Program and on individual faculty grants.

MASTER OF ARTS

The degree is offered either as a terminal degree or as the first year toward the PhD degree within the university. Introductory and advanced courses are available at Hunter College.

Departmental Requirements for Admission

In addition to the general requirements for admission the following departmental requirements must be met:

1. One year of organic chemistry, including laboratory.
2. One year of college physics.
3. One year of calculus.
4. An undergraduate major in biology, botany, physiology, zoology, chemistry, or physics. A minimum of 18 credits in the area of specialization should be presented. (Chemistry or physics majors must offer at least one year of appropriate life science for admission to any of the majors in the MA program in biological sciences.)

Departmental Requirements for the Degree

Courses The program of course work will be planned with the graduate adviser so that it is concen-

trated in one of these major areas: molecular biology, cell physiology, genetics, developmental biology, animal or plant physiology, or biophysics.

Required Courses

- BIOL 710.13 Molecular Biology Lecture
- BIOL 710.14 Molecular Biology Laboratory (Exemption with graduate adviser's permission)
- BIOL 714.01 Cell Biology
- BIOL 700.05 Genetics

Up to 4 credits of tutorial are acceptable.

Only one 600-level course may be credited toward the degree. (For 600-level courses consult the Programs in Education section.)

Foreign Language The candidate must demonstrate a reading knowledge of one foreign language. The languages are normally French and German but substitutions appropriate to the student's area of interest may be approved.

Comprehensive Examination and Thesis Students may fulfill these requirements for the master's degree through either of the following plans:

Plan A

A minimum of 30 credits of course work plus a passing grade in a comprehensive examination, which may be oral or written or both.

Plan B

1. A minimum of 24 credits of course work plus a passing grade in a comprehensive examination, AND
2. Thesis on an original research problem and a minimum of 6 credits for research. The thesis must be approved by the student's adviser, and it must be defended before a thesis committee.

Doctor of Philosophy

The City University offers courses and research training leading to the PhD degree in biology in the following areas: molecular biology, cell physiology, cytology, developmental biology, biophysics, ecology, animal physiology, and plant physiology. Requirements for admission and further information may be found in the Bulletin of the Graduate School.

COURSE LISTINGS

Prior to registration, students must obtain the approval of the instructor and/or graduate adviser to attend courses. The specific prerequisites listed below are aids for evaluation of the background required.

MOLECULAR AND CELL BIOLOGY

BIOL 710.13 Molecular Biology Lecture. 75 hrs., 5 cr. Prerequisite: one year of organic chemistry. Offered Fa. Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; energy transformations.

BIOL 710.14 (BIOCHEM 711.01) Molecular Biology Laboratory. 105 hrs. lab and conferences, 4 cr. Coreq: BIOL 710.13 or comparable course in Biochemistry. Offered Fa. Current procedures for the study of cell metabolism; proteins, protein and nucleic synthesis, cell surfaces.

BIOL 714.01 Cell Biology. 60 hrs., 4 cr. Prereq: CHEM 100, CHEM 120, PHYS 110, PHYS 111, BIOL 300, BIOL 332 (or equiv.) Offered Sp. In-depth examination of cellular and sub-cellular organization and activity; modern experimental tools and techniques.

BIOL 770.06 (BIO U772 Biological Electron Microscopy) Fine Structure of Cells: Laboratory. 30 hrs. lec./demon., 90 hrs. lab. 4 cr. Prereq: perm. of inst. Offered Fa. The preparation and examination of tissues for analysis of cell fine structure.

BIOL 771.01 Analysis of Mammalian Cells in Tissue Culture. 30 hrs. lec., 60 hrs. lab., 4 cr. Prereq: perm. of instr. Offered Sp. Laboratory and associated lectures on mammalian cells in culture. Cell growth and division, cloning, isolation of mutants, cell hybrids, and autoradiographic analysis.

GENETICS AND DEVELOPMENTAL BIOLOGY

BIOL 700.05 Genetics. 60 hrs., 4 cr. Prereq: undergraduate genetics and molecular biology (or biochemistry). Offered Fa. Classical and molecular genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression.

BIOL 750.03 Developmental Biology. 45 hrs., 3 cr. Prereq: or Coreq: BIOL 710.13, BIOL 714.01. Offered Sp. Embryonic development, gametogenesis, fertilization, induction, cell differentiation and neoplasia.

BIOL 750.04 Laboratory in Developmental Biology. 60 hrs. lab., 2 cr. Prereq: or Coreq: BIOL 750.03. Offered Sp. Modern laboratory techniques for the study of developing systems.

PHYSIOLOGY AND BIOPHYSICS

BIOL 720.01 Animal Physiology. 60 hrs., 4 cr. Prereq: BIOL 710.13 and BIOL 714.01. Not offered 1980-81. Physiological adaptations, neural and chemical control, circulation, respiration, salt and water metabolism, temperature regulation.

BIOL 722.02 Endocrinology. 45 hrs., 3 cr. Prereq: BIOL 710.13 and BIOL 714.01. Offered Fa. Mechanism of action of hormones at the molecular level, and relationship to whole animal physiology.

BIOL 730.01 Plant Physiology. 45 hrs., 3 cr. Prereq: BIOL 710.13 and 714.01 or equiv. Offered Sp. Physiological processes in plants: permeability, absorption, solute translocation, nutrition, respiration, photosynthesis and metabolism.

BIOL 740 Introduction to Biophysics. 45 hrs., 3 cr. Prereq: BIOL 710.13 and BIOL 714.01 and perm. of inst. Not offered 1980-81. Application of physical concepts and experimental methods to biological problems.

BIOL 740.01 Biophysical Techniques in Physiology. 90 hrs. lab., 3 cr. Prereq: BIOL 710.13 and perm. of inst. Not offered 1980-81.

POPULATION BIOLOGY

BIOL 705.03 Evolution. 45 hrs., 3 cr. Not offered 1980-81. Mechanisms and processes of evolution, population genetics, speciation, and mega-evolutionary processes.

BIOL 760.03 Ecology. 45 hrs., 3 cr. Not offered 1980-81. Dynamics, development and distribution of biotic communities and their component species.

SEMINARS

The topics for the seminars listed below are selected by the instructor. They vary each semester.

BIOL 790.01 Seminar in Evolution. 2 hrs. plus conf., 3 cr. Perm. of inst.

BIOL 790.02 Seminar in Genetics. 2 hrs. plus conf., 3 cr. Perm. of inst.

BIOL 790.04 Seminar in Biochemistry. 2 hrs. plus conf., 3 cr. Perm. of inst.

BIOL 790.05 Seminar in Developmental Biology. 2 hrs. plus conf. Perm. of inst.

BIOL 790.06 Seminar in Ecology. 2 hrs. plus conf. Perm. of inst.

BIOL 790.09 Seminar in Biophysics. 2 hrs. plus conf. Perm. of inst.

BIOL 790.21 Seminar in Physiology. 2 hrs. plus conf. Perm. of inst.

BIOL 790.22 Seminar in Animal Behavior. 2 hrs. plus conf. Perm. of inst.

BIOL 790.23 Seminar in Cell Biology. 2 hrs. plus conf. Perm. of inst.

TUTORIALS

BIOL 792 Tutorial. 60 hrs., 4 cr. each semester Tutorial study or laboratory training in an area of biology in which formal course work is not offered. By arrangement with members of the faculty prior to registration.

BIOL 792.01 Tutorial. 30 hrs., 2 cr. each semester. Tutorial study or laboratory training. By arrangement with members of the faculty prior to registration.

MASTER'S RESEARCH (THESIS)

BIOL 799.01, .02, .03 Thesis Research (Masters) for 1, 2 or 3 cr. Individual research by arrangement with members of the faculty prior to registration.

DOCTORAL RESEARCH

BIOL 899 Independent Doctoral Research. 1-10 hrs., 1-10 cr. Hours to be arranged. Individual research for preparation of the doctoral dissertation.

Chemistry

Chairperson: Professor Robert L. Lichter, Room 1407, Phone 570-5666

Graduate Adviser: Associate Professor, David K. Lavalley, Room 1413A, Phone 570-5682

FACULTY

Edward J. Barrett, Professor; PhD, Columbia University; Organic Chemistry

Jacqueline K. Barton, Assistant Professor; PhD, Columbia University; Bioinorganic and Biophysical Chemistry

David L. Beveridge, Professor; PhD, University of Cincinnati; Physical Chemistry

Joseph J. Dannenberg, Professor; PhD, California Institute of Technology; Organic and Physical Chemistry

Jack C. Day, Assistant Professor; PhD, University of California, Los Angeles; Organic Chemistry

Max Diem, Assistant Professor; PhD, University of Toledo; Physical Chemistry

Bernard Greenberg, Assistant Professor; PhD, Pennsylvania State University; Physical Chemistry

Klaus Grohmann, Associate Professor; Dr. rer. nat., University of Heidelberg; Organic Chemistry

William E. L. Grossman, Associate Professor; PhD, Cornell University; Analytical Chemistry

Charles E. Hecht, Professor; PhD, University of Chicago; Physical Chemistry

Horst W. Hoyer, Professor; PhD, University of Southern California; Physical Chemistry

David K. Lavalley, Associate Professor; PhD, University of Chicago; Inorganic and Bioinorganic Chemistry

Robert L. Lichter, Professor; PhD, University of Wisconsin; Organic Chemistry

Louis Massa, Professor; PhD, Georgetown University; Physical Chemistry

Angelo Santoro, Professor; PhD, University of Kansas; Organic Chemistry

William Sweeney, Associate Professor; PhD, University of Iowa; Physical Biochemistry

Maria Tomasz, Professor; PhD, Columbia University; Biochemistry

M. H. J. Wijnen, Professor; DSc, University of Louvain; Physical Chemistry

MASTER OF ARTS

The MA in chemistry is no longer offered. Students are encouraged to apply directly to the PhD program, which is offered through the City University Graduate Center, although the PhD Dissertation research may be carried out in the Hunter College Department of Chemistry. Contact the graduate adviser for further information.

The department participates with the Department of Biological Sciences in an interdisciplinary program offering the master's degree in biochemistry (see biochemistry listing).

COURSE LISTINGS

CHEM 620 The Chemistry of Environmental Pollution. 30 hrs., 2 cr.

CHEM 640 Biochemistry I and CHEM 641 Biochemistry II. (See biochemistry.)

CHEM U790 Basic Laboratory Techniques for Research. 15 hrs. lec., 105 hrs. lab, 4 cr.

CHEM U795 First Level Doctoral Laboratory Research. Hours to be arranged, variable credit.

CHEM U810.1-U810.4 Research for the Doctoral Dissertation. Credits variable.

Courses offered at the City University Graduate Center. Consult the graduate center's course schedule for times and instructors.

CHEM U710 Advanced Inorganic Chemistry. 45 hrs., 3 cr. Prereq: an advanced undergraduate course in inorganic chemistry or quantum chemistry.

CHEM U730 Polymer Chemistry. 45 hrs., 3 cr.

CHEM U740 Advanced Methods of Chemical Analysis. 45 hrs., 3 cr.

CHEM U750 Advanced Organic Chemistry I (Physical Organic). 45 hrs., 3 cr.

CHEM U751 Advanced Organic Chemistry II (Organic Synthesis). 45 hrs., 3 cr. Prereq: CHEM U750 or perm. of the executive officer.

CHEM U752 Quantum Organic Chemistry. 45 hrs., 3 cr. Prereq: CHE U750 and CHE U760.

CHEM U760 Introductory Quantum Chemistry. 45 hrs., 3 cr.

CHEM U761 Spectroscopy. 45 hrs., 3 cr. Prereq: CHEM U760 or the equiv.

CHEM U770 Chemical and Statistical Thermodynamics. 45 hrs., 3 cr.

For advanced courses see the Bulletin of the Graduate School.

Classics

Chairperson: Professor Tamara M. Green, Room 917, Phone 570-5716

The Hunter College Classics Department participates in a joint MA program based at the City University Graduate Center.

Information concerning degree requirements, courses, etc., may be obtained from Professor Jacob Stern, Executive Officer, 33 West 42 Street, New York, N.Y. 10036. Phone 790-4477 or 790-4284.

Communications

Chairperson: Professor Robert Henry Stanley, Room 334A, Phone 570-5725

The Department of Communications will not be offering graduate level courses for the 1981-82 academic year. However, a new program of study may be offered the following year. Please write to Professor Stuart Ewen, Department of Communications, Hunter College, 695 Park Avenue, New York, N.Y. 10021, for further details.

Computer Science

Chairperson: Professor T. C. Wesselkamper, Room 1236, Phone 570-5265

FACULTY

Daniel I. A. Cohen, Associate Professor; PhD, Harvard; Combinatorial Algorithms, Artificial Intelligence

Richard Rosenberg, Assistant Professor; PhD, New York University; Recursive Function Theory, Theory of Computation

Howard A. Rubin, Assistant Professor; PhD, City College of the City University of New York; Computer-aided Instruction, Operating Systems, Data Base Management

Jose M. S. Simoes-Pereira, Associate Professor; PhD, University of Coimbra (Portugal); Graph Theoretic Algorithms
T. C. Wesselkamper, Professor; PhD, University of London; High Level Languages, Models of Process Behaviour, Multiple-valued Switching Theory

Christina Zamfirescu, Assistant Professor; PhD, University of Aachen (W. Germany); Operations Research and Development of Algorithms

From February 1, 1981 the Department of Computer Science is a separate department from the Department of Mathematical Sciences. The Computer Science Department expects to begin to offer the Master of Arts in Computer Science degree in September, 1982.



Economics

Chairperson: Professor Marjorie Honig, Room 934, Phone 570-5765

Graduate Adviser: Professor Laura Randall, Room 717, 790 Madison Avenue, Phone 570-5901

FACULTY

Rachel Boaz, Associate Professor; PhD, Johns Hopkins University; Medical Care, Labor, Quantitative Analysis

Herbert G. Geyer, Professor; PhD, Goethe University; Public Finance, Macroeconomic and Microeconomic Theory

Arthur Gruen, Assistant Professor; PhD, Tufts University; Microeconomics, International Trade, Urban

Marjorie Honig, Associate Professor; PhD., Columbia University; Labor, Retirement Behavior and Microeconomics

Paul S. Kirshenbaum, Associate Professor; PhD, New York University; Statistics, Mathematical Economics

Laura R. Randall, Professor; PhD, Columbia University; Latin American Economic Development, Economic History

Bernard Shull, Professor; PhD, University of Wisconsin; Money and Banking, Monetary Theory, Government Regulation

Kenneth H. Smith, Professor; PhD, University of Oklahoma; International Trade Theory and Policy, Economic History

Ronald G. Smith, Professor; DBA, Louisiana State University; Finance, Management

James M. Suarez, Associate Professor; PhD, Columbia University; Public and Corporate Finance, Management, Industrial Organization

MASTER OF ARTS

The Hunter MA degree in economics provides rigorous training in theoretical and applied economics and in quantitative methods. The program prepares graduates for a wide variety of professional positions in the private and public sectors and may be designed as a terminal degree or a foundation for more advanced graduate study. Courses are open to all qualified graduate students in degree and non-degree programs. Students may specialize in any of the several areas listed below. (There is no foreign language requirement for the MA in economics.)

Students in the PhD program at the City University Graduate Center who wish to complete the MA at Hunter College may transfer credits in accordance with the rules established by the Board of Trustees.

Departmental Requirements for Admission

In addition to the general requirements for admission, applicants must take the Graduate Records Examination in economics; and provide two letters of recommendation, one of which should be from a member of an economics department. Applicants who have completed their undergraduate work in a language other than English must take the Test of English as a Foreign Language and achieve a score of 550.

Departmental Requirements for the Degree

Of the 30 credits required for the degree, at least 24 credits must be devoted to courses in economics. All candidates are required to complete ECO 700 and one of the following: ECO 701, ECO 704, or ECO 710 to fulfill the Economic Theory requirement; and ECO 720 and one of the following: ECO 721, ECO 723, or ECO 728 for the Quantitative requirement; and ECO 791 in conjunction with preparation of the master's thesis. Concentration of 9 credits in any one of the following areas is also required:

1. Economic Theory and History of Economic Thought

ECO 701	Economic Analysis II
ECO 703	Development of Economic Thought
ECO 704	Contemporary Economic Thought
ECO 710	Income Determination
ECO 723	Time Series and Forecasting

- ECO 728 Econometrics
 ECO 729 Economic Models
 ECO 735 Comparative Economic Systems

2. Labor Economics

- ECO 760 Labor Economics
 ECO 761 Economic Policies of Trade Unions
 ECO 762 Collective Bargaining and Arbitration
 ECO 764 Economics of Social Security
 ECO 765 Comparative Industrial Relations

3. Economic Policy

- ECO 702 Economics of Consumption
 ECO 713 Monetary Theory and Policy
 ECO 714 Public Finance
 ECO 740 International Economics: Theory and Policy
 ECO 750 Business Enterprise and Public Policy

4. Economic History and Development

- ECO 733 American Economic History
 ECO 734 European Economic History
 ECO 736 The Soviet Economy: Principles and Practice
 ECO 738.1 Economic Development of Latin America
 ECO 738.2 Economic Development of Africa
 ECO 738.3 Economic Development of Asia

5. Applied Economics

- ECO 723 Time Series and Forecasting
 ECO 728 Econometrics
 ECO 750 Business Enterprise and Public Policy
 ECO 771 Operations Analysis
 ECO 772 Systems of Economic Measurement
 ECO 781 Economics Seminar (when topics are in an applied economics field: management, marketing, finance)

Any course selected to satisfy the Economic Theory or Quantitative requirement cannot be counted as a course for specialization in area 1 or area 5 above.

Master's Comprehensive Examination Each candidate for the MA degree must satisfactorily complete comprehensive examinations in the required area of concentration, economic theory, and quantitative fields. In the latter two fields the examination is related to that advanced course work that the student has selected to satisfy requirements in these fields and must be taken within one year of completion of course work.

Students who receive a letter grade of A for courses in which they are to be tested may be granted exemption from taking the comprehensive examination on approval by the graduate adviser.

Master's Thesis All candidates must submit a satisfactory master's thesis to be prepared under the supervision of a member of the faculty.

Because of pending changes in requirements for the MA program, students should consult the graduate adviser.

COURSE LISTINGS

Each 45 hrs. incl. conf., 3 cr.

ECO 700 Economic Analysis I. Offered Sp. Supply and demand analysis; the economics of households and firms;

determination of factor prices under varying market structures.

ECO 701 Economic Analysis II. Prereq: ECO 700. Special price formation problems; stability criteria; polyperiodic allocation theory; capital theory; welfare economics; general equilibria.

ECO 702 Economics of Consumption. Determinates of consumption and savings; microeconomic analysis of consumption; integration of consumption theory and macroeconomic analysis.

ECO 703 Development of Economic Thought. History of economic doctrines from the mercantilists to recent economic theory.

ECO 704 Contemporary Economic Thought. An expository and critical survey of recent economic theories.

ECO 710 Income Determination. Offered Fa. Determinants of national income, output, and employment, including business cycle theories and public and private policies to stabilize employment and prices.

ECO 713 Monetary Theory and Policy. Factors determining the demand for and supply of money; theories of the rate of interest; issues of monetary policy.

ECO 714 Public Finance. Prereq: ECO 700. Scope and optimum levels of fiscal activity. Principles of taxation; economic and equity aspects of various taxes; tasks, goals and instruments of compensatory finance; public debt policies.

ECO 720 Economic Statistics I. Prereq: Mathematics through integral calculus. Probability theory; random variables and probability distributions; expected values; sampling and sampling distributions; evaluation of a test; statistical estimation; hypothesis testing.

ECO 721 Economic Statistics II. Prereq: ECO 720. Review of estimation and hypothesis testing. Simple linear regression; non-linear regression; multiple regression; chi squares; inferences; non-parametric methods.

ECO 723 Time Series and Forecasting. Prereq: ECO 720. Significance tests for components of time series; growth curves and trend fittings; decomposition; economic indicators and diffusion indexes; forecasts of economic indicators.

ECO 728 Econometrics. Prereq: ECO 700 and ECO 720. Econometric methods for single equation models. OLS, GLS and problems with heteroscedasticity; discrete dependent variables and distributed lags.

ECO 729 Economic Models. Offered Fa. Applications of differential and integral calculus and linear algebra to economic problems.

ECO 733 American Economic History. Evolution of the American economy since the colonial period. The rise of manufacturing, urbanization, and the role of government; trends in resource mobilization, allocation, productivity and distribution.

ECO 734 European Economic History. Evolution of European economies since 1750; industrialization, trade, and concomitant changes in economic institutions; trends in resource mobilization, allocation, productivity and distribution.

ECO 735 Comparative Economic Systems. Capitalism and other methods of organizing economic activity with special emphasis on the price system and central planning.

ECO 736 (RAS 721) The Soviet Economy: Principles and Practice. The resource base; analysis of development and functions of Soviet economic institutions; theory and prac-

tice of central planning; performance and evaluation of the Soviet economy since 1917; trends and prospects.

ECO 737 (RAS 722) Economic Relations of the Soviet Bloc. Economic conditions, trade and aid relations among the countries of the Soviet bloc; theory and practice of bloc integration; economic relations with the non-Soviet world.

ECO 738.50 Economic Development of Latin America. Economic theories, policies, and world conditions influencing the economic policies and economic development of Latin American nations.

ECO 738.51 Economic Development of Africa. Economic theories, policies, and world conditions influencing the economic policies and economic development of African Nations.

ECO 738.52 Economic Development of Asia. Economic theories, policies and world conditions influencing the economic policies and economic development of Asian nations.

ECO 740 International Economics: Theory and Policy. International trade theory and analysis of current economic problems; terms of trade; balance of payments; trade regulations and policies, international financial institutions, foreign aid and regional integration.

ECO 750 Business Enterprise and Public Policy. An examination of policy influences on business decision making and operation in a "mixed" economy. The topics include the relationships between market structure, business conduct and market performance.

ECO 760 Labor Economics. The economic theory and research on differences in employment and compensation (e.g. effects of demographic characteristics, human capital, labor unions, and income maintenance policies.)

ECO 761 Economic Policies of Trade Unions. Evolution of trade unionism in the United States. Analysis of union government, strategy, economic objectives and political action.

ECO 762 Collective Bargaining and Arbitration. Techniques and procedures of collective bargaining, including negotiations, drafting and administration of contracts. Major substantive issues and methods for settling disputes; special emphasis on techniques of arbitration.

ECO 764 Economics of Social Security. Economic foundations of social insurance and income maintenance programs; objectives and achievements in relation to individuals, firms, and the economy.

ECO 765 Comparative Industrial Relations. Development and operation of systems of labor-management relations in selected countries, with special attention to common and contrasting features and their economic significance.

ECO 766 Economics of Housing. Housing stockpile; standards; characteristics and fluctuations of costs; housing by private industry; government programs; cooperatives; future trends.

ECO 771 Operations Analysis. The use of analytical tools and concepts of economics in making rational decisions in operations management with the inclusion of risk and uncertainty.

ECO 772 Systems of Economic Measurement. Systems of economic measurement, estimation and computation of income flows and asset values for micro- and macroeconomic units.

ECO 781 Economics Seminar. Special topic and research in the field of economics. May be repeated for credit by permission of the Department Chairperson or Graduate Adviser.

ECO 791 Thesis Research. 3 cr. Preparation of an acceptable master's thesis under faculty supervision. (Required of all candidates for the master's degree in economics. A candidate should register for this course only once and credit will not be granted until the thesis is accepted.)

Course Offered in Cooperation with the School of Health Sciences

ECO 652 Economic Aspects of Environmental Control: Social Versus Private Returns. Prereq: Course work in basic economics or its equivalent is required. Economic analysis of the impact of production and consumption techniques in various socio-economic systems upon natural resources, population and the human environment.

Programs in Education

DIRECTORY

Dean: Hugh J. Scott

Associate Dean: Marguerite M. Wilke

Office of Educational Services: Marvin R. Wayne

Office of Teacher Placement: Sally-Anne Milgrim

Departmental Chairpersons

Curriculum and Teaching: Lois A. Beilin, Room 604, Phone 570-5433

Educational Foundations: Gordon Fifer, Room 942, Phone 570-5003

Health and Physical Education: Thomas Burke, Room 435, Phone 570-5023

Home Economics: Mary Ludden, Room 526, Phone 570-5288

Graduate Programs

College Counseling and Student Development: Linda Scheffler, Room 928, Phone 570-5008

Dance Therapy: Claire Schmais, Room 623 BL, Phone 481-4347

Elementary and Early Childhood Education:

Specializations

Bilingual: Jose Vazquez, Room 804 BL, Phone 481-5073

Corrective and Remedial Reading: Miriam Balmuth, Room 625, Phone 570-5615

Early Childhood and Elementary: Consult adviser in Room 612

Gifted and Talented: Louise Fox, Room 528, Phone 570-5164

Human Development and Learning: consult your adviser

Mathematics: John Niman, Room 905, Phone 570-5531

Individualized Program: Marvin R. Wayne, Room 612, Phone 570-5474-5

Guidance and Counseling: Marion Klutch, Room 929, Phone 570-5007

Health and Physical Education: Richard Havel, Room 432, Phone 570-5021

Home Economics Teacher Education: Irene von Cseh, Room 526, Phone 570-5288

Nutrition: Karen O'Brien, Room 526, Phone 570-5288

Rehabilitation Counseling: Joan Buxbaum, Room 928, Phone 570-5008

Secondary: Social Studies, Science, and Mathematics: Joan Dye, Room 612, Phone 570-5880

Special Education: Shirley Cohen, Room 705 BL, Phone 481-5061
 Supervision and Administration—6th Year Certificate: Elizabeth Hunter, Room 722, Phone 570-5018
 Teaching English as a Second Language: Nancy Frankfort, Room 608, Phone 570-5797

FACULTY

Miriam Balmuth, Professor; PhD, New York University
Ellis Barowsky, Associate Professor; PhD, City University of New York
Lois Beilin, Associate Professor and Chairperson, Curriculum and Teaching; EdD, Columbia University
Elaine Block, Professor; PhD, University of Wisconsin
Louise Boedeker, Associate Professor; PhD, University of Minnesota
Thomas R. Burke, Associate Professor and Chairperson, Department of Health and Physical Education; EdD, Teachers College, Columbia University
Joan Buxbaum, Associate Professor; PhD, Columbia University
Mary O. Cameron, Associate Professor; PhD, Indiana University
Harry J. Clawar, Associate Professor; PhD, Temple University
Shirley Cohen, Associate Professor; PhD, Columbia University
David Cooper, Professor; EdD, Stanford University
Eileen Cowe, Associate Professor; EdD, Columbia University
Judith E. Dederick, Associate Professor; PhD, Teachers College, Columbia University
Elliot C. Derfler, Associate Professor, MA, Teachers College, Columbia University
Joan Dye, Associate Professor; EdD, New York University
Rosa Estades, Associate Professor; PhD, New School for Social Research
Gordon Fifer, Professor and Chairperson, Educational Foundations; PhD, Columbia University
Paula Fishman, Instructor; MS, Columbia University
Louise W. Fox, Associate Professor; PhD, Columbia University
Nancy Frankfort, Associate Professor; EdD, New York University
Sr. Rosemary Gaffney, Assistant Professor; PhD, City University of New York
Mae Gamble, Associate Professor; EdD, Columbia University
Katherin Garnett, Associate Professor; EdD, Columbia University
Lawrence Goldstein, Associate Professor; PhD, New York University
Franklyn R. Greenberg, Assistant Professor; EdD, Temple University
Monroe Grossman, Associate Professor; EdD, Columbia University
Richard C. Havel, Professor; EdD, Teachers College, Columbia University
Maureen Herman, Assistant Professor; EdD, Columbia University
Susan Higgins, Associate Professor; EdD, Columbia University

David Julian Hodges, Associate Professor; PhD, New York University
Jack T. Huber, Professor; PhD, Columbia University
Elizabeth Hunter, Professor; EdD, Columbia University
Carl T. Johnson, Associate Professor; MSW, Columbia University
Harold Judenfriend, Professor; PhD, University of Connecticut
Marion Klutch, Associate Professor; EdD, New York University
Nana Koch, Assistant Professor; MA, Adelphi University
Evelyn Kugler, Professor; EdD, Columbia University
Lisa Kuhmerker, Associate Professor; PhD, Yale University
Vera Kwochka, Associate Professor; EdD, Columbia University
Harold S. Ladas, Professor; PhD, Columbia University
Elizabeth Lawlor, Associate Professor; EdD, Columbia University
Mary C. Ludden, Associate Professor; PhD, New York University
Marsha Mead Lupi, Instructor; MS, Hunter College
Maurice M. Martinez, Associate Professor; PhD, University of Michigan
Harry L. Miller, Professor; PhD, Teachers College, Columbia University
John Niman, Professor; PhD, Columbia University
Karen O'Brien, Instructor; MA, Hunter College
Alfred Pasteur, Associate Professor; PhD, Northwestern University
Herbert Perr, Associate Professor; MA, Hunter College
Elsie Pleasants, Assistant Professor; PhD, Columbia University
Phyllis Pottinger, Instructor, MS, Hunter College
Migdalia Romero, Lecturer; MA, New York University
Myrtle L. Reiner, Associate Professor, PhD, New York University
Bernice Samalonis, Professor; PhD, University of Illinois
Ramon Sanchez, Associate Professor; EdD, Columbia University
Linda Scheffler, Associate Professor; PhD, University of Michigan
Claire Schmais, Associate Professor, PhD, Antioch College
Bernard Schneider, Associate Professor; EdD, Columbia University
Nancy Schueler, Professor; EdD, Columbia University
Stanley J. Segal, Professor; PhD, University of Michigan
Rosanne Silberman, Assistant Professor; EdD, Columbia University
Richard Smolens, Associate Professor; EdD, Columbia University
Dorothy J. Susskind, Professor; PhD, Yeshiva University
Margot Tallmer, Professor; PhD, Yeshiva University
Andre Thibodeau, Associate Professor; EdD, Boston University
William Taussig, Assistant Professor; PhD, New York University
Jose Vazquez, Professor; MA, Columbia University

Irene von Cseh, Associate Professor; EdD, Columbia University

Sinai Waxman, Professor; PhD, New York University

Marvin R. Wayne, Associate Professor and Director, Office of Student Services; EdD, New York University

Fred Wertzer, Assistant Professor; EdD, Teachers College, Columbia University

Gloria Wolinsky, Professor; EdD, Columbia University

Julia Wu, Associate Professor; PhD, Ohio State University

Edward J. Yarosz, Associate Professor; EdD, Rutgers University

Sue Rosenberg Zalk, Associate Professor; PhD, Yeshiva University

Hunter College began its history in 1870 exclusively as a teacher education institution. The intervening century has witnessed a wide extension of the functions of the college, but the teacher education mission has increased in scope and complexity and continues to enroll a large proportion of the student body, graduate and undergraduate. It would be difficult to find a public school in New York City which does not have some Hunter College graduates on its faculty. More than any other institution, Hunter College has staffed the schools of the city, and the public school system counts among its teachers and administrators at all levels many Hunter alumni. An increasing number of Hunter graduates have taken positions in the larger metropolitan area and in other regions of the United States. A substantial fraction of the graduate enrollment in teacher education is comprised of teachers from school districts outside the city.

The Division of Programs in Education is comprised of the departments of Curriculum and Teaching, Educational Foundations, Health and Physical Education, Home Economics, and Academic Skills.

Master's degrees are offered for teachers completing their preparation in elementary and secondary education. The elementary program leads to permanent certification, nursery through grade 6, and permits specialization in early childhood education, corrective reading, bilingual teaching, mathematics education, and human development and learning. In secondary education, majors may be pursued in such areas as art, biology and general science, chemistry and general science, English, foreign languages, mathematics, music, health and physical education, social studies, speech, and the teaching of English as a second language. The MS in education is offered in special education, guidance and counseling, college counseling, rehabilitation counseling, and dance therapy. An MS degree in nutrition is also available.

A certificate of advanced study is offered in educational administration and supervision.

The graduate program in teacher education is planned to extend the competence of the classroom teacher, to provide training for specialized school personnel, and to establish a base for research skills in educa-

tion. It is designed for students who have completed an undergraduate program of teacher preparation including the general education, academic specialization, and professional foundation needed by the beginning teacher. The program reflects the underlying principle that teacher education is an integral process involving both the pre-service preparation of the new teacher and continuing study by the provisionally qualified teacher in the field who is aware of further professional needs. Accordingly, all phases of the graduate program offer opportunities for greater mastery of academic disciplines, continued development of professional theory and practice, study of problems confronting the teacher in the classroom and schools at large, and the building of competence for research on educational and academic problems. Most programs lead to the New York State permanent certificate.

The Teacher Education Program at Hunter College has taken national leadership in research on, and preparation of teachers for, education in disadvantaged areas. Opportunities are offered to students through participation in research programs, enrollment in special summer institutes, and studies in degree programs that focus on problems of urban and suburban schools. As part of this program, students may give special emphasis to bilingual teaching for non-English speaking children.

Hunter College Elementary School and Hunter College High School provide resources for demonstration and for direct observation of children from nursery school through the twelfth grade. The two institutions are campus schools with an international reputation for exploration of programs for gifted children. These facilities are available for demonstration, student teaching, internships, and research related to the primary functions of the schools.

Additional public schools in New York City cooperate with Hunter College as "affiliated schools" for research, demonstration, teacher preparation, and in-service education.

An important component of the education division is the special education program. This program enjoys close association with public schools and serves a wide student body drawn from many parts of the world. Specialized curricula are offered for teachers of children with a variety of physical and perceptual handicaps, the mentally retarded, and the emotionally disturbed.

Hunter College participates in the doctoral program in educational psychology offered through the Division of Teacher Education of the City University of New York at the Graduate Center.

For candidates who are not preparing for certification in New York or surrounding states a special program leading to a Master of Science in Education may be planned on an individual basis.

Research in Teacher Education An extensive program of research in teacher education has attracted

substantial support from federal, state, and private sources. Projects currently in process include research in bilingual education, improvement of teaching of reading and science in urban schools, and preparation of teachers for the handicapped. These projects afford graduate students an opportunity for advanced training in research.

Certification In general, teacher education programs described in this bulletin have been approved by the New York State Department of Education for permanent certification.

In most programs students must present the equivalent of provisional certification for matriculation. The graduate program, built upon pre-matriculation requirements, meets state standards for permanent certification. Students interested in securing the state certificate should make an appointment to see the certification adviser in the Office of Educational Services, room 612. U.S. citizenship is required for permanent certification. Students must make application for certification through the office of the Registrar.

Teacher Centers The Teacher Centers offer weekly sessions in a variety of curriculum areas for 1, 2, or 3 credits. Anyone who cares to audit any session is welcome. Consultants from inside and outside the college provide ideas and help to participants.

The Teacher Center for Teachers of Gifted and Talented operates at the Hunter Campus Schools, Tuesdays from 3-5:30 p.m. The Teacher Center at Hunter College is located in Room 519 HC, and is open on Wednesdays 1-6 p.m.

Teacher Placement The Office of Teacher Placement, room 612, provides professional teacher placement services for those students who are:

1. Fully matriculated students enrolled in teacher education programs leading to a master's degree who have completed 12 credits of graduate work at Hunter College.
2. Graduates of the college who have completed the college's courses in student teaching, and who meet the requirements for New York State provisional or permanent certificate.
3. Graduates who were awarded a master's degree on completion of one of the college's teacher education graduate programs.

The College Library The main library is located on the 10th and 11th floors of the Park Avenue building.

Special Collections and Facilities Located in the Main Library

A Graduate Reading Room, 11th floor, houses a non-circulating collection of core reference books and collateral course reading materials for the master's and doctoral programs.

The Teacher Central Laboratory, an education library strong in curriculum, text book, and professional

materials, is located on the 11th floor. There is a special collection for teaching of foreign languages and a collection of prints and photographs. A regional special education materials center is located at 440 E. 26 Street.

Language Laboratory The Language Laboratory serves students of all foreign languages taught at Hunter: Chinese, French, German, Greek, Hebrew, Italian, Latin, Russian, and Spanish. The Language Laboratory is located in room 1100D.

Matriculation Requirements Matriculation is open to graduates of accredited institutions acceptable to Hunter College who hold baccalaureate degrees, and meet established standards in general education, areas of specialization, and professional preparation. See programs for specific requirements*.

A report of the Test of English as a Foreign Language (TOEFL) is required of all applicants who have not studied in English-speaking countries. Such students are advised to take these tests no later than April for September admission and October for February admission. Information about TOEFL and/or GRE can be obtained by writing to: Educational Testing Service, Princeton, New Jersey 08540, U.S.A.

Candidates must meet the following specific requirements:**

1. *Common Professional Requirements:*

Completion of a basic course or courses in each of the following four professional areas: social, historical, or philosophical foundations of education; psychological foundations; methods of teaching***; and student teaching. (For exemption, see note under "Matriculation with Conditions.")

2. *Specialized Requirements for Various Curricula:*

A. In the fields of elementary education (including early childhood), the satisfactory completion of an acceptable sequence of elementary professional courses approved by the appropriate college authority.

B. In the field of special education, the satisfactory completion of an acceptable sequence of elementary professional courses approved by the appropriate college authority or the completion of an acceptable sequence of secondary professional courses plus method courses in language arts and mathematics at the elementary school level.

Matriculation with Conditions A student who is otherwise qualified but who has not completed the courses prerequisite to matriculation may be admitted to

*All academic work, undergraduate and graduate, taken prior to application for matriculation, is evaluated and considered.

**Departmental requirements are in addition, and programs in nursing, nutrition, and rehabilitation counseling have special admissions requirements.

***In secondary education, this requirement includes methods of teaching the candidate's subject.

matriculation with conditions under the following circumstances:

1. Deficiencies do not exceed 12 credits in TEP (6 cr. in the nutrition program).
2. Work on conditions must begin in the first semester and be completed in no more than three consecutive semesters.

Students will be required to pay the usual fees for courses taken for the removal of conditions. Courses taken to remove matriculation conditions will not be credited toward a master's degree.

Students wishing to enroll in student teaching must apply to the Student Teaching Office, room 612, in October or February before the semester in which they wish to do their student teaching. Only matriculants with a condition in student teaching may apply.

Note: Students admitted with the condition in student teaching who have had at least one full year of regular teaching experience may be granted a waiver of the requirement. Immediately after initial registration as matriculants students should obtain in room 612 the request for waiver of student requirement form and mail it to the principals of the schools in which they have taught, or are currently teaching. Principals should send directly to the Office of Educational Services a statement certifying to the amount of the applicant's teaching experience, and the quality of their teaching services, along with the request for waiver form.

Matriculation in Specially Planned MS in Education Programs Special programs may be planned for qualified students who are not seeking state certification and whose professional needs are better satisfied by a more individualized curriculum than those in the graduate Teacher Education Program.

Programs paralleling certain teacher education curricula are designed for students in the individualized MS in education program. When they apply for admission, candidates are asked to indicate their particular area of interest and, if approved, are assigned to an adviser who plans a special program with the newly admitted matriculant.

Applicants for these programs must present a bachelor's degree from an accredited college or university with evidence of completion of a course in each of the following (or equivalent): general psychology, educational psychology, history of education, principles of education, methods of teaching. In all cases, candidates' total academic record will be evaluated to determine whether they are qualified to undertake graduate study in education.

Students who are otherwise qualified but who have not completed courses considered necessary for matriculation may be admitted to matriculation with conditions if such deficiencies do not exceed 6 credits.

Degree Requirements

A minimum of 30 credits earned in graduate courses in an approved curriculum is required for the master's degree. (See time limit section for additional requirements for students exceeding the five-year limit.) To qualify for a master's degree, students must meet a minimum requirement of 3.0 in graduate courses and conditions. Since most courses in education require either previous or concurrent full-time teaching experience, students should not expect to complete their master's degree requirements in one year's full-time attendance immediately after taking their undergraduate degree.

In some areas of study, a candidate may also be required to pass a comprehensive examination and/or to submit a thesis or contribution in the field of specialization acceptable to the proper college authority. Candidates should consult the department chairpersons or advisers concerning the comprehensive examination, the thesis requirements, or contribution in the field at least one year in advance of the expected date of graduation.

In curricula where a thesis is required, the student must file two approved copies with the chairperson of the department. The thesis is to be typewritten on good quality paper 8½ × 11 inches, and bound within a hard cover. The title page should show the title of the thesis, the name of the author, the date, and the statement "submitted in partial fulfillment of the requirements for the master's education programs." Candidates permitted to offer theses or contributions in their fields should present the finished copies to the department chairperson or adviser concerned in time for the chairperson or adviser to evaluate the work and record the final grade in advance of the last day of classes.

Comprehensive Examination A comprehensive examination may be required of MS in education candidates in specified programs. Students must consult appropriate pages of this bulletin for requirements in areas of specialization.

Students may call the Office of Educational Services or their major department if they have questions concerning the comprehensive examination.

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.

Time Limit Candidates for the master's degree in the Teacher Education Program must complete their program within a maximum of five years from the date of matriculation. Students may be granted a leave of absence by the director of educational services for severe 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, with or without prior approval, may be required to take more than 30

credits normally required for the degree. Course credits which are more than five years old at the time the degree is to be awarded are not applicable to the degree.

Matriculated students who do not enroll in courses, apply for a leave of absence, or register to maintain matriculation during the fall and spring terms lose their status as matriculants. If later readmitted to matriculant status, this period of absence without leave is included within the five-year period within which the requirements for the master's degree are to be completed.

Graduation All applicants for graduation must file a formal application for graduation in the Office of the Registrar, room 217, before the announced deadline.

Limitations on Number of Credits Taken Each Semester

Students in full-time attendance at Hunter College may take no more than 15 credits of graduate work in any semester; 12 credits constitute a full program.

Students who hold a full-time teaching or other position may take not more than 6 credits of graduate work in any semester except with permission.

Students holding student visas are required to carry a full program of studies (12 credits) each semester.

Status and Tuition

Students enrolled in courses which are part of a curriculum leading to the master's degree in the Teacher Education Program shall have the status of matriculant, or that of nonmatriculant.

All students, whether matriculated or non-matriculated, must pay the regular tuition and consolidated fee.

Applicants who have previously been awarded a master's degree, whether by a college administered by the Board of Higher Education or by some other college, and who meet the matriculation requirements, may be enrolled as degree candidates in a graduate teacher education program, provided that the area of specialization is different from that studied for the earlier master's degree.

Students who have been matriculated for another master's degree may, on application, be admitted to a curriculum leading to the master's in the Teacher Education Program. Students who have been matriculated for the master's degree in the Teacher Education Program may, on approval, transfer to a different curriculum leading to that degree.

Students admitted to candidacy to an advanced certificate program (educational supervision and administration) have the status of regular tuition-paying matriculant.

Transfer of Credit

Students may apply for transfer of graduate credit

satisfactorily completed at other accredited institutions with the following limitations:

- Not more than 12 credits can be allowed for courses completed in senior colleges of the City University of New York and/or other institutions.
- At least half the credits in the subject-matter content courses and half the credits in the professional content courses required for the degree must be taken at Hunter College.
- The course or courses for which transfer credit is sought must have been completed within 5 years preceding the time when the degree will be awarded.
- Application for transfer of course credits taken prior to matriculation must be made in the student's second term in attendance as a matriculant. Transfer of credit taken on permit in other universities during the period of matriculation must be requested within one year of completion of such credits.
- Courses taken on permit at another unit of the City University during a student's matriculation at Hunter College are included in the maximum of 12 credits which may be transferred to their Hunter record.
- Students who are admitted or readmitted after having taken courses as non-matriculants must also make application for transfer of those credits to the matriculated record.
- Grades of less than satisfactory graduate performance (i.e., C or below) may not be transferred.

In each case, the appropriate Hunter College authority will apply these regulations after the student has been matriculated for one term.

Applications for transfer of credit may be obtained and filed in room 217.

Non-Matriculated Students

Qualified students who do not meet requirements of matriculation initially may be admitted as non-matriculated graduate students. Acceptance to non-matriculated status does not imply ultimate acceptance to matriculated status.

To be considered for possible subsequent matriculation, a non-matriculated student must have maintained an average of B (3.0) in a minimum of 9 graduate credits in his special teaching field taken at Hunter College.* This requirement is in addition to general and departmental admission requirements for matriculation, and can be used as a substitute for the requirement relating to undergraduate achievement.

Not more than 9 credits earned as a non-matriculant may be approved for transfer to the record of a stu-

*Candidates for MS in nutrition: an average of B (3.0) in a minimum of 8 graduate credits in nutrition.

Candidates for MS in special education: an average of B+ (3.2) in a minimum of 9 graduate credits in special education.

dent accepted as a matriculant. No C grades are transferable.

Acceptance to non-matriculant status does not imply approval to take any specific course. This approval rests solely with the department involved.

Students holding a baccalaureate degree or its equivalent from any accredited institution acceptable to Hunter College may, in order to complete teacher certification requirements, enroll for 30 credits as a non-matriculant in teacher education, subject to availability of space and provided that they maintain a minimum index of 2.5 in graduate work.

DEPARTMENTS AND OFFERINGS

See particular program listing for entrance requirements, degree requirements and course descriptions.

DIVISION OF PROGRAMS IN EDUCATION

Department of Curriculum and Teaching and Department of Educational Foundations

MS in Elementary Education with specializations in:
 Bilingual Gifted and Talented
 Corrective Reading Human Development and Learning
 Early Childhood Mathematics
 General Elementary Individualized Program

MA in Secondary Education (TEP) offered with departments in other divisions in the following areas:

- | | |
|---------------------------|--|
| 1. Anthropology | 14. Political Science |
| 2. Art | 15. Psychology |
| 3. Classics | 16. Romance Languages |
| 4. Economics | 17. Russian Studies |
| 5. English | 18. Science (General) and Biology |
| 6. Geology and Geography | Science (General) and Chemistry |
| 7. German | 19. Social Studies |
| 8. Hebrew | 20. Sociology |
| 9. History | 21. Speech (Department of Communications) |
| 10. Linguistics | 22. Speech and Hearing Handicapped (School of Health Sciences) |
| 11. Mathematics | |
| 12. Music | |
| 13. Physics and Astronomy | |

Department of Curriculum and Teaching

MA in Teaching English as a Second Language
 MS in Special Education with specializations in the following areas:

- Visual Handicaps
- Deaf and Hearing Impairment
- Severely and Multiply Handicapped
- Learning Disabilities
- Physically Handicapped
- Emotionally Disturbed
- Mentally Retarded

Sixth Year Certificate in Supervision and Administration with specialization in Bilingual, Special Education, and General School Administration

Department of Educational Foundations

College Counseling and Student Development (MA)
 Guidance and Counseling (MS)
 Rehabilitation Counseling (MS)

Department of Health and Physical Education

Program in Physical Education (MS)
 Program in Health Education (MS)
 Program in Dance Therapy (MA)

Department of Home Economics

Program in Nutrition (MS)
 Program for Teachers of Home Economics (MS)

DEPARTMENT OF CURRICULUM AND TEACHING and DEPARTMENT OF EDUCATIONAL FOUNDATIONS

MS in Elementary Education

The 30 credits required for the degree include a core program of 15-16 credits as specified below. The additional 12-18 credits may be taken in one of the specializations listed or as a specially designed program meeting the interests and needs of the individual student.

Students may begin on a non-matriculated basis. Selected graduate courses from other institutions may be accepted for credit where appropriate.

Successful completion of the program will lead to a master of science in education and to permanent state certification.

REQUIRED COURSES		Credits
EDUC 700	The Art of Effective Teaching	3
EDFDN 703	Advanced Social Foundations of Education	3
EDFDN 710	Advanced Educational Psychology	3
EDUC 730	Advanced Studies in Teaching of Reading and Language Arts	3
EDUC 724	Advanced Studies in Teaching of Mathematics	2
	and	
EDUC 726	Advanced Course in Science in the Elementary School	2
	or	
EDUC 720.62	Workshop in Curriculum Materials Development in Mathematics and Science	3

Students may be exempted from the latter three courses by successfully passing examinations on content and competence during EDUC 700.

MS in Elementary Education

Students are advised that the MS in Elementary Education Degree Program is undergoing major revision and may take effect during 81-82 academic year. Students must be alert to announcements and communications concerning program requirements.

Bilingual Education

The purpose of this specialization is to provide an intensive curriculum that will prepare the teacher and prospective teacher to function successfully in a bilingual education program. Its focus is upon developing in the participants a high level of professional

competency in teaching, based on the premise that using a language as the instructional medium is entirely different from teaching a language as a subject. Students who elect to follow this specialization must be proficient in both English and Spanish and must also meet the general requirements for admission into Teacher Education programs.

PATTERN OF SPECIALIZATION

<i>A. Required Courses</i>		Credits
BILED 778	Practicum in Audio-Lingual Methods for Teachers in Bilingual Programs	2
BILED 701	Principles and Practices in Bilingual Education	3
EDUC 730	Advanced Studies in the Teaching of Reading and the Language Arts	3
BILED 780	Bilingual Education Inquiry: Research and Evaluation	3
EDFDN 753	Advanced Social Foundations — Bilingual Education	3
EDFDN 760	Advanced Educational Psychology — Bilingual Education	3
EDUC 700	The Art of Effective Teaching with an Emphasis on Teaching the Social Studies	3

Choose one of the following:

EDUC 720.62	Workshop in Curriculum Materials Development: Mathematics and Science	3
EDUC 724	Advanced Studies in the Teaching of Mathematics	2

Two courses to be selected under advisement

BILED 770	Second Language Learning and Teaching	2
BILED 771	Psychology of Language Learning and Teaching	3
BILED 777	Comparative Analysis of English and Spanish	3
EDESL 783	Teaching English as a Second Language	3
EDUC 785	Language in Education — Introductory Course	3
BILED 779	Multicultural Education	3
LING 701	Introduction to General Linguistics 1	3
LING 773	Methods of Contrastive Analysis	3

Other electives as needed

ANTH 777	Language and Culture	3
EDUC 720.21	Workshop in Curriculum Materials Development: Independent Studies 1	1
EDUC 720.22	Workshop in Curriculum Materials Development: Independent Studies 2	2
EDUC 720.23	Workshop in Curriculum Materials Development: Independent Studies 3	3
EDUC 776	Aspects of Latin American Culture for Teachers in Elementary Schools	3

COURSE LISTINGS

BILED 701 Principles and Practices in Bilingual Education. 45 hrs. incl. conf., 3 cr. Historical overview of Bilingual Education. Psycho/sociolinguistic aspects of bilingualism, language acquisition and cognitive development. Partly in Spanish.

EDUC 730 Advanced Studies in the Teaching of Reading and the Language Arts. 45 hrs. incl. conf., 3 cr. Teaching and learning problems in developing reading, oral activities and written expression in English and Spanish.

EDUC 720.61 Multicultural Education. 45 hrs. incl. conf., 3 cr. Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing the social studies.

BILED 770 Second Language Learning and Teaching. 30 hrs., 2 cr. Psychological principles of second language learning and teaching. Emphasis on language development of adolescent and pre-adolescent.

BILED 771 Psychology of Language Learning and Teaching. 45 hrs. incl. conf., 3 cr. Nature and function of language; processes and conditions of language learning. Implications for teaching. Special attention to urban setting.

BILED 777 Comparative Analysis of English and Spanish. 45 hrs. incl. conf., 3 cr. American English and Spanish: sound systems, language patterns, vocabularies. Comparison and contrast of linguistic features.

BILED 778 Practicum in Audio-lingual Methods for Teachers in Bilingual Programs. 30 hrs., 2 cr. To refine Spanish language skills for use in teaching of pronunciation, intonation, rhythmic patterns and conservation.

BILED 780 Bilingual Education Inquiry: Research and Evaluation. 45 hrs. incl. conf., 3 cr. Research and evaluation paradigms, formative and summative, process and product evaluation relevant to Bilingual Education programs.

Corrective Reading Specialization

This 18 credit sequence is intended to develop reading teachers with special competence for corrective/remedial reading. In combination with a master's degree, it leads to New York State provisional certification as a reading teacher. Students may enroll in the reading specialization within the elementary education master's degree. The specialization is also open to secondary school teachers, although it is not likely that candidates for the MA in secondary fields will complete the sequence within the master's degree curriculum. With approval, students may enroll in the sequence at the post-master's level. Prior permission from the coordinator is required to enrollment in EDUC 733, EDUC 734 and EDUC 735.

<i>Required Courses</i>		Credits
EDUC 730	Advanced Studies in the Teaching of Reading and the Language Arts	3
EDUC 731	Reading Instruction in Elementary Schools: Advanced Course	3
EDUC 733	Diagnosis of Reading Difficulties	3
EDUC 734	Practicum in Correction of Reading Difficulties	3
EDUC 735	Advanced Practicum in the Correction of Reading Difficulties	3

In addition to these five required courses, one of the following is to be elected with advisement

EDUC 737	Literature in the Elementary School	3
EDUC 755	Teaching of Reading in Secondary Schools	3
EDUC 756	Reading Material for Adolescents	3

Early Childhood Education (MS)

A wide selection of courses is offered allowing the student to concentrate in advanced child development, curriculum of the pre-school and kindergarten-primary levels, and administration and supervision of early childhood programs.

Teachers working with young children (nursery, kindergarten, grades 1-3) may select 12-16 credits from the following courses:

Courses		Credits
EDFDN 717	Affective and Cognitive Development — Birth to Age 3	3
EDFDN 718	Affective and Cognitive Development — Ages 3 to 6.	3
EDFDN 719	Advanced Child Development for Teachers*	3
EDUC 710	Education Workshop in Early Childhood Education*	3
EDUC 711	Seminar in Early Childhood Education	3
EDUC 712	Teaching of Music in Early Childhood Programs	3
EDUC 713	Administration and Supervision in Early Childhood Education	3
EDUC 728	Art for Elementary School Teachers	2
EDUC 737	Literature in the Elementary Schools	3
EDUC 793	Utilizing Multiple Classroom Personnel	2

Teaching the Gifted and Talented

The Division of Programs in Education in conjunction with the HUNTER COLLEGE CAMPUS SCHOOLS offers a unique program in the Teaching of Gifted and Talented children. This sequence provides for a combination of theoretical course work and practical experience in teaching Gifted and Talented children, at both the elementary and secondary levels.

Who May Enroll

The 15 credit concentration is designed to meet the needs of those who are or will be involved in the education of Gifted and Talented children. All courses are open to qualified students as electives; for in-service training; or for Post Master's work in either elementary or secondary education.

The Curriculum

Courses required in the concentration of Teaching the Gifted and Talented.

EDFDN 730	Identification of the Gifted and Talented 45 hrs. inc. conf. 3 cr.	
EDFDN 730.51	Theories of Creativity — Models of Teaching The Gifted and Talented 45 Hrs. inc. conf. 3 cr.	
EDUC 720.61	Curriculum Development for Teaching the Gifted and Talented 45 hrs. inc. conf. 3 cr.	

*Required courses for specialization

Six credits to be taken from the following including at least 3 credits in field work in a gifted and talented teaching setting.

EDUC 720.13	Workshop: Gifted and Talented-Teacher Center 45 hrs.	3 cr.
EDUC 745	Advanced Student Teaching Internship — N-K	2 cr.
EDUC 745.51	Advanced Student Teaching Internship — N-6	2 cr.
EDUC 746	Supervised Internship	4 cr.
EDUC 760	Advanced Student Teaching Internship for Secondary School Teachers	2 cr.

Students with teaching experiences in a Gifted and Talented setting may be exempted from some of the 15 credits.

Human Development and Learning

The concentration in human development and learning is designed for students who would like to obtain a thorough understanding of children's behavior—cognitive, affective, social, and physical. The course offerings are broad and cover a range of areas and ages, providing graduate students with an opportunity to select a combination of courses designed to meet their individual needs.

A minimum of three courses must be selected from the following:

EDFDN 714	Group Process in Educational Settings
EDFDN 717	Affective and Cognitive Development—Birth to Age 3
EDFDN 718	Affective and Cognitive Development—Ages 3 to 6
EDFDN 719	Advanced Child Development for Teachers
EDFDN 736	Teaching the Child with Learning Difficulties
COUNS 710	Counseling Foundations II: Theories of Personality for Use in Counseling (for advanced students with permission of adviser)

Students particularly interested in the area of human assessment and research can take either of the following two courses as one of the required three:

EDFDN 721	Educational Evaluation
EDFDN 722	Educational Tests and Measurements

Mathematics Education (Nursery through Sixth Grade)

This sequence of courses is intended to develop specialized competence in the teaching of mathematics at the early childhood and elementary school levels.

The following sequence should be observed:

		Credits
EDUC 740	Mathematics for Children	3
EDUC 741	Development of Mathematical Concepts in Children	3
EDUC 742	Workshop in Elementary School Mathematics	3
EDUC 724	Advanced Studies in the Teaching of Elementary School Mathematics	2

Individualized Program

A student may complete the 30-credit requirement advanced electives (if approved by the director, Office of

Educational Services). These credits may be concentrated in an area of interest to the student or may reflect an attempt to raise the student's knowledge and competence as a general master teacher at the elementary school level.

Course Listings

BILED 701 Principles and Practices in Bilingual Education. 45 hrs. incl. conf., 3 cr. Historical overview of Bilingual Education. Psycho/sociolinguistic aspects of bilingualism, language acquisition and cognitive development. Partly in Spanish.

BILED 770 Second Language Learning and Teaching. 30 hrs., 2 cr. Psychological principles of second language learning and teaching. Emphasis on language development of adolescent and pre-adolescent.

BILED 771 Psychology of Language Learning and Teaching. 45 hrs. incl. conf., 3 cr. Nature and function of language; processes and conditions of language learning. Implications for teaching. Special attention to urban setting.

BILED 777 Comparative Analysis of English and Spanish. 45 hrs. incl. conf., 3 cr. American English and Spanish: sound systems, language patterns, vocabularies. Comparison and contrast of linguistic features.

BILED 778 Practicum in Audio-lingual Methods for Teachers in Bilingual Programs. 30 Hrs., 2 cr. To refine Spanish language skills for use in teaching of pronunciation, intonation, rhythmic patterns and conversation.

BILED 779 Multicultural Education. 45 hrs. incl. conf., 3 cr. Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing the social studies.

BILED 780 Bilingual Education Inquiry: Research and Evaluation. 45 hrs. incl. conf. 3 cr. Research and evaluation paradigms, formative and sumative, process and product evaluation relevant to Bilingual Education programs.

EDUC 700 The Art of Effective Teaching with an Emphasis on Teaching the Social Studies. 45 hrs., 3 cr. Entry Course. Study of components of teaching that embrace all curriculum areas. Emphasis on Social Studies.

EDUC 701 Seminars in Teaching Children and Youth from Depressed Urban Areas. 45 hrs. plus conf., 3 cr. A seminar for teachers: specific teaching and learning problems. Topic to be announced each semester.

EDUC 703 The Slow Learner. 30 hrs., 2 cr. Materials, programs and curricula related to the slow learner in both elementary and secondary schools.

EDUC 706 Teaching the Child with Learning Disabilities. 45 hrs. incl. conf., 3 cr. Observational and instrumental methods in assessment; remedial techniques; learning materials; participation.

EDUC 707 Seminar in Curriculum and Learning Theory, Methods and Materials in Elementary Schools I: Language Arts, Social Studies and the Arts. 150 hrs., 10 cr.

EDUC 708 Seminar in Curriculum and Learning Theory, Methods and Materials in Elementary Schools II: Mathematics and Science. 90 hrs., 6 cr.

EDUC 710 Education Workshop in Early Childhood Education. 45 hrs. incl. conf., 3 cr. Situations and problems which arise in actual school experience—a workshop course. Candidates specializing in early childhood should substitute EDUC 765 for EDUC 722 in Group III of the M.S. in Elementary Education sequence.

EDUC 711 Seminar in Early Childhood Education. 45 hrs. incl. conf., 3 cr. Research in child development and curriculum planning in early childhood education. Students will engage in field research.

EDUC 712 Teaching of Music in Early Childhood Programs. 30 hrs., 2 cr. Current techniques of teaching music and the study of instructional materials for three to seven year olds with emphasis on needs of urban children.

EDUC 713 Administration and Supervision in Early Childhood Education. 30 hrs., 2 cr. Offered Fa. Fundamental principles underlying the administration of the program, budget and personnel problems in institutions for young children.

EDUC 717 Workshop in the Teaching of Foreign Languages in the Elementary Schools. 30 hrs., 2 cr. Objectives, materials and methods in teaching foreign languages to elementary school children through literature.

EDUC 718 Workshop in the Teaching of Foreign Languages in the Elementary Schools. 30 hours., 2 cr. Objectives, materials and methods in teaching foreign languages to elementary school children through literature.

EDUC 719 Aspects of French Culture for Teachers in Elementary Schools. 45 hrs. incl. conf., 3 cr. Background material for use in social science studies at the elementary level. Use of material in elementary foreign language class.

EDUC 720, 721 Workshops in Curriculum Materials Development. Each 15–45 hrs., 1–3 cr. Project course for those interested in developing instructional materials adapted to specific student groups.

EDUC 722 Education Workshop for Elementary School Teachers. 30 hrs., 2 cr. Dealing with the situations and problems which arise in actual school experiences—a workshop course.

EDUC 723 The Learning of Values in School. 45 hrs. incl. conf., 3 cr. Curriculum analysis of value education and values clarification in role of teacher. Literature of moral development. Incorporating a value dimension.

EDUC 724 Advanced Studies in the Teaching of Elementary Mathematics. 30 hrs. incl. conf., 2 cr. Mathematical concepts and computational skills in elementary and intermediate. Recent research and programs in teaching math.

EDUC 724.51 Mathematics Remedial Techniques for Secondary Schools. 45 hrs. incl. conf., 3 cr. The development of appropriate remedial teaching techniques in mathematics. Use of diagnostic and prescriptive measures.

EDUC 725 Advanced Studies in the Teaching of Social Studies. 30 hrs., 2 cr. Teaching and learning problems in social studies programs in elementary and intermediate. Recent research and curricula.

EDUC 726 Science Instruction in the Elementary School—Advanced Course. 30 hrs., 2 cr. Supplements and extends abilities in teaching elementary science. Planning of science units; science demonstrations and lab work.

EDUC 727 Teaching of Music in the Elementary School. 30 hrs., 2 cr. Current teaching techniques; study of instructional materials; integration of music with other subjects; planning of musical programs.

EDUC 728 Art for Elementary School Teachers. 30 hrs., 2 cr. Advanced course in learning and teaching art. Techniques for developing visual and tactile awareness of urban elementary children.

EDUC 729 Childrens' Art. 45 hrs. incl. conf., 3 cr. The development of image-making among pre-school and

elementary children; ways in which a child's pictures reveal his understanding of his world.

EDUC 730 Advanced Studies in the Teaching of Reading and the Language Arts. 45 hrs., 3 cr. Teaching and learning problems in developmental reading and oral and written expression in the elementary school. New practices and recent research.

EDUC 731 Reading Instruction in Elementary Schools: Advanced Course. 45 hrs., 3 cr. Prereq: EDUC 730 or Perm. Inst. Research on the reading process and reading instruction in the elementary school. Programs of instruction and current problems.

EDUC 732 Diagnostic and Remedial Techniques. 30 hrs., 2 cr. Linguistic problems in learning disabilities. Clinical observation of diagnostic interviews, testing and staff consultation.

EDUC 733 Diagnosis of Reading Difficulties. 45 hrs., 3 cr. Prereq: EDUC 731. Factors related to supervised diagnosis of reading achievement and related language skills of reading disability cases.

EDUC 734 Practicum in Correction of Reading Difficulties. 45 hrs., 3 cr. Prereq: EDUC 733. Theoretical considerations and procedures in the supervised treatment of reading difficulties; diagnosis and treatment of reading disability cases.

EDUC 735 Advanced Practicum in Correction of Reading Difficulties. 45 hrs., 3 cr. Prereq: EDUC 734. Advanced approaches in the treatment of pupils with reading difficulties. Supervised diagnosis and treatment.

EDUC 736 Workshop in the Development and Utilization of Specially Adapted Reading Materials. 45 hrs. incl. conf., 3 cr. Studies of the readability of text material in language arts and other subject areas. Adaptation or writing under supervision of materials.

EDUC 737 Literature in the Elementary School. 45 hrs., 3 cr. Survey of literature for elementary schools with emphasis on the use of such material in classrooms.

EDUC 740 Mathematics for Children. 45 hrs., 3 cr. The relationship of current theories of child development for teaching mathematics and current mathematics curricula are studied.

EDUC 741 Development of Mathematical Concepts in Children (N-VI). 45 hrs., 3 cr. Developmental levels of mathematical concepts are examined through the work of Piaget and others. Individual projects with children.

EDUC 742 Workshop in Elementary School Mathematics (N-VI). 45 hrs., 3 cr. Individualized projects in developing teaching materials for children using a variety of media.

EDUC 745 Advanced Student Teaching Internship for Nursery School-Kindergarten Teachers. 2 cr.

EDUC 746 Supervised Internship. 4 cr. Two matriculants assigned to one classroom, sharing responsibility. College faculty and school staff share supervision. Seminar.

EDUC 750 Education Workshop for Secondary School Teachers. 45 hrs. incl. conf., 3 cr. Dealing with the situations and problems which arise in actual school experiences—a workshop course.

EDUC 751 Problems of the Intermediate and Junior High School. 30 hrs., 2 cr. Teaching, supervision and administration in the intermediate and junior high school.

EDUC 752 Historical Development of the Secondary School Curriculum. 45 hrs. incl. conf., 3 cr. Seminar in the historical development of the secondary school curriculum. The ra-

tionale of curriculum areas in the experience of secondary students.

EDUC 755 Teaching of Reading in Secondary Schools. 45 hrs., 3 cr. Review and analysis of methods and materials for teaching developmental content area and critical reading in secondary schools.

EDUC 756 Reading Material for Adolescents. 45 hrs., 3 cr. Examination of literary, developmental and remedial reading materials used in secondary schools. Criteria for selecting transitional literature.

EDUC 757 Problems of Teaching Music in the Secondary School. Advanced Course. 45 hrs., 3 cr. Study of structure of music programs & curricula in secondary ed. Evaluation of materials; teaching techniques; music appreciation. Urban youth.

EDUC 758 Workshop in Modern Materials and Methods of Foreign Language Teaching (Secondary Schools). 45 hrs. incl. conf., 3 cr. Research; aural-oral competency and other communication arts and skills; materials in the field, including audio-visual.

EDUC 759 Comparative Analysis of English and French. 45 hrs. incl. conf., 3 cr. Descriptive study of American English and French; sound system, language patterns and vocabulary of both languages.

EDUC 770 Education of the Gifted. 45 hrs. incl. conf., 3 cr. Gifted children, their nature, development problems and curricular needs. Workshop and case study.

EDUC 785 Language in Education 1. 45 hrs. incl. conf., 3 cr. Insights from linguistics into: beginning reading; second dialect acquisition; language problems inner city students; language and culture of minorities.

EDUC 786 Language in Education 2. 45 hrs. incl. conf., 3 cr. Prereq: Intro course in Linguistics or permission. Individual projects and field work in selected and current problems in educational linguistics in inner city elementary and secondary schools.

EDUC 790 Mass Media in Education. 45 hrs. incl. conf., 3 cr. Techniques for planning, selecting, using and evaluating the mass media in light of research, objectives and students' needs.

EDUC 791 Technological Resources for Teaching and Learning. 45 hrs. incl. conf., 3 cr. Techniques for planning, selecting, using and evaluating technological systems and aids.

EDUC 792 Audio-Visual Instruction for the Classroom Teacher. 45 hrs. incl. conf., 3 cr. The contribution of audio-visual instructional materials to learning: their selection, preparation, creation and use.

EDUC 793 Utilizing Multiple Classroom Personnel. 30 hrs., 2 cr. Designed to help classroom teachers work with others through analysis of instructional design and resources, goals, relationships, etc.

EDUCATIONAL FOUNDATIONS COURSE LISTINGS

EDFDN 520 Basic Statistics. 45 hrs., 3 cr. Descriptive and inferential statistics: Elementary probability theory, statistical computations, hypotheses, tests of hypotheses and correlation analysis.

EDFDN 700 Educational Foundations. 60 hrs. incl. conf., 4 cr. An introduction to the social, historical, philosophical and psychological foundations of education in urban America.

EDFDN 701 Introduction to Urban Education. 30 hrs., 2 cr. Supervised participation in a variety of activities in selected urban neighborhoods, with accompanying analytic seminars.

EDFDN 702 School and Community. 30 hrs., 2 cr. An examination of the place, function and authority of the school as a social institution, and of its relation to non-school agencies.

EDFDN 703 Advanced Social Foundations. 45 hrs. incl. conf., 3 cr. The contemporary educational scene in an urban society examined in relationship to social change, historical development, and current philosophies of education.

EDFDN 704 Anthropology in Contemporary American Education. 45 hrs. incl. conf., 3 cr. The concerns and issues in American Education in the light of Anthropological Theory and method.

EDFDN 705 Philosophy of Education. 45 hrs. incl. conf., 3 cr. A critical examination of postulates underlying interpretations of education: including naturalistic, idealistic, pragmatic and realistic views.

EDFDN 706 History of the American School. 45 hrs. incl. conf., 3 cr. The growth of public education in the U.S. emphasizing the interrelationships between educational trends and intellectual, political and economic developments.

EDFDN 707 European Backgrounds of American Education. 45 hrs. incl. conf., 3 cr. Intellectual and institutional origins of American education; educational interchange between the U.S. and Europe in the 19th and 20th centuries.

EDFDN 708 Comparative Education. 30 hrs., 2 cr. Examination of significant differences and similarities in educational policy and practice in contemporary societies vis-a-vis cultural settings.

EDFDN 709 Public Policy and Public Education. 45 hrs. incl. conf., 3 cr. Formation of public policy and the dynamics of change affecting school population, finance, curriculum and teacher personnel.

EDFDN 710 Advanced Educational Psychology. 45 hrs. incl. conf., 3 cr. Current psychological theory and research related to learning motivation, cognition, pupil-teacher relationships and classroom management.

EDFDN 712 Human Relations. 30 hrs., 2 cr. Dynamics underlying personal and group interactions; sensitizing students to factors which foster or alleviate individual and social tensions.

EDFDN 714 Group Processes in Educational Settings. 45 hrs. incl. conf., 3 cr. The interpersonal behavior that characterizes group life; the psychology of group membership; relation between group process and teaching-learning.

EDFDN 717 Affective and Cognitive Development—Birth to Age 3. 45 hrs. incl. conf., 3 cr. Principles and theories of child development from infancy to early preschool age. Understanding young children's behavior to foster optimum development.

EDFDN 718 Affective and Cognitive Development—Age 3 to Age 6. 45 hrs. incl. conf., 3 cr. Consideration of the preschool child both as an individual with developing personality and intellectual processes and as a social entity.

EDFDN 719 Advanced Child Development. 45 hrs. incl. conf., 3 cr. Advanced child psychology. Current developmental theories applied to children's behavior. Understanding and working with children to foster optimum growth.

EDFDN 721 Educational Evaluation. 30 hrs., 2 cr. Principles of scientific evaluation as applied to individuals and groups. Analysis of educational data. Interpreting tests and research.

EDFDN 722 Educational Tests and Measurements. 30 hrs., 2 cr. Fundamentals of interpreting test scores, the writing of objective test items, methods of evaluating tests and consideration of standardized instruments.

EDFDN 725 Seminar in Educational Research. 45 hrs. incl. conf., 3 cr. Examination and evaluation of current research and of the methods employed. Formulation of a research problem including background, hypotheses, procedures, evaluation and critique.

EDFDN 726 Educational Research Applied to Urban Schools. 45 hrs. incl. conf., 3 cr. Analysis of educational research dealing with programs and problems in urban schools; implications of the research findings.

EDFDN 730 Identification of the Gifted and Talented. 45 hrs. incl. conf., 3 cr. Theories of intellectual development; the nature of intelligence; procedures for identifying gifted and talented children.

EDFDN 731 Theories of Creativity—Models of Teaching the Gifted and Talented. 45 hrs. incl. conf., 3 cr. Approaches to the teaching of the gifted and talented including teaching and program models. Assessment of creativity.

EDFDN 735 The Slow Learner. 30 hrs., 2 cr. Materials and techniques for identifying different types of slow learners; appropriate curricula and techniques of instruction.

EDFDN 736 Identification of Learning Disabled Children. 45 hrs. incl. conf., 3 cr. Observational and instrumental methods in group and individual assessment; remedial techniques appropriate for various disabilities.

EDFDN 742 Teaching Learning Disabled Children. 45 hrs. incl. conf., 3 cr. Selection, evaluation, and construction of instructional materials for children with learning disabilities. Individual and group techniques.

EDFDN 750 Teaching Children and Youth in Depressed Urban Areas. 45 hrs. incl. conf., 3 cr. Review of current research and emerging practices in teaching socially disadvantaged children and youth. Topics will be announced each semester.

EDFDN 754 Migration Groups in Metropolitan Areas. 45 hrs. incl. conf., 3 cr. The problems of adjustment confronting minority groups in large urban areas with particular reference to the Hispanics in New York City and the Northeast.

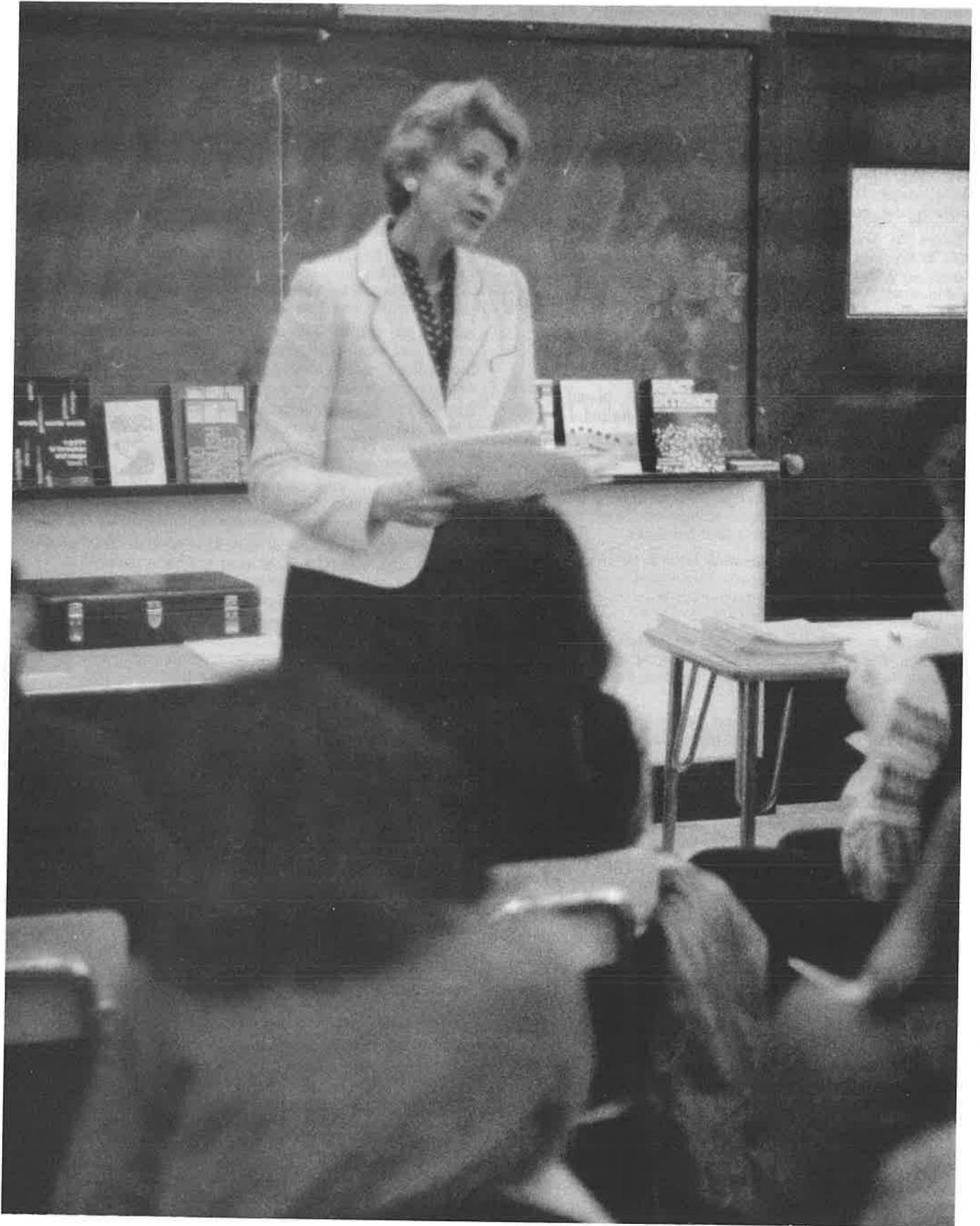
EDFDN 760 Advanced Educational Psychology-Bi-Lingual Program. 45 hrs. incl. conf., 3 cr. Current psychological theory and research related to learning motivation, cognition and pupil-teacher relationships in bi-lingual settings.

EDFDN 762 Analysis of Instruction via Principles of Learning. 45 hrs. incl. conf., 3 cr. An analysis of the instructional process based upon a comprehensive examination of current theories and research on learning.

EDFDN 771 Individual Supervised Research. 15 hrs., 1 cr. Independent study or research under the supervision of a faculty member in the department.

EDFDN 772 Individual Supervised Research. 30 hrs., 2 cr. Independent study or research under the supervision of a faculty member in the department.

EDFDN 773 Individual Supervised Research. 45 hrs., 3 cr. Independent study or research under the supervision of a faculty member in the department.



Secondary Education Curricula—MA

Offered with departments in other divisions.

The general pattern for the master's degree for teachers in secondary schools follows: 6 credits in professional content, 18 credits in subject-matter, and 6 credits in electives. In some curricula more than 18 credits are required in subject-matter. In others up to 6 credits may be taken as electives in education and in the student's major and related areas.

Professional Content for Secondary School Teachers

In each of the curricula for secondary school teachers, the professional content requirements consist of one course from each of the following areas:

Area 1: Social Foundations of Urban Education

EDFDN 702	School and Community	2
EDFDN 703	Advanced Social Foundations	3
EDFDN 750	Teaching Children and Youth from Depressed Urban Areas	3

Area 2: Measurement and Evaluation

EDFDN 721	Educational Evaluation	2
EDFDN 722	Educational Tests and Measurements	2
EDFDN 725	Seminar in Educational Research	3

Area 3: Curriculum and Teaching

EDUC 720	Workshop in Curriculum Materials Development (Sections for various subject areas to be announced each semester)	1-3
EDUC 732	Diagnostic and Remedial Reading Techniques	3
EDUC 750	Education Workshop for Secondary School Teachers	2
EDUC 755	Teaching of Reading in Secondary Schools	3
EDUC 756	Reading Material for Adolescents	3

SELECTED OFFERINGS IN VARIOUS DEPARTMENTS

Departments listed below offer courses for teachers of secondary school subjects, for elementary school teachers seeking to extend their undergraduate major, and for other teachers with particular needs in their areas of specialization.

DEPARTMENT OF ANTHROPOLOGY

ANTH 510 Culture and Education. 45 hrs. including conferences, 3 cr.

ANTH 520 Inter-Cultural Relations. 45 hrs. including conferences, 3 cr.

ANTH 550 Culture Change in Puerto Rico. 45 hrs. including conferences, 3 cr.

PROGRAM FOR SECONDARY SCHOOL TEACHERS OF ART (MA)

Additional Requirements for Admission

Presentation of Work Applicants should bring or mail examples of work or color transparencies.

Personal Interview After the application is filed applicant will be notified of the date for the interview.

Two letters of recommendation are to be submitted.

Students in this curriculum are required to complete a program with the following distribution of credits:

6 credits in the history of art: ARTH 621—Modern Art I (3 credits) and additional credits to be selected.

9 credits in creative art: ARTCR 601—Advanced Problems in Design (3 credits) is recommended.

ARTH 79 Thesis Project (3 credits).

6 credits in Education (EDUC 760, EDFDN 721, and EDUC 750 or EDUC 728 or EDUC 729).

6 elective credits to be selected under advisement.

The department reserves the right to retain student work for purposes of exhibition and for illustrative material for classroom use. This work may be returned at graduation upon application to the instructor. The department is not responsible for work and projects left beyond the date assigned for removal.

STUDIO COURSES

ARTCR 601 Advanced Problems in Design. 45 hrs., 3 cr.

ARTCR 621, 622, 623 Advanced Sculpture I, II, III. Each 45 hrs., 3 cr.

ARTCR 625, 626 Graphic Arts I, II. Each 45 hrs., 3 cr.

ARTCR 629 Combined Media. 45 hrs., 3 cr.

ARTCR 790 Thesis Project. Required of all teacher education students, 3 cr.

LECTURE COURSES

Open to all matriculated students in art without prerequisite. Courses numbered I and II may be taken singly or in sequence.

ARTH 621 Modern Art I. 45 hrs., 3 cr.

ARTH 622 Modern Art II. 45 hrs., 3 cr.

ARTH 623 Renaissance Art I. 45 hrs., 3 cr.

ARTH 624 Renaissance Art II. 45 hrs., 3 cr.

ARTH 625 Baroque Art. 45 hrs., 3 cr.

ARTH 636 Chinese and Japanese Art. 45 hrs., 3 cr.

ARTH 637 Medieval Art I. 45 hrs., 3 cr.

ARTH 638 Medieval Art II. 45 hrs., 3 cr.

ARTH 639 Ancient Art I. 45 hrs., 3 cr.

ARTH 640 Ancient Art II. 45 hrs., 3 cr.

ARTH 641 Islamic Art. 45 hrs., 3 cr.

ARTH 731 Early Netherlandish Painting. 45 hrs., 3 cr.

ARTH 734 Theory and Criticism of Art. 45 hrs., 3 cr.

DEPARTMENT OF ECONOMICS

All courses in Department of Economics listed below are 45 hrs. including conferences, 3 cr.

ECO 500 Principles, Theory and Problems of the Free Enterprise Economy.

ECO 502 Consumer Economics.

ECO 604 Selected Issues in Contemporary Economic Policy.

ECO 640 The United States in the World Economy

ECO 671 Principles of Accounting I.

ECO 672 Principles of Accounting II.
 ECO 676 Economics of Federal Taxation.
 ECO 685 Business Law.
 ECO 710 Income Determination.
 ECO 760 Labor Economics.
 ECO 764 Economics of Social Security.
 ECO 766 Economics of Housing.

ADDITIONAL OFFERINGS:

Students in the Teacher Education Program who meet the prerequisites specified for courses listed in the Department of Economics master's degree programs in the arts and sciences, will be permitted to enroll in such courses with the approval of the graduate adviser.

DEPARTMENT OF ENGLISH

Program for Secondary School Teachers of English (MA)

Admission For students to be admitted without conditions in English, their preparation must include 24 credits in courses acceptable to the department in the area of literature, linguistics, and rhetoric.

Students who have been given admission as graduate non-matriculants by the college will not be permitted to take English courses unless they also receive approval, based on a second evaluation of their record, from the graduate English adviser, preferably before registration.

Teacher education students in another field who wish to take courses from this curriculum should determine, with their own adviser and the English adviser, which ones best suit their preparation and interest.

The Graduate Curriculum

Literature 12 credits in literature courses given by the English Department. 6 credits must be selected from ENGL 705, 713, 714, 723, 731, 741, 743, 749, 750.

Linguistics 3 credits in linguistics (ENGL 607) or the passing of a competence examination in the areas of this course.

Rhetoric 3 credits in rhetoric and composition (ENGL 615).

Education 6 credits in prescribed education courses.

Electives 6 credits (or more, if the student has passed the competence examination in linguistics) in any appropriate subject approved by the adviser.

Courses offered by the department will be found in the English Literature section of this bulletin.

DEPARTMENT OF GEOLOGY AND GEOGRAPHY

GEOG 501 Weather and Climate. 30 hrs. lec., 30 hrs. lab, 3 cr.
 GEOL 501 Physical and Historical Geology. 30 hrs. lec., 45 hrs. lab, 3 cr.
 GEOG 501 Principles of Geography. 45 hrs., 3 cr.
 GEOG 611 Geographic Interpretation of World Affairs. 30 hrs. plus conf., 3 cr.
 GEOG 612 Geographic Basis of World Trade. 30 hrs. plus conf., 3 cr.
 GEOG 613 Conservation of Natural Resources. 30 hrs. plus conf., 3 cr.
 GEOG 614 Economic Geography. 45 hrs., 3 cr.

GEOG 621 Geography of the United States. 30 hrs. plus conf., 3 cr.

GEOG 622 Geography of South America. 30 hrs. plus conf., 3 cr.

GEOG 623 Geography of Africa. 30 hrs. plus conf., 3 cr.

GEOG 625 Geography of Europe. 30 hrs. plus conf., 3 cr.

GEOG 630 Geography of the New York Metropolitan Area. 30 hrs. plus conf., 3 cr.

RAS 731 Geography of the U.S.S.R. 30 hrs. plus conf., 3 cr.

DEPARTMENT OF HISTORY

All courses in the Dept. of History listed below are 45 hrs. including conferences, 3 cr.

HIST 700 Ancient Egypt and the Near East.

HIST 701 History of Greece.

HIST 702 History of Rome.

HIST 704 European History from the Congress of Vienna to World War I.

HIST 705 Twentieth-Century Europe.

HIST 708 Byzantine Civilization from the Reign of Constantine the Great to the Ottoman Conquest.

HIST 709 I, 709 II, 709 III History of the Middle East.

HIST 710 I Economic and Social History of Western Europe.

HIST 711 I Intellectual History of Europe in the Middle Ages.

HIST 712 I Intellectual History of Modern Europe.

HIST 713 I The Revolutionary Era.

HIST 715 Western Europe Between the Two World Wars.

HIST 716 Evolution of the English Constitution.

HIST 717 Development of the British Commonwealth.

HIST 718 Significant Aspects of English History.

HIST 719 The Social History of England in the Twentieth Century. 30 hrs. plus conf., 3 cr.

HIST 721 Significant Aspects of Spanish History. 30 hrs. plus conf., 3 cr.

HIST 722 I, 722 II History of China. Each 30 hrs. plus conf., 3 cr.

HIST 723 From Mid-Victorian Prosperity to World War I. 30 hrs. plus conf., 3 cr.

HIST 724 I, 724 II Georgian Victorian England. Each 30 hrs. plus conferences, 3 cr.

HIST 726 I, 726 II History of Africa. Each 30 hrs. plus conf., 3 cr.

HIST 727 History of the Black People of the U.S. 30 hrs. plus conf., 3 cr.

HIST 728 History of Modern West Africa. 30 hrs. plus conf, 3 cr.

HIST 740 Modern Jewish Social and Intellectual History. 30 hrs. plus conf., 3 cr.

HIST 742 I, 742 II Nineteenth-Century United States. Each 30 hrs. plus conf., 3 cr.

HIST 743 History of the Civil War and Reconstruction Era in the United States. 30 hrs. plus conf., 3 cr.

HIST 744, 745 Twentieth-Century United States. Each 30 hrs. plus conf., 3 cr.

HIST 746 The Development of Twentieth-Century American Capitalism from 1885. 30 hrs. plus conf., 3 cr.

HIST 747 Nineteenth-Century American Reform Movements. 30 hrs. plus conf., 3 cr.

HIST 748 American Jewish History. 30 hrs. plus conf., 3 cr.

HIST 749 Representative Americans. 30 hrs. plus conf., 3 cr.

HIST 751 South America in the Modern World. 30 hrs. plus conf., 3 cr.

HIST 752 The Reformation and the Counter-Reformation. 30 hrs. plus conf., 3 cr.

HIST 754 Contemporary Europe. 30 hrs. plus conf., 3 cr.

HIST 757 History of Religion in the United States. 30 hrs. plus conf., 3 cr.

LINGUISTICS

LIG 701 Introduction to General Linguistics I. 30 hrs. plus conf., 3 cr.

LIG 702 Introduction to General Linguistics II. 30 hrs. plus conf., 3 cr.

LIG 773 Methods of Contrastive Analysis. 30 hrs. plus conf., 3 cr.

DEPARTMENT OF MATHEMATICAL SCIENCES

The goal of the Program for Secondary School Teachers is to provide an understanding of a substantial part of the existing body of mathematical knowledge and to develop an ability to maintain a balance in the curriculum between specialization in mathematics and education.

Program For Secondary School Teachers of Mathematics (MA)

The 30 graduate credits required for the MA degree in this program include 6 credits in education and at least 21 credits in mathematics. The remaining 3 credits may be taken in education, mathematics, or in a related field, subject to the approval of the department adviser.

Candidates for this degree are also required to take comprehensive examinations in four areas of mathematics. The comprehensive examination will include at least one course from each of the following areas: algebra, analysis, and applied mathematics. The Department Graduate Committee will administer the comprehensive examination based upon questions submitted by each candidate's instructors. Applicants for matriculation in this program must have completed the common professional requirements and at least 24 acceptable credits in mathematics in addition to other general requirements for matriculation.

Additional courses offered by the department will be found in the mathematics section of this bulletin.

Students are strongly urged to avail themselves of this opportunity and to consult with the adviser concerning eligibility for admission to these courses.

MATH 620 Basic Concepts of Algebra. 45 hrs., 3 cr.

MATH 621 Introduction to Modern Algebra. 45 hrs., 3 cr.

MATH 623 Theory of Numbers. 45 hrs., 3 cr.

MATH 625 Introduction to Linear Algebra. 45 hrs., 3 cr.

MATH 628 Number Systems. 45 hrs., 3 cr.

MATH 634 Geometry I. 45 hrs., 3 cr.

MATH 641, 645 Advanced Calculus I, II. Each 45 hrs., 3 cr.

MATH 642 Theory of Functions of a Complex Variable I. 45 hrs., 3 cr.

MATH 650 Basic Concepts of Geometry. 45 hrs., 3 cr.

MATH 653 Calculus on Manifolds. 45 hrs., 3 cr.

MATH 661 History of Mathematics. 45 hrs., 3 cr.

MATH 671 Fundamental Concepts of Modern Mathematics. 45 hrs., 3 cr.

MATH 678 Foundations of Mathematics. 45 hrs., 3 cr.

STAT 612 Mathematical Statistics. 45 hrs., 3 cr.

STAT 621 Probability. 45 hrs., 3 cr.

STAT 681 Numerical Methods. 45 hrs., 3 cr.

DEPARTMENT OF MUSIC

Program for Secondary School Teachers of Music (MA)

Students in this curriculum are required to complete a minimum of 21 credits in music, as prescribed below:

	Credits
A. Required Music Courses: 1. MUS 751, 752	6
2. MUS 677, or 678	3
B. Elective Music Courses	12
(excluding MUS 706, 798, 799)	
C. Unrestricted Elective Courses	3
D. Prescribed Education Courses	6
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	30

Students admitted to the program will take an advisory examination during their first semester of matriculation. It will include questions in harmony, counterpoint, and music history. It will also test the candidate's ability in solfeggio and aural harmony, and in sight-reading and transposition at the keyboard. Candidates must demonstrate either special competence in voice and piano through performance or special competence on the major instrument. The latter candidates must also demonstrate knowledge of correct embouchures and fingering for all classes of instruments; instrumental transposition; orchestration of a short exercise with prescribed instrumentation.

In the semester prior to graduation candidates will be given an oral examination based on a topic related to the specific curricular area of the individual student, such topic to be approved in advance by the TEP adviser in music. Candidates will be evaluated upon their ability to synthesize their thinking along the lines of the topic and related issues.

MUS 677 Workshop in Instrumental Music. 45 hrs., 3 cr.

MUS 678 Workshop in Choral Music. 45 hrs., 3 cr.

MUS 700 Music Bibliography and Research Techniques. 45 hrs., 3 cr.

MUS 729, 730 Contemporary Compositional Techniques. Each 45 hrs., 3 cr.

MUS 731, 732, 733 Composition. Each 30 hrs. plus conf., 3 cr.

MUS 734, 735 Electronic Music Studio. Each 90 hrs., 4 cr.

MUS 737, 738 Electronic Music Workshop. Each 60 hrs., 2 cr.

MUS 740, 741 Seminar in Analysis. Each 45 hrs., 3 cr.

MUS 742, 743 Seminar in Style Criticism. Each 45 hrs., 3 cr.

MUS 751, 752 History of Musical Styles. Each 45 hrs., 3 cr.

MUS 760, 761, 762 Seminar in Music History. Each 30 hrs. plus conf., 3 cr.

MUS 775, 776 Seminar in Ethnomusicology. Each 45 hrs., 3 cr.

MUS 777.1 African Music. 45 hrs., 3 cr.

- MUS 777.2 Folk Music of the United States.** 45 hrs., 3 cr.
MUS 777.3 Folk Music of Europe. 45 hrs., 3 cr.
MUS 777.4 Music of the Middle East and India. 45 hrs., 3 cr.
MUS 777.5 Music of East Asia. 45 hrs., 3 cr.
MUS 777.6 Folk Music of Latin America. 45 hrs., 3 cr.
MUS 777.7 Workshop in Ethnomusicology. 45 hrs., 3 cr.
MUS 778 American Music. 45 hrs., 3 cr.
MUS 784 Music from 1890 to 1918. 45 hrs., 3 cr.
MUS 785 Music since 1918. 45 hrs., 3 cr.
MUS 790, 797 Independent Study. Maximum 8 cr.
MUS 790, 791, 792, 793. Each 2 cr.
MUS 794, 795. Each 3 cr.
MUS 796, 797. Each 4 cr.

DEPARTMENT OF PHYSICS AND ASTRONOMY

- PHYS 601 Introduction to Modern Physics.** 45 hrs., 3 cr.
ASTR. 601 Foundations of Astronomy. 30 hrs. lec., 3 hrs. lab, or obs., 3 cr.

DEPARTMENT OF PSYCHOLOGY

- PSYCH 605 Abnormal Psychology: Advanced Course.** 45 hrs., 3 cr.
PSYCH 646 Physiological Psychology. 45 hrs. lec., incl. conf., 3 cr.
PSYCH 676 Psychology of Personality. 45 hrs. lec., incl. conf., 3 cr.
PSYCH U720 Developmental Psychology I. 45 hrs. lec., incl. conf., 3 cr.

DEPARTMENT OF ROMANCE LANGUAGES

FRENCH

Requirements in the French Curriculum: 18 credits in graduate French literature courses.

- FREN 611 Explication de Textes.** 30 hrs. plus conf., 3 cr.
FREN 621 Genre Studies I: French Poetry. 30 hrs. plus conf., 3 cr.
FREN 622 Genre Studies II: The Theatre in France. 30 hrs. plus conf., 3 cr.
FREN 623 Genre Studies III: The French Novel. 30 hrs. plus conf., 3 cr.
FREN 624 The Literature of Ideas. 30 hrs. plus conf., 3 cr.

Arts and sciences courses open to students in the Teacher Education Program:

- FREN 711 Medieval French Literature I.** 30 hrs. plus conf., 3 cr.
FREN 712 Medieval French Literature II. 30 hrs. plus conf., 3 cr.
FREN 720 Concepts of French Poetry. 30 hrs. plus conf., 3 cr.
FREN 725 Main Currents of the French Renaissance. 30 hrs. plus conf., 3 cr.
FREN 760 Aspects of Twentieth-Century French Fiction. 30 hrs. plus conf., 3 cr.
FREN 763 Major Currents of Modern French Poetry. 30 hrs. plus conf., 3 cr.

- FREN 765 Aspects of the Modern French Theatre.** 30 hrs. plus conf., 3 cr.

Arts and sciences courses open to students in the Teacher Education Program by special permission: FREN 702, 708, 721, 722, 731, 732, 733, 734, 741, 742, 745, 750, 751, 752, 753, 754, 761, 791-796.

ITALIAN

For requirements in the Italian curriculum please consult adviser.

- ITAL 711 Italian Literature from its Origins to the Thirteenth Century.** 30 hrs. plus conf., 3 cr.
ITAL 712 Dante's Vita Nuova and the Inferno. 30 hrs. plus conf., 3 cr.
ITAL 713 The Purgatorio. 30 hrs. plus conf., 3 cr.
ITAL 714 The Paradiso. 30 hrs. plus conf., 3 cr.
ITAL 715 The Poetry and Humanism of Petrarch. 30 hrs. plus conf., 3 cr.
ITAL 716 Boccaccio's Decameron and His Minor Works. 30 hrs. plus conf., 3 cr.
ITAL 721 Ariosto. 30 hrs. plus conf., 3 cr.
ITAL 722 Machiavelli: Political Thinker and Moralist. 30 hrs. plus conf., 3 cr.
ITAL 723 Poets, Philosophers, Historians and Scientists of the Baroque. 30 hrs. plus conf., 3 cr.
ITAL 751 The Pre-Risorgimento Period. 30 hrs. plus conf., 3 cr.
ITAL 752 The Art of Humanism of Manzoni. 30 hrs. plus conf., 3 cr.
ITAL 753 Foscolo and Leopardi. 30 hrs. plus conf., 3 cr.
ITAL 754 Carducci, D'Annunzio, Pascoli. 30 hrs. plus conf., 3 cr.
ITAL 762 The Italian Novel and Theatre Since 1900. 30 hrs. plus conf., 3 cr.
ITAL 791 Studies in the History of the Italian Theatre. 30 hrs. plus conf., 3 cr.

SPANISH

For requirements in the Spanish curriculum please consult adviser.

- SPAN 611 Literature of the Spanish Renaissance and the Counter-Reformation.** 30 hrs. plus conf., 3 cr.
SPAN 612 Major Authors of the Spanish Baroque. 30 hrs. plus conf., 3 cr.
SPAN 614 Spanish Literature of the Nineteenth Century. 30 hrs. plus conf., 3 cr.
SPAN 615 Contemporary Spanish Literature. 30 hrs. plus conf., 3 cr.
SPAN 616 Spanish American Literature From Its Origins Through Romanticism and Realism. 30 hrs. plus conf., 3 cr.
SPAN 617 Spanish American Literature: Modernism and Contemporary Trends. 30 hrs. plus conf., 3 cr.
SPAN 621 Main Trends in Spanish Thought and Art. 45 hrs., 3 cr.
SPAN 622 Main Trends in Latin American Thought and Art. 45 hrs., 3 cr.

The following SPAN 700 courses may be taken by TEP students after completing at least 6 credits in SPAN 600

courses or by special permission of the graduate adviser. SPAN 701, 704, 705, 711, 720, 722, 723, 725, 730, 742, 750, 751, 754, 756, 760, 763, 764, 765, 766, 767, 768.

SCIENCES

There are two related curricula in this group: biology and general science, and chemistry and general science. Programs in these curricula should be planned with and approved by the Coordinator of Sciences. Candidates are required to pass a comprehensive examination.

DEPARTMENT OF BIOLOGICAL SCIENCES

Program for Secondary School Teachers of Biological and General Science—MA

Minimum Science Course Requirements for Admission A major in the life sciences is required. Preparation must include at least 24 semester hours in the biological sciences (appropriately distributed) including an introduction to genetics. In addition, a year of college chemistry, a year of college physics, and a year of mathematics are required. Although not required for admission, a year of earth science, a course in probability and statistics, and a course in organic chemistry are advisable.

The Graduate Curriculum Students will be required to complete a minimum of four courses in the biological sciences, one course in chemistry, and one course in physics. Students who have not completed a year of undergraduate earth science will take geology or astronomy or both.

Courses are listed under the Department of Chemistry, Department of Geology and Geography, and the Department of Physics and Astronomy. The following courses are suggested for students in the Teacher Education Program: BIOL 710.13 Molecular Biology Lecture, and BIOL 710.2 Cell Biology.

DEPARTMENT OF CHEMISTRY

Program for Secondary School Teachers of Chemistry and General Science—MA

Minimum Course Requirements for Admission Requirements are: undergraduate work in chemistry, including a minimum of one year courses in general, analytical, organic, and physical chemistry or their equivalents; mathematics, including differential and integral calculus; one year of college physics; and a year of college life science.

The Graduate Curriculum Students in this curriculum will be required to complete advanced inorganic chemistry plus three additional chemistry courses (which have been approved for graduate credit), one course in physics, and one course in biology. Students who have not completed a year of earth science must take either astronomy or geology or both.

Additional courses are listed under the Department of Biological Sciences, Department of Geology and Geography, and the Department of Physics and Astronomy.

- CHEM 501 Special Topics in Chemistry.** 45 hrs., 3 cr.
- CHEM 610 Advanced Inorganic Chemistry.** 45 hrs., 3 cr.
- CHEM 650 Advanced Organic Chemistry.** 45 hrs., 3 cr.
- CHEM 660 Advanced Physical Chemistry.** 45 hrs., 3 cr.
- CHEM 670 Chemical Thermodynamics.** 45 hrs., 3 cr.

SOCIAL STUDIES

MA Program for Secondary School Teachers Students in this curriculum must complete 21 subject-matter graduate credits to be distributed among the following fields: economics, geography, history, political science, sociology, or anthropology, with not more than 15 credits in any one of these fields.

In the total five-year program which includes both undergraduate and graduate work, the student must complete one of the following groups of studies: (A) 24 credits in history, 9 in economics, 9 in geography, 9 in political science and 2 in sociology and anthropology, or (B) 18 credits in history, 2 in sociology or anthropology, and 33 credits in economics, political science and geography, of which 15 must be in one of these fields and 9 credits in each of the two remaining fields. In addition each candidate majoring in the curriculum of secondary school teachers of social studies must submit two acceptable term papers prepared in any of the social science courses. To be eligible to enter this curriculum without condition in the social sciences, students must have a minimum of 30 credits in the social sciences distributed in a pattern approved by the program adviser.

Attention of secondary school social studies teachers is also called to the special program in Russian area studies which offers a master of arts in Russian area studies in conjunction with advanced professional study in teacher education. For requirements and curriculum, see the Russian area studies section of this bulletin.

DEPARTMENT OF SOCIOLOGY

SOC 730 Urban Community. 45 hrs. incl. conf., 3 cr.

SOC 749 Social Control and Deviant Behavior. 45 hrs. incl. conf., 3 cr.

SOC 755 Social Stratification. 45 hrs. incl. conf., 3 cr.

SOC 769 Social Institutions. 45 hrs. incl. conf., 3 cr.

SOC 790.1 Mass Communication and Public Opinion. 45 hrs. incl. conf., 3 cr.

PROGRAM IN SPEECH

Department of Communications

There will be no graduate courses offered in the department in the 81-83 academic year.

PROGRAM FOR TEACHERS OF THE SPEECH AND HEARING HANDICAPPED—MA

This program offered in the School of Health Sciences, 440 East 26 Street, New York, N.Y. 10010

Departmental Requirements for Admission

General admission requirements to the graduate programs in the Teacher Education Program are observed.

A basic course or courses in each of the following professional areas is required: social, historical, and philosophical foundations of education; psychological foundations; student teaching (EDUC 451, or equivalent).

Departmental Requirements for the Degree

Each candidate shall complete an approved program of study of at least 30 credits (see graduate adviser) which shall include EDFDN 702 or 703, EDFDN 721 or 722, EDUC 750 and EDUC 351 if requirement has not been presented at entrance, and six credits in communication arts with the ap-

proval of the adviser. (See Departments of Communications and Theatre and Film.)

Candidates for the degree in this curriculum are required to pass a written comprehensive examination. The examination is given in the fall and spring semesters. A student planning to take the examination must be matriculated and currently registered.

- (a) All applicants for graduation must file a formal application in the Office of the Registrar, room 217, before the announced dates. (See Calendar in Schedule of Classes issued prior to each semester.)
- (b) Also eligible to take the comprehensive examination are matriculated students completing at least 24 credits (15 of which must have been in subject-matter courses), provided they have made formal application.
- (c) In order to have their names placed on the comprehensive examination list of candidates, students must submit a receipt for the comprehensive examination fee of \$15.00 to the secretary to the Center for Communication Disorders at least six weeks prior to the announced date of the examination.

COMMUNICATION SCIENCES

(Speech Pathology, Audiology, Speech and Hearing Science)

- COMSC 505 Introduction to Speech and Hearing Sciences.** 30 hrs. lec., 15 hrs. lab plus conf., 4 cr.
- COMSC 606 Auditory and Speech Mechanisms.** (formerly BIO 623) 30 hrs. lec. plus conf., 3 cr.
- COMSC 607 The Phonetics of American English.** 30 hrs. plus conf., 3 cr.
- COMSC 620 Introduction to Speech Pathology.** 30 hrs. lec. plus conf., 3 cr. Prereq: COMSC 606, 607.
- COMSC 640 Introduction to Audiology.** 30 hrs. plus conf., 3 cr.
- COMSC 700 Introduction to Research Methods.** 30 hrs. plus conf., 3 cr.
- COMSC 702 The Nature of Speech, Language and Communication Systems.** 30 hrs. plus conf., 3 cr.
- COMSC 705 Speech Science.** 30 hrs. lec. plus conf., 3 cr.
- COMSC 706 Experimental Phonetics.** 30 hrs. lec., 15 hrs. lab, 3 cr.
- COMSC 710 Psychological Acoustics.** 30 hrs. plus conf., 3 cr.
- COMSC 711 Physiological Acoustics.** 30 hrs. lec. plus conf., 3 cr.
- COMSC 712 Anatomy and Physiology of the Nervous System.** 30 hrs. lec., 30 hrs. lab, 3 cr.
- COMSC 720 Advanced Speech Pathology.** 30 hrs. plus conf., 3 cr.
- COMSC 721 Language Disorders of Children.** 30 hrs. plus conf., 3 cr.
- COMSC 722 The Nature of Stuttering.** 30 hrs. plus conf., 3 cr.
- COMSC 723 The Diagnosis and Treatment of Stuttering.** 30 hrs. plus weekly clinic, 3 cr.
- COMSC 724 Speech Disorders in Cerebral Palsy.** 30 hrs. plus conf., 3 cr.
- COMSC 726 Aphasia and Related Disorders of Speech.** 30 hrs. plus conf., 3 cr.
- COMSC 727 Voice Disorders.** 30 hrs. plus conf., 3 cr.

- COMSC 728 Advanced Anatomy, Physiology and Neurology of the Speech Mechanism.** 30 hrs. lec. plus conf., 3 cr.
- COMSC 729 Clinical Practicum in Speech Pathology.** 45 hrs., 2 cr.
- COMSC 730 Cleft Palate Speech.** 30 hrs. plus conf., 3 cr.
- COMSC 731 Rehabilitation of Speech Following Oral and Laryngeal Surgery.** 30 hrs. plus conf., 3 cr.
- COMSC 740 Communication Skills for the Hearing Handicapped.** 30 hrs. plus conf., 3 cr.
- COMSC 741 Advanced Audiology.** 30 hrs. lec., 15 hrs. lab, 3 cr.
- COMSC 742 Hearing Aids.** 30 hrs. plus conf., 3 cr.
- COMSC 744 Industrial and Environmental Noise Problems.** 30 hrs. plus conf., 3 cr.
- COMSC 745 Auditory Disorders in Children.** 30 hrs. plus conf., 3 cr.
- COMSC 749 Clinical Practicum in Audiology.** 45 hrs., 2 cr.
- COMSC 769 Communication Acquisition.** 30 hrs. plus conf., 3 cr.
- COMSC 770 Topics in Communication Sciences.** 30 hrs. plus conf., 3 cr.
- COMSC 796 Special Problems.** 3 cr.
- COMSC 799 Thesis Seminar.** 3 cr.

II. DEPARTMENT OF CURRICULUM AND TEACHING

TEACHING ENGLISH AS A SECOND LANGUAGE—MA

The program in teaching English as a second language is designed to meet the needs of those applicants who are or will be involved in the learning process of students for whom English is a second language. For those whom they teach, a working command of English is an education essential; but this skill must be acquired through methods and techniques which differ from those customarily employed by the teacher of English to native speakers. The duality of content and approach constitutes the case for a special pattern of preparation of teachers of English as a second language.

The program is interdisciplinary, encompassing courses which provide the student with a background in linguistics, in phonetics, in techniques of contrastive and error analysis, in the structure of American English, in related psychological, anthropological and sociological aspects, as well as in the methods and materials of instruction.

Requirements for Admission

This program is open to graduates holding baccalaureate degrees and who meet standards for matriculation in Hunter College teacher education programs, from approved colleges including three years of study of a foreign language, or the equivalent. Applicants who do not meet all requirements for admission may, in certain instances, be admitted by special permission and be allowed to make up deficiencies.

Applicants who wish to qualify for New York State certification should confer with the program adviser and may be required to take additional courses to meet certification requirements.

Requirements for the Degree

1. A minimum of 30 credits beyond the bachelor's degree as outlined below.
2. A comprehensive examination or a master's essay.
3. Reasonable fluency in a foreign language.

Course Sequences

		Credits
LING 701	Introduction to General Linguistics 1	3
COMM 607	The Phonetics of American English	3
ENGL 505	Structure of the English Language	3
LING 733	Methods of Contrastive Analysis	3
ANTH 777	Language and Culture	3
EDESL 780	Seminar in Educational Research	3
EDESL 783	Teaching English as a Second Language	3
EDESL 784	Field Work in English as a Second Language	3

It is recommended that all students select EDUC 781 Workshop in Curriculum Materials Development in ESL, 3 credits, as one of the electives. Other elective courses will be drawn from the following areas: anthropology, communications, education, English, languages, linguistics, psychology and sociology. Courses will be selected under advisement to gain a general knowledge of the total field of applied linguistics and educational practice in consonance with the candidate's teaching or supervisory needs.

Recommended Electives in Education

		Credits
EDFDN 702	School and Community	3
EDFDN 703	Advanced Social Foundations	3
EDFDN 704	Anthropology in Contemporary American Ed.	3
EDFDN 710	Advanced Educational Psychology	3
EDFDN 721	Educational Evaluation	2
EDFDN 719	Advanced Child Development	3
EDUC 782	Workshop in Adult Education	3
EDUC 779	Multicultural Education	3
EDUC 730	Advanced Studies in the Teaching of Reading and the Language Arts	3
EDUC 750	Education Workshop for Secondary School Teachers	3
EDUC 731	Reading Instruction in Elementary Schools: Advanced Course	3
EDUC 755	The Teaching of Reading in Secondary Schools	3
BILED 701	Theory and Practice in Bilingual Education	3
BILED 771	Psychology of Language Learning & Teaching	3
BILED 777	Comparative Analysis of English & Spanish	3
BILED 780	Bilingual Education Inquiry: Research & Evaluation	3

Recommended Electives in Related Areas

ANTH 701	Ethnology	3
ANTH 732	Ethnology of Latin America	3
PSYCH 752	Language and Thought	3
ROLN 701	Introduction to Romance Linguistics	3
SOC 790.13	The Immigrant Experience	3
THEA 776	Creative Drama	3

EDUC 782 Workshop in Adult Education 45 hrs., 3 cr., incl. conf. Exploration into the characteristics of adult ESL learners and into settings and programs to meet their educational needs.

COURSE LISTINGS

EDESL 780 Seminar in Educational Research. 45 hrs., incl. conf., 3 cr. Formulation and definition of a research problem, appropriate methodology, relevant literature, evaluation and critique.

EDESL 783 Teaching English as a Second Language. 45 hrs. incl. conf., 3 cr. Methodology, theory and practice in teaching English to second language learners and in evaluating their proficiency and progress.

EDESL 784 Fieldwork in English as a Second Language. 45-60 hrs. incl. conf., 3 cr. Guided observation and practicum experiences in a field setting providing for experimentation and for application of research.

EDUC 781 Workshop in Curriculum Materials Development in ESL. 45 hrs. incl. conf., 3 cr. Development of curriculum materials and activities which implement current research and provide for learners at different levels in varied settings.

SPECIAL EDUCATION—MS

The program in Special Education at Hunter College prepares the student for New York State Certification as teacher of special education, teacher of the blind and partially sighted, or teacher of the deaf. It consists of a core of cross-categorical courses, a sequence of courses in a particular disability area, and an integrative seminar. Specializations are offered in the following areas: visual handicaps, hearing impairment, mental retardation, emotional disturbance, physical impairment, learning disabilities and multiply/severe handicaps. A special program is also offered for training orientation and mobility specialists for the blind.***

Admission Requirements

This program is open to graduates of approved colleges holding baccalaureate degrees who meet the following requirements: a 2.7 undergraduate average; completion of a sequence of courses in elementary education making the student eligible for New York State Education Department certification N-6, or completion of a course sequence in secondary education and subject matter which makes the student eligible for New York State Education Department certification at the secondary school level. Students with secondary school training will be admitted with six credits of conditions, i.e., a methods course in reading

***Contact the Special Education Office for additional information about this special program.

and a methods course in mathematics. Students who do not meet state requirements for teacher certification may be admitted to "matriculation with conditions" if they do not have more than 12 credits of deficiencies.

Admission into the multiply/severely handicapped specialization calls for one year of experience in working with multiply/severely handicapped individuals and 15 credits in education, 9 of which may be taken as conditions of matriculation. Contact the Special Education Office for information about the specific education courses needed for admission into this specialization.

Students who are not admitted to matriculated status because their undergraduate grade point average is less than 2.7 may, under certain circumstances, be allowed to take 9 credits of course work as non-matriculants. If they achieve a 3.25 average in this course work, they can apply for matriculated status.

Requirements for the Degree

1. A minimum of 30 credits; 35 in the areas of visual impairment and hearing impairment.
2. A comprehensive examination.
3. Supervised practicum experience.
4. Demonstration of satisfactorily written English.

Course Sequences

1. BASIC CORE (Required of All Students)		Credits
EDSPC 700	The Handicapped in Society.	2
EDSPC 710	Measurement and Appraisal of the Handicapped	3
EDSPC 711	Learning Problems of the Handicapped	3
EDSPC 714	Psychology of the Handicapped	2

2. AREAS OF SPECIALIZATION

A. Visual Handicaps

EDSPC 740	Educational Implications of Visual Handicaps	3
EDSPC 741	Curriculum for the Visually Handicapped	3
EDSPC 742	Curriculum for the Visually Handicapped	3
EDSPC 743	Communication Skills for the Visually Handicapped, I.	2
EDSPC 744	Communication Skills for the Visually Handicapped, II	2
EDSPC 746.50	Practicum: Visually Handicapped	2
EDSPC 746.51	Practicum: Visually Handicapped	2
EDSPC 747	Principles of Orientation and Mobility for Teachers of the Visually Handicapped	3

B. Hearing Impairment

COMSC 641	Hearing and Hearing Impairment	3
EDSPC 730	Language Development for the Deaf Child	2
EDSPC 731	Language Development for the Deaf Child	2
EDSPC 732	Development of Speech in the Deaf Child	2

EDSPC 733	Development of Speech in the Deaf Child	2
EDSPC 734	Aural Rehabilitation	3
EDSPC 735	Curriculum Adaptations for Deaf Students	3
EDSPC 736.50	Practicum: Hearing Impaired	2
EDSPC 736.51	Practicum: Hearing Impaired	2
EDSPC 737	Total Communication: Sign Language	2

C. Mental Retardation

EDSPC 720.50	Workshop: Creative Arts for the Handicapped	2
EDSPC 760	Study of the Mentally Retarded	3
EDSPC 761	Curriculum for the Mentally Retarded	3
EDSPC 762	Curriculum for the Mentally Retarded	3
EDSPC 766.50	Practicum: Mentally Retarded	2
EDSPC 766.51	Practicum: Mentally Retarded	2

D. Emotional Disturbance

EDSPC 720.51	Developmental Remediation for Children with Autistic Behavior	3
EDSPC 750	Study of Emotional Dysfunction	3
EDSPC 753	Curriculum for the Emotionally Disturbed	3
EDSPC 754	Curriculum for the Emotionally Disturbed	3
EDSPC 756.50	Practicum: Emotionally Disturbed	2
EDSPC 756.51	Practicum: Emotionally Disturbed	2

E. Physical Impairment

EDSPC 770	Educational Implications of Physical Disabilities	3
EDSPC 771	Curriculum for the Physically Handicapped	3
EDSPC 772	Curriculum for the Physically Handicapped	3
EDSPC 776.50	Practicum: Physically Handicapped	2
EDSPC 776.51	Practicum: Physically Handicapped	2

F. Multiply/Severely Handicapped

		Credits
EDSPC 720.52	Seminar: The Severely/Multiply Handicapped	3
EDSPC 720.53	Seminar: The Severely/Multiply Handicapped	3
EDSPC 720.54	Practicum: Severely/Multiply Handicapped	2
EDSPC 720.55	Practicum: Severely/Multiply Handicapped	2
EDSPC 721.50	Seminar: Severely/Multiply	3
EDSPC 721.51	Seminar: Severely/Multiply	3
EDSPC 721.52	Practicum: Severely/Multiply Handicapped	2
EDSPC 721.53	Practicum: Severely/Multiply Handicapped	2

3. INTEGRATIVE SEMINAR (CROSS-CATEGORICAL)

EDSPC 706	Integrative Seminar	2
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ELECTIVES

EDSPC 719	Parent Involvement in the Education of Young Handicapped Children	3
EDSPC 720.61	Montessori/Piaget Materials and Curriculum for Handicapped Children	3

COURSE LISTINGS

1. Basic Core (Required of all students)

EDSPC 700 The Handicapped in Society. 30 hrs., 2 cr. Current and historical views of the handicapped; legal and educational perspectives; definition of the population. Field observations.

EDSPC 710 Measurement and Appraisal of the Handicapped. 45 hrs. incl. conf., 3 cr. Prereq or Coreq: EDSPC 700. Study of the processes and procedures used in assessing handicapped children, with special emphasis on procedures used by teachers. Supervised practice.

EDSPC 711 Learning Problems of the Handicapped. 45 hrs. incl. conf., 3 cr. Prereq or Coreq: EDSPC 700. Study of disorders of perception, cognition and language as they pertain to the classroom functioning of children with various disabilities. Field observations.

EDSPC 714 Psychology of the Handicapped. 30 hrs., 2 cr. Prereq or coreq: EDSPC 700. Personality characteristics and developmental problems associated with various types of disabilities.

2. Areas of Specialization

A. Visual Handicaps

EDSPC 740 Educational Implications of Visual Handicaps. 45 hrs. incl. conf., 3 cr. Prereq. or coreq: EDSPC 700, 710, 711. Descriptions of visual handicaps; methods of identification, classification and placement; implications in regard to instructional situations.

EDSPC 741 Curriculum for the Visually Handicapped. 45 hrs. incl. conf., 3 cr. Prereq. or coreq: EDSPC 700, 710, 711. Analysis and organization of instructional programs for visually handicapped children. Educational appraisal and remedial techniques pertaining to the specific problems of the visually handicapped.

EDSPC 742 Curriculum for the Visually Handicapped. 45 hrs. incl. conf., 3 cr. Prereq. or coreq: EDSPC 700, 710, 711. Techniques of teaching the visually handicapped; principles of instruction and development of appropriate materials and curriculum.

EDSPC 743 Communication Skills for the Visually Handicapped, I. 30 hrs., 2 cr. Prereq. or coreq: EDSPC 740 and 741. History of Braille; use of the slate and the Braille; training in transcribing from inkprint texts; knowledge of technological aids.

EDSPC 744 Communication Skills for the Visually Handicapped, II. 30 hrs., 2 cr. Prereq. EDSPC 744.1. Braille skills in Nemeth, music and foreign language code; training in the use of the Optacon and the Speech Plus calculator.

EDSPC 746.50 Practicum: Visually Handicapped. 150 hrs., 2 cr. Prereq. or coreq: EDSPC 740 and 741. Supervised field experiences with children having various eye defects and levels of visual functioning. Weekly seminars.

EDSPC 746.51 Practicum: Visually Handicapped. 150 hrs., 2 cr. Prereq. or coreq: EDSPC 744.1 and EDSPC 742. Supervised field experiences with children having various eye defects and levels of visual functioning. Weekly seminars.

EDSPC 747 Principles of Orientation and Mobility for Teachers of the Visually Handicapped. 45 hrs. incl. conf., 3 cr. Prereq. or coreq: EDSPC 740, 741. The meaning of physical independence; use of sensory experience by the visually handicapped; techniques for the awareness of cues in the environment; training procedures. Supervised practice.

EDSPC 746.51 Practicum: Visually Handicapped. 150 hrs., 2 cr. Prereq. or coreq: EDSPC 744.1 and EDSPC 742. Supervised field experiences with children having various eye defects and levels of visual functioning. Weekly seminars

B. Hearing Impairment

COMSC 641 Hearing and Hearing Impairment. 45 hrs. incl. conf., 3 cr. Prereq. or coreq: EDSPC 700, 710 and 711. Structure and function of the organs of speech and hearing.

EDSPC 730 Language Development for the Deaf Child. 30 hrs., 2 cr. Prereq. or coreq: COMSC 641. Study of language acquisition in hearing and deaf children. Different methods used to facilitate language acquisition.

EDSPC 731 Language Development for the Deaf Child. 30 hrs., 2 cr. Prereq. or coreq: COMSC 641 and EDSPC 730. Study of language acquisition in hearing and deaf children. Different methods used to facilitate language acquisition.

EDSPC 732 Development of Speech in the Deaf Child. 30 hrs., 2 cr. Prereq. or coreq: COMSC 641 and EDSPC 730. Human speech mechanism and the phonological development of normal children; the sense modalities in speech production; the broad stages of speech acquisition in young deaf children. Field observation.

EDSPC 733 Development of Speech in the Deaf Child. 30 hrs., 2 cr. Prereq. EDSPC 732. Typical speech errors of hearing impaired children; targets and teaching strategies. Field observations.

EDSPC 734 Aural Rehabilitation. 45 hrs. incl. conf., 3 cr. Prereq. or coreq: COMSC 641, EDSPC 730 and EDSPC 732. Principles and methods of teaching speechreading; principles and methods of auditory training; methods, procedures and materials used in the development of communication ability.

EDSPC 735 Curriculum Adaptations for Deaf Students. 45 hrs. incl. conf., 3 cr. Curriculum and instructional procedures specific to education of deaf students. Adaptations of regular curriculum to meet specific needs of deaf students.

EDSPC 737 Total Communication: Sign Language. 30 hrs., 2 cr. Prereq. or coreq: EDSPC 700. Introduction to Manual Communication. Students acquire basic receptive and expressive competency in sign, dactylography and signed English.

EDSPC 736.50 Practicum: Hearing Impaired. 150 hrs., 2 cr. Prereq. or coreq: COMSC 641. Supervised experiences in programs for deaf, hard-of-hearing and language impaired children.

EDSPC 736.51 Practicum: Hearing Impaired. 150 hrs., 2 cr. Prereq. EDSPC 730 and EDSPC 732; coreq: EDSPC 734. Supervised experiences in local programs for deaf, hard-of-hearing and language impaired children.

C. Mental Retardation

EDSPC 760 Study of the Mentally Retarded. 45 hrs. incl. conf., 3 cr. Prereq. or coreq: EDSPC 700, 710, 711. A comprehensive review of the history, causation, classification and education of the mentally retarded individual; implications of normalization, legislation and the formation of national associations. Field observations.

EDSPC 761 Curriculum for the Mentally Retarded. 45 hrs. incl. conf., 3 cr. Prereq. or coreq: EDSPC 760. Analysis of various educational settings; instruction in the writing of behavioral objectives, task analysis, informal assessment, and individualized education plans. Field observations.

EDSPC 762 Curriculum for the Mentally Retarded. 45 hrs. incl. conf., 3 cr. Prereq. EDSPC 761. Specialized techniques and curriculum content in planning programs for the mildly to severely retarded. Early intervention; self-help skills; motor development; communication. Field Observations.

EDSPC 766.50 Practicum: Mentally Retarded. 150 hrs., 2 cr. Prereq. EDSPC 760. Supervised field experiences with mentally retarded pupils. Weekly seminars.

EDSPC 766.51 Practicum: Mentally Retarded. 150 hrs., 2 cr. Prereq. or coreq: EDSPC 762. Supervised field experiences with mentally retarded pupils. Weekly seminars.

D. Emotional Disturbance

EDSPC 720.51 Developmental Remediation for Children with Autistic Behavior. 45 hrs. incl. conf., 3 cr. Prereq. or coreq: EDSPC 750. Theory and practice of working with autistic children; participation in demonstration class.

EDSPC 750 Study of Emotional Dysfunction. 45 hrs. incl. conf., 3 cr. Prereq. or coreq: EDSPC 700, 710, 711. Characteristics, etiology and effects of emotional disorders as they related to children and youth; physiological causes of deviant behavior, with emphasis on associated learning and instruction problems.

EDSPC 753 Curriculum for the Emotionally Disturbed. 45 hrs. incl. conf., 3 cr. Prereq. or coreq: EDSPC 750. Educational diagnosis and planned remediation as a basis for education and re-education; specific, individual and remedial procedures; learning theory in relation to intervention techniques. Participation in clinical situations.

EDSPC 754 Curriculum for the Emotionally Disturbed. 45 hrs. incl. conf.; 3 cr. Prereq. EDSPC 753. Educational diagnosis and planned remediation as a basis for education and re-education; specific, individual and remedial procedures; learning theory in relation to intervention techniques. Participation in clinical situations.

EDSPC 756.50 Practicum: Emotionally Disturbed. 150 hrs., 2 cr. Prereq. or coreq: EDSPC 750 and 753. Supervised field experiences with children having various types and degrees of emotional behavioral problems. Weekly seminars.

EDSPC 756.51 Practicum: Emotionally Disturbed. 150 hrs., 2 cr. Prereq. or coreq: EDSPC 754. Supervised field experiences with children having various types and degrees of emotional behavioral problems. Weekly seminars.

E. Physical Impairment

EDSPC 720.50 Workshop: Creative Arts for the Handicapped. 30 hrs., 2 cr. Prereq. or Coreq: EDSPC 700. Experiences in the arts designed and adapted for the special needs of children with disabilities.

EDSPC 770 Educational Implications of Physical Disabilities. 45 hrs. incl. conf., 3 cr. Prereq. or coreq: EDSPC 700, 710, 711. Etiology and clinical manifestations of orthopedic and neurological impairments. Issues in functional disability remediation.

EDSPC 771 Curriculum for the Physically Handicapped. 45 hrs. incl. conf., 3 cr. Prereq. or coreq: EDSPC 720. Curriculum strategies for teachers of the physically handicapped. Task analysis, behavioral methodology, preparation of individual education plans.

EDSPC 772 Curriculum for Physically Handicapped. 45 hrs. incl. conf., 3 cr. Prereq. or coreq: EDSPC 720. Principles, methods and techniques in the education of children with central nervous system disorders. Analysis of various approaches to individual and group instruction.

EDSPC 776.50 Practicum: Physically Handicapped. 150 hrs., 2 cr. Prereq. or coreq: EDSPC 720. Supervised field experience with physically handicapped pupils. Weekly seminars.

EDSPC 776.51 Practicum: Physically Handicapped. 150 hrs., 2 cr. Prereq. or coreq: EDSPC 721 and 722. Supervised field experience with physically handicapped pupils. Weekly seminars.

F. Multiply/Severely Handicapped

EDSPC 720.52 Seminar: The Severely/Multiply Handicapped. 45 hrs. incl. conf., 3 cr. coreq: EDSPC 700. Foundations of educating multiply/severely handicapped children.

EDSPC 720.53 Seminar: The Severely/Multiply Handicapped. 45 hrs. incl. conf., 3 cr. Prereq: EDSPC 700. Assessment of multiply/severely handicapped children.

EDSPC 720.54 Practicum: Severely/Multiply Handicapped. 150 hrs., 2 cr. Coreq: EDSPC 720.52. Supervised field experiences in educational programs for multiply/severely handicapped children.

EDSPC 720.55 Practicum: Severely/Multiply Handicapped. 150 hrs., 2 cr. Coreq: EDSPC 720.53. Supervised field experiences in educational programs for multiply/severely handicapped children.

EDSPC 721.50 Seminar: Severely/Multiply Handicapped. 45 hrs. incl. conf., 3 cr. Prereq: EDSPC 720.52, 720.53. Curriculum development for multiply/severely handicapped children.

EDSPC 721.51 Seminar: Severely/Multiply Handicapped. 45 hrs. incl. conf., 3 cr. Prereq: EDSPC 720.52, 720.53. Behavior management techniques with multiply/severely handicapped children. Team functioning for planning and implementing programs.

EDSPC 721.52 Practicum: Severely/Multiply Handicapped. 150 hrs., 2 cr. Coreq: EDSPC 721.50. Supervised field experiences in educational programs for multiply/severely handicapped children.

EDSPC 721.53 Practicum: Severely/Multiply Handicapped. 150 hrs., 2 cr. Coreq: EDSPC 721.51. Supervised field experiences in educational programs for multiply/severely handicapped children.

3. Integrative Seminar (Cross-categorical)

EDSPC 706 Integrative Seminar. 30 hrs., 2 cr. Prereq: 24 credits in special education or permission of the coordinator. Integration of theory and practice as related to the total field of special education.

Electives

EDSPC 719 Parent Involvement in the Education of Young Handicapped Children. 45 hrs. incl. conf., 3 cr. Prereq: EDSPC 700, current practicum placement or teaching position. Understanding parental reactions; observation and interaction in home settings; communicating with parents; planning with parents.

EDSPC 720.61 Montessori/Piaget Materials and Curriculum for Handicapped Children. 45 hrs. incl. conf., 3 cr. Prereq: EDSPC 700, 710, 711. Workshop in creating and using materials deriving from a Montessori/Piaget framework.

Courses for Non-Special Education Majors

EDSPC 720.56 Introduction to Needs of Students with Disabilities. 45 hrs. incl. conf., 3 cr. An introduction to the needs of students with disabilities. For education students

not planning to enter the Special Education Program.

EDSPC 721.58 Methods of Teaching Students with Disabilities in the Mainstream. 45 hrs. incl. conf., 3 cr. Prereq: or coreq: EDSPC 720.56. Classroom adaptations and management techniques. For education students not planning to enter the Special Education Program.

ADVANCED CERTIFICATE IN EDUCATIONAL SUPERVISION AND ADMINISTRATION

Hunter College offers to qualified candidates a sixth-year program in the supervision and administration of elementary and secondary schools. The program constitutes 30 credits beyond the master's degree. It leads to a professional certificate granted by Hunter College, and state certification in supervision and administration. It also fulfills requirements for the licensing of supervisors and administrators in the New York City public schools.

Requirements for Admission

1. Completion of an approved master's degree with a minimum average of B.
2. Regular certification or licensing as a teacher in elementary or secondary schools.
3. A minimum of three years of full-time teaching experience under regular appointment (or its equivalent) in elementary and/or secondary schools.
4. Promise of success in educational supervision and administration as revealed by a number of indices.

Method of Initiating Candidacy Applications for matriculation are accepted in the fall and spring semesters. A limited number of non-matriculants are accepted each semester for a maximum of 6 credits, provided they fulfill the admission requirements. Interested candidates may request further information from the program coordinator, room 722, or may obtain applications by writing to the Graduate Admissions Office at Hunter College.

Requirements for Completion of the Program

A minimum of four semesters of part-time study. All courses must be completed in five years.

Required Courses (21 credits)

		Credits
ADSUP 700	Human Relations in Educational Administration	3
ADSUP 701	Organization and Administration of Public Schools I	3
ADSUP 702	Organization and Administration of Public Schools II	3
ADSUP 703	Supervision and the Improvement of Instruction I	3
ADSUP 705	Research Seminar in Supervision and Administration	3
ADSUP 706	Field Experience Seminar in S & A I	3
ADSUP 707	Field Experience Seminar in S & A II	3

21

ELECTIVE COURSES (9 credits) selected jointly by student and program coordinator from appropriate offerings on the post-master's degree level.

COURSE LISTINGS

ADSUP 700 Human Relations in Educational Administration. 45 hrs. incl. conf., 3 cr. Interpersonal and group relationships applied to administrative and supervisory functions in schools; intensive experience in group process.

ADSUP 701 Organization and Administration of Public Schools I. 45 hrs. incl. conf., 3 cr. Organizational behavior in schools and school districts—focus on district organization.

ADSUP 702 Organization and Administration of Public Schools II. 45 hrs. incl. conf., 3 cr. Organizational behavior in schools and school districts—focus on unit organization.

ADSUP 703 Supervision and the Improvement of Instruction in Public Schools I. 45 hrs. incl. conf., 3 cr. An examination of productive supervisory techniques which promote the improvement of instruction.

ADSUP 704 Supervision and the Improvement of Instruction in Public Schools II. 45 hrs. incl. conf., 3 cr. An examination of productive supervisory techniques which promote the improvement of instruction.

ADSUP 705 Research Seminar in Supervision and Administration. 45 hrs. incl. conf. Research design and the application of basic principles and techniques of research to supervisory and administrative problems in education.

ADSUP 706 and ADSUP 707 Field Experiences Seminar in Supervision and Administration. 45 hrs. incl. conf., 3 cr. A two-semester course combining a field experience which is arranged and completed in the student's own district and a weekly seminar.

ADSUP 720 Theory and Principles of Curriculum Design. 45 hrs. incl. conf., 3 cr. Sources of curriculum, and principles of curriculum design, with particular emphasis on the role of the supervisor/administrator as curriculum leader.

ADSUP 721 Human Relations in Supervision and the Improvement of Instruction. 45 hrs. incl. conf. 3 cr. Human relations theory and practices as these apply to educational decision-making, organizational structures and the dynamics of change.

ADSUP 722 Issues in Contemporary Education. 45 hrs. incl. conf., 3 cr. Substantive problems in policy planning, implementation and financing of curriculum, instruction and school administration.

ADSUP 724 Supervision and the Improvement of Instruction in the Subject Fields: .50- Special Education. Offered Fa. 45 hrs. incl. conf., 3 cr. **.51- Bilingual Education.** Offered Sp. 45 hrs. incl. conf., 3 cr. Roles and functions of instructional supervisors in curriculum planning, supervising action, programming, and evaluating feedback.

ADSUP 723 Evaluation of Educational Programs. 45 hrs. incl. conf., 3 cr. Models and methods for internal and comparative evaluation of educational programs in schools and school systems.

ADSUP 726.51 Advanced Workshop in Curriculum Materials Development: The Content Areas. 45 hrs. incl. conf., 3 cr. Planning and supervising curriculum development in content areas.

ADSUP 727 Studies in the History of Education. 45 hrs. incl. conf., 3 cr. Study of selected periods and topics in the history of education; emphasis on the historical development of educational institutions and practices.

ADSUP 726.50 Advanced Workshop in Curriculum Materials Development: Special Education. 45 hrs. incl. conf., 3 cr. Planning and supervising for special education students in mainstreamed classes and/or special education classes.

III DEPARTMENT OF EDUCATIONAL FOUNDATIONS

THE COLLEGE COUNSELING AND STUDENT DEVELOPMENT PROGRAM—(MA)

Coordinator: Professor Linda W. Scheffler
Room 928
Phone: 570-5008

College Counseling and Student Development, a 45-credit graduate program, is designed to develop competent professionals who understand, both in principle and practice, the counseling of young and maturing adults. CCSD classroom instruction in the theories, tools, problems, and techniques of counseling is geared to students' extensive fieldwork assignments usually in the college setting and always performed under close individual and group supervision. CCSD helps those enrolled to identify, test, and develop their own individual interests and talents, not only by integrating practical and personal experience with abstract concepts, but by enhancing the awareness of self and others, awareness essential to effective counseling relationships. Today's urban college, increasingly a microcosm of the larger American society, offers expanding and gratifying opportunities to work with diverse client groups and to develop counseling and personnel skills needed in college, business, community, and social service settings. The program can be completed in two years of full-time study or three or four years part-time. Enrollment is limited to provide individualized instruction.

Admission Requirements

In addition to the Hunter graduate admission requirements for matriculated students, CCSD applicants must be *interviewed* and approved by CCSD faculty members. Background and interest in helping others and in understanding psychological and developmental issues are most important; and a psychology or social science undergraduate concentration is useful but not required. CCSD seeks to enroll a group of students who differ from each other with respect to age, background, educational credentials, life experience and counseling goals. The Graduate Record Examination is not required. (Students admitted as non-matriculants can earn matriculation on satisfactory completion of nine credits.)

Degree Requirements

- 1) Students must complete a minimum of 45 credits in required courses, including two fieldwork sequences (two semesters of practicum and two of internship assignments) while maintaining a 3.0 index. (The practicum requires two consecutive semesters (Prepracticum and Practicum) in which the student spends five hours weekly in client service and additional hours in class, in field supervision, and in orientation conferences. The internship requires 15 hours in a counseling service plus class meetings. Internship field placements for part-time

students are arranged only after students have completed CCSD introductory coursework; some placements require full-time or daytime attendance.)

- 2) Criteria for continuation in and successful completion of the program include: demonstration of scholastic achievement; basic competence and ethical conduct in the counseling setting judged through taped interviews, case write-ups, and field placement evaluations; effectiveness in the peer group setting; and the presence of certain personal attributes such as warmth, tolerance for others, and professional commitment.

In practice, students are expected to achieve competence in exploring, helping, and referring clients with problems in the areas of:

- a) Career choice, vocational development, and career change.
- b) Personal, social or family problems affecting work/school performance
- c) Academic difficulties, choice of major, and educational deficiencies.
- d) Student activities, residential living, and leisure time pursuits.
- e) Academic planning, clarification of personal goals, and effective use of learning and developmental opportunities.

Students are expected to develop basic skills in personnel work such as program and personnel evaluation, development and operation of service programs, outreach, recruitment, and record keeping.

COURSE LISTINGS

CCSD 710 Theories of Counseling. 45 hrs. incl. conf., 3 cr. An introduction for students in counseling to basic concepts and theories.

CCSD 712 Psychodynamics. 45 hrs. incl. conf., 3 cr. Introduction to the observation and understanding of psychological determinants in human behavior.

CCSD 713 Measurement and Appraisal in Counseling. 45 hrs. incl. conf., 3 cr. Theory of measurement and appraisal. Practice in administration, scoring, and interpretation of major tests used in counseling.

CCSD 714 Life Stage Development: Adolescence to the Older Adult. 45 hrs. incl. conf., 3 cr. Analysis of the developmental stages from adolescence onward.

CCSD 715 Dynamics of Career Development. 45 hrs. incl. conf., 3 cr. Processes and determinants of occupational choice and adjustment; life stages and career patterns in personal and vocational development.

CCSD 716 The American College in Transition: Context for College Counseling. 45 hrs. incl. conf., 3 cr. A survey of the history, philosophy, and organization of institutions of higher education in the United States, and the role of student personnel services.

CCSD 717 Theory and Practice of Group Counseling. 45 hrs. incl. conf., 3 cr. Analysis of different theories of group counseling with emphasis on the structure and functioning of counseling groups.

CCSD 721 Pre-practicum in Counseling: I. 45 hrs. incl. conf., 3 cr. Offered Fa. Interviewing experience through class exercises and supervised experience in a counseling setting.

CCSD 722, 723 Practicum in Counseling: II. (May be taken twice.) 45 hrs. incl. conf., 3 cr. each. Offered Sp. Prereq: CCSD 721. Application of counseling theory through supervised experience in a counseling setting. Student presentation of interviews with clients.

CCSD 732 Diagnostic Assessment and Counseling Techniques. 45 hrs. incl. conf., 3 cr. Supervised research for role-playing presentations of counseling interviews to help students understand emotional distress and intervention techniques.

CCSD 734 Intensive Case Analysis. 45 hrs. incl. conf., 3 cr. A review of case materials to elucidate dynamic approaches to helping the emotionally disturbed.

CCSD 740 Internship in College Counseling I. 60 hrs. incl. supervision, 4 cr. Offered Fa. Supervised work experience in an approved college counseling setting.

CCSD 741 Advanced Internship in College Counseling II. 60 hrs. incl. supervision, 4 cr. Continuation of supervised work experience in an approved college counseling setting.

CCSD 750 Colloquium: Ethnic Groups—Counseling Issues. 45 hrs. incl. conf., 3 cr. Study of ethnic groups with emphasis on cultural values relating to the need for achievement and for affiliation: considerations for counselors.

CCSD 751 Colloquium: Issues of Gender and Sex Roles in Counseling. 45 hrs. incl. conf., 3 cr. Analysis of historical and current literature on male-female development, similarities and differences, and application of concepts to the counseling relationship.

CCSD 752 Colloquium: Atypical Students: The Disabled; the Older Student; Special Learning Problems. 45 hrs. incl. conf., 3 cr. Physical and emotional characteristics of disabled, learning impaired, and older individuals: considerations for counselors.

CCSD 753, 754, 755 Seminar in Special Topics. 45 hrs. incl. conf., 3 cr. Study in depth of selected topics relating to counseling proposed by either students or faculty.

CCSD 756 Individual Supervised Research. 15 hrs. (supervision), 1 cr. The student will carry out independent research approved by the faculty and supervised by a member of the staff.

CCSD 757 Individual Supervised Research. 30 hrs. (supervision), 2 cr. The student will carry out independent research approved by the faculty and supervised by a member of the staff.

CCSD 758 Individual Supervised Research. 45 hrs. (supervision), 3 cr. The student will carry out independent research approved by the faculty and supervised by a member of the staff.

GUIDANCE AND COUNSELING PROGRAMS—MS

Coordinator: Professor Marion Klutch, Room 929, 570-5007

The 48-credit master's degree program in guidance and counseling prepares its graduates for careers in counseling in a variety of settings including elementary, junior and senior high schools, community and four-year colleges, hospitals, correctional facilities, business and industrial organizations, unions, senior citizen facilities, and vocational and training centers.

The program is open to college graduates with a wide variety of academic and experiential backgrounds. The program is designed to provide the basis for New York State Certification as a school Counselor. Students may participate on a two-year full-time program, or a three- or four-year part-time program.

Admission Requirements

1. Academic record consistent with the requirements for admission to master's degree program in teacher education at Hunter College.
2. Twenty-four credits of approved courses from the following fields: anthropology, economics, education, guidance, health sciences, political science, psychology, and sociology or related fields.
3. Approved oral and written expression.
4. Satisfactory recommendations from admissions interviews and appropriate professional sources indicating a human service potential. Admission to matriculation is on a provisional basis, subject to successful completion of the first 12 credits.

Requirements for the Degree

Students must maintain a 3.0 index to remain in the program and complete 48 credits of required course work for the MS in Education (counseling) degree. They must submit audiotapes and properly prepared papers based on service-delivery projects which will grow out of course-connected field experience. "B" or better grades must be achieved in the following skill development courses: COUNS 750.51, 751.51, 753.51, 754.51, 756.51, and 757.51

At the completion of the fifth semester or 30 credits, students will be eligible for the New York State Provisional Certificate for School Counselor. Permanent certification may be granted after graduation.

Students must demonstrate counseling competencies as defined by the faculty in order to earn the master's degree.

The faculty may require that a student gain certain further experience and competencies before permission is granted for the final year's sequence.

COURSE LISTINGS

COUNS 700 Foundations I, Fields of Counseling. 45 hrs. incl. conf., 3 cr. The focus, roles, goals, procedures and practices of counselors in a variety of settings. Introduction to philosophy and techniques of counseling.

COUNS 705 Seminar in Counseling I: Interviewing. 45 hrs. incl. conf., 3 cr. Principles and techniques of individual interviewing. Development of interviewing. Development of listening and one-to-one and communication skills through practice.

COUNS 710 Foundations II: Personality Theories. 45 hrs. incl. conf., 3 cr. Integrating current theories of behavior with theoretical approaches to counseling. Major issues in classifying, explaining, predicting, and controlling human behavior.

COUNS 711 Mental Health. 45 hrs. incl. conf., 3 cr. Study of mental health factors influencing behavior at home, in school, and in social settings. Consideration of current research. Case studies.

COUNS 715 Seminar II: Group Counseling Techniques. 45 hrs. incl. conf., 3 cr. Prereq: COUNS 700 and 705. Theory and principles of group counseling. Using the group for personal growth and career development. Developing group counseling skills through practice.

COUNS 720 Strategies I: Learning. 45 hrs. incl. conf., 3 cr. Prereq: COUNS 710 and 715. Psychological aspects of and special counseling techniques with clients with physical, emotional, and learning disabilities. Special Education team.

COUNS 725 Seminar III: Career Development. 45 hrs. incl. conf., 3 cr. Prereq: COUNS 710 and 715. Vocational and career development theories. Techniques of individual career counseling with a variety of clients including Special Education students.

COUNS 730 Strategies II: Measurement and Appraisal. 45 hrs. incl. conf., 3 cr. Developing test selection, administration, scoring interpretation and test sophistication, training skills in counseling. Examinees include Special Education students.

COUNS 735 Seminar IV: Vocational Applications. 45 hrs. incl. conf., 3 cr. Prereq: COUNS 720, 725 and 730. Application of vocational and career development theory in group counseling with a variety of clients including Special Education students.

COUNS 740 Social Systems I: Urban Counseling. 45 hrs. incl. conf., 3 cr. Prereq: COUNS 730. Understanding urban social and class systems. Developing novel counseling strategies for effective intervention.

COUNS 745 Seminar V: Counseling Practicum. 45 hrs., 3 cr. Prereq: COUNS 735. Developing individual and group counseling skills with a variety of clients and settings through supervised practice.

COUNS 750 Social Systems II: Counseling Minorities. 30 hrs. plus conf., 3 cr. Prereq: COUNS 735. Developing awareness of cultural lifestyles of "minority" groups and developing appropriate counseling techniques.

COUNS 755 Seminar VI: Leadership. 45 hrs. plus conf., 3 cr. Prereq: COUNS 735. Organization and administration of counseling programs in school, community, business and industrial settings.

COUNS 756 Stress Reduction and Management Enhancement. 45 hrs. incl. conf., 3 cr. The enhancement of self-esteem; the development of appropriate self-modulated behavior, more harmonious management and personal satisfaction as a decision maker.

COUNS 760 Project Seminar I: Evaluation and Research. 30 hrs. plus conf., 3 cr. Prereq: COUNS 730. Principles and techniques of planning, conducting, analyzing, and interpreting counseling research and evaluation.

COUNS 765 Seminar VII: Internship. 45 hrs., 3 cr. Prereq: COUNS 745. Advanced development of individual and group counseling skills with a variety of clients and settings through supervised practice.

COUNS 770 Project Seminar II: Research Project. 45 hrs., 3 cr. Prereq: COUNS 760. Conducting evaluation or research project and writing the report.

COUNS 775 Seminar VIII: Training and Supervision. 45 hrs., 3 cr. Prereq: COUNS 745. Planning, organizing, developing training programs. Supervised experiences training beginning counselors and others in human service professions.

REHABILITATION COUNSELING PROGRAM—(MS) Coordinator: Professor Joan Buxbaum, Room 928, 570-5008

The purpose of this program is to prepare carefully selected and qualified students for a career in rehabilitation counseling. The graduates of the program work in a wide variety of agencies assisting handicapped individuals to reach their maximum physical, emotional, social, intellectual, and vocational performance potential. The 50-credit, two-year program leads to a master of science (rehabilitation counseling) degree. The first year of the program may be taken part-time while the second year requires a full-time commitment. Federally-funded traineeships may be available to students with demonstrated financial need. This program is accredited by the Council on Rehabilitation Education.

Admission Requirements

1. Academic record consistent with the requirements for admission to graduate programs in the Division of Programs in Education at Hunter.
2. Twenty-four credits of approved courses from the following fields: anthropology, economics, education, guidance, health sciences, political science, psychology, sociology, and related areas.
3. Approved oral and written expression.
4. Commitment to helping people.
5. Satisfactory ratings by a selection committee during admission interviews. Recommendations from appropriate professional or academic sources to aid in determining potential for professional work as a counselor.
6. Each student may be required to supply a report of a recent medical examination, including chest X-ray.

Requirements for Maintenance of Matriculation and Degree Requirements

Students must maintain a 3.0 index to remain in the program and complete a minimum of 50 credits of course work to graduate. They must develop rehabilitation counseling knowledge and skills as defined by the faculty and the community agency supervisors. The successful completion of practicum, internship, and research courses is required for graduation from the program; no student receiving a grade lower than "C" in any of these courses may remain in the program. Participation in small group seminars and community and professional activities is required.

COURSE LISTINGS

REH 700 Foundations of Rehabilitation. 45 hrs. incl. conf., 3 cr. Offered Fa. History, philosophy and principles of vocational rehabilitation process. Economic, legal, ethical and social issues influencing rehabilitation service.

REH 701 Community Resources. 45 hrs. plus hrs. to be arranged, 3 cr. Offered Fa. Introduction to the wide range of agencies, clients and disabilities served by the rehabilitation agencies in the New York metropolitan area.

REH 702 Counseling Theories in Rehabilitation. 45 hrs. incl. conf., 3 cr. Offered Fa. The study of major counseling theories to provide the foundation for the basic concepts and techniques of counseling as applied to the disabled.

REH 703 Supervised Practicum in Rehabilitation. 100 hrs. to be arranged in selected agencies in the field, 3 cr. Prereq: REH 702. Offered Sp. Experience in applying techniques of counseling with selected clients. Case seminars to discuss clients and roles and responsibilities of counselor.

REH 704 Psychological Aspects of Disability. 45 hrs. incl. conf., 3 cr. Prereq: General Psychology. Offered Fa. Psychological concomitants of disability emphasis on attitude self-concept and adjustment as related to specific traumatic and congenital disabilities.

REH 705 Measurement and Appraisal of the Handicapped. 45 hrs. incl. conf., 3 cr. Offered Sp. Practice in the use of standardized tests used in vocational evaluation and counseling of the disabled.

REH 706 Vocational Development and Placement of the Handicapped. 45 hrs. incl. conf., 3 cr. Offered Sp. Selective placement techniques with the handicapped including use of vocational information, job finding.

REH 707 Medical Aspects of Disability. 45 hrs., 3 cr. Offered Sp. Study of etiology, symptoms, treatment and prognosis of the physically disabled. Understanding of medical reports and basic medical terminology.

REH 708 Research Methods in Rehabilitation Counseling. 45 hrs. incl. conf., 3 cr. Prereq: REH 703 and REH 705. Offered Fa. Principles and analysis of research methods, use of assessment and evaluation data. Review of literature aimed at research problems in the field.

REH 709 Seminar In Research In Rehabilitation Counseling. 45 hrs. incl. conf., 3 cr. Prereq: REH 708. Offered Sp. Student research project (selected in REH 708) to be implemented using classical models of research design.

REH 710 Rehabilitation With Minority Groups; Cross-cultural Counseling. 45 hrs. incl. conf., 3 cr. Offered Sp. Counseling minorities; a cross cultural perspective.

REH 712 Current Issues And Problems In Rehabilitation. 45 hrs. incl. conf., 3 cr. Offered Sp. Examination of ethical and legal considerations related to rehabilitation. Study of significant issues problems and emerging trends in rehabilitation.

REH 713 Group Process In Rehabilitation. 45 hrs., 3 cr. Offered Fa. Theoretical foundations and use of group counseling techniques to promote personal growth, career and decision-making with disabled clients in rehab.

REH 721 Psychiatric Aspects Of Counseling. 45 hrs., 3 cr. Offered Sp. Study of etiology, symptoms, treatment and prognosis of the psychiatric patient. Understanding psychiatric reports, basic terminology and medications.

REH 790 Internship In Rehabilitation Counseling I. 300 hrs. (in field), 4 cr. Prereq: Advanced standing through satisfactory completion of 25 cr. in basic rehabilitation sequence. Perm of coord. Offered Fa. Supervised internship at specially chosen agencies which represent the spectrum of services within the community meeting needs of the disabled.

REH 791 Internship in Rehabilitation Counseling II. 300 hrs. (in field), 4 cr. Prereq: REH 790. Offered Sp. Evaluation of

students through personal growth, learning skills and techniques, performance of duties and responsibilities.

Approved Selected Electives Offered Spring or Fall Depending on Needs of Curriculum

REH 714 Supervision On Curriculum Needs And Administration in Rehabilitation Counseling. 45 hrs. incl. conf., 3 cr. Prereq: perm. of coord. Agency accountability, clients rights and advocacy as related to program development evaluation and case management.

REH 715 Sheltered Workshop. 45 hrs., 3 cr. Prereq: perm coord. Organization administration and legislation of sheltered workshops. Production, management marketing and procurement of subcontracts.

REH 716 The Rehabilitation Counseling of Women. 45 hrs. incl. conf., 3 cr. Study of the socio-economic, psychological and vocational factors affecting the rehabilitation of handicapped women; new perspectives for counseling.

REH 717 Rehabilitation in Geriatrics. 45 hrs. incl. conf., 3 cr. Exploration of the complex problems inherent in the aging process. Defining areas of counseling skills and techniques suitable to aged.

REH 718 Rehabilitation Counseling With Addicts. 45 hrs. incl. conf., 3 cr. Approaches and strategies of counseling techniques for rehabilitation of addicts. Alternatives in dealing with multi-faceted problems of addiction.

REH 719 Counseling The Ex-Offender For Rehabilitation. 45 hrs. incl. conf., 3 cr. Introduction to history and philosophy of social casework. Emphasis placed on methods of effective cooperation between social work and rehabilitation.

IV. DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

PROGRAM IN PHYSICAL EDUCATION—MS IN EDUCATION

Requirements for Admission

1. An undergraduate major in health or physical education.*
2. Provisional certification to teach health or physical education, or equivalent.
3. Approval of the Department of Health and Physical Education.

References and a personal interview may be required.

Requirements for the Degree

These requirements are in addition to the general requirements for the MS in education degree.

Requirements in Education (6 credits)

- 1 course in social foundations of education
- 1 course in measurement and evaluation
- 1 course in curriculum and teaching

*Students without the appropriate undergraduate major may be admitted conditionally.

Requirements in Physical Education

3 credits in the required course PEG 680 Research Methods

15 credits in optional physical education/health education

6 credits of elective courses

Successful completion of the comprehensive examination or a master's thesis.

Curriculum

		Credits
<i>Cultural Foundations</i>		
PED 750	Sport in Society	3
PED 751	Movement and Meaning	3
PED 752	Philosophical Foundations of Physical Education	3
PED 753	Current Issues in Physical Education	3
<i>Administration and Supervision</i>		
PED 760	Workshops in Physical Education	3
PED 761	Athletic Administration	3
PED 762	Curriculum Development in Physical Education	3
PED 763	Supervision and Administration in Physical Education	3
PED 764	Theory and Research in Teaching Physical Education	3
<i>Foundations</i>		
PED 770	Motor Learning and Performance	3
PED 771	Biomechanics	3
PED 772	Topics in Exercise Physiology	3
PED 773	Sports Medicine	3
<i>Research</i>		
PED 780	Research Methods	3
PED 781	Research Studies: Analysis and Interpretation	3
PED 782	Seminar in Physical Education	3
PED 783	Independent Study	1-3
<i>Recreation</i>		
REC 730	Organization and Administration of Recreation	2
REC 731	Outdoor Education	2
REC 732	Recreation Programs	2

PROGRAM IN HEALTH EDUCATION—MS IN EDUCATION*Requirements for Admission*

1. The candidate should possess a degree in health education or specific study in related fields such as physical education, behavioral sciences (psychology and/or sociology), biological sciences, or nursing education (pending departmental permission).
2. Provisional certification to teach health education.
3. A degree in a related field, provided the candidate can present documentation which satisfies the following requirements:

- A. A general health course (contemporary concepts in health)
 - B. A course in public health and/or appropriate field work experience
 - C. A course in methods and materials of health education
 - D. A course in first aid and safety or active or current American Red Cross certification
 - E. A specific course dealing with evaluation in an educational context
 - F. Successful completion of a course in student teaching or one year's teaching experience.
4. A 3.0 grade point index in health education course work and a 2.5 overall undergraduate index on a 4.0 scale
 5. All candidates must present three letters of recommendation verifying academic ability and suitability for the pursuit of graduate study.

Requirements for the Degree*Required Courses (9 credit hours)*

HED 710	History and Philosophy of Health Education
HED 720	Administration of School Health Education
PED 700	Research Methods in Health, Physical Education, and Recreation

Education Sequence (9 credit hours)

A course in the social foundations of education
 A course in measurement and evaluation (HED 730 Evaluation in Health Education)
 A course in curriculum and teaching (HED 721 Developing the Health Curriculum)

Electives (12 credit hours)

To be selected on the basis of individual need.

Curriculum

		Credits
<i>Health Science Foundations</i>		
HED 710	History and Philosophy of Health Education	3
HED 711	Critical Issues in Health Education	3
HED 712	Safety Education	3
HED 713	Health Counseling	3
HED 714	Health Education for Classroom Teachers	3
<i>Program Development</i>		
HED 720	Administration of School Health Education	3
HED 721	Developing the Health Curriculum	3
HED 722	Affective Teaching and Health Behavior	3
HED 723	Health Teaching Resources	3
HED 724	School Health Services and Environment	3
HED 725	Urban Health	3
HED 726	Health Maintenance and Fitness in Industry	3

PED 727	Workshops in Health Education	1-3
<i>Research and Evaluation</i>		
PED 780	Research Methods in Health, Physical Education, and Recreation	3
HED 730	Evaluation in Health Education	3
HED 731	Research Seminar	3
HED 732	Thesis Seminar	3
HED 733	Independent Study/Fieldwork	1-3

COURSE LISTINGS

CULTURAL FOUNDATIONS

PED 750 Sport in Society. 45 hrs., 3 cr. Study of sport as a significant social institution in American society. Open to all graduate students.

PED 751 Movement and Meaning. 45 hrs., 3 cr. Movement activity as it relates to meaning, expression, and understanding of human experience. Open to all graduate students.

PED 752 Philosophical Foundations of Physical Education. 45 hrs. 3 cr. Interpretation of the philosophical foundations of physical education. The role of physical education in relation to individual and group needs.

PED 753 Current Issues in Physical Education. 45 hrs., 3 cr. Current trends and problems in physical education; emphasis on problems specific to teaching in urban settings.

ADMINISTRATION AND SUPERVISION

PED 760 Workshops in Physical Education. 1-3 cr. Concentrated study of selected topics of current significance. Topics to be announced. Open to all graduate students.

PED 761 Athletic Administration. 45 hrs., 3 cr. Analysis of the role and administrative responsibilities of the director of athletics in schools and colleges. Open to all graduate students.

PED 762 Curriculum Development in Physical Education. 45 hrs., 3 cr. Study and analysis of curriculum development in physical education. Development of instructional plans and materials, teaching methods and evaluative procedures.

PED 763 Supervision and Administration in Physical Education. 45 hrs., 3 cr. Examination of concepts of supervision and administration. Analysis of problems related to the improvement of instruction and administration of instructional programs for grades 1-12.

PED 764 Theory and Research in Teaching Physical Education. 45 hrs., 3 cr. An examination of theoretical models of teaching physical education. Application of behavioral research methods to the study of teaching.

SCIENTIFIC FOUNDATIONS

PED 770 Motor Learning and Performance. 45 hrs., 3 cr. The psychological and neurological factors related to the development of motor skill; emphasis on the teacher's role in facilitating learning. Open to all graduate students with permission of the graduate advisor.

PED 771 Biomechanics. 45 hrs., 3 cr. Study and analysis of human movement.

PED 772 Exercise Physiology. 45 hrs., 3 cr. Physiological adaptations of man to exercise; application of exercise physiology to physical education programs.

PED 773 Sports Medicine. 45 hrs., 3 cr. Study of medical ramification of sport and physical activity with emphasis on athletic training and conditioning, nutrition, ergogenic aids, prevention and care of injuries.

RESEARCH

PED 780 Research Methods. 45 hrs., 3 cr. Study of research methods in Health Education, Physical Education and Recreation and Park Services. Required of all students after completion of a minimum of 6 credits in Physical Education grade offerings.

PED 781 Research Studies: Analysis and Interpretation. 45 hrs., 3 cr. An analysis of selected research studies in physical education, research application to programs and practices.

PED 782 Seminar in Physical Education. 45 hrs., 3 cr. Discussion and analysis of significant professional issues in Physical Education.

PED 783 Independent Study. 1-3 cr. each semester. Delineation of a research problem; guidance in research techniques and development of project proposals and Masters' theses.

RECREATION

REC 730 Organization and Administration of Recreation. 30 hrs., 2 cr. Formulation of administrative principles, policies and procedures for recreation on national, state and local levels.

REC 731 Outdoor Education. 30 hrs., 2 cr. Principles, organization, content, methods and resources for outdoor education as part of the total educational program. The integration of outdoor activities in selected patterns.

REC 732 Recreation Programs. 30 hrs., 2 cr. Analysis of the factors that influence the planning of recreation programs; formulation of principles for the selection of activity; emphasis on recreation methodology, activities and services.

HEALTH SCIENCE FOUNDATIONS

HED 710 History and Philosophy of Health Education. 45 hrs., 3 cr. A study of the historical and philosophical foundations of health education. Fundamental principles and their application to personal and societal health needs are explored.

HED 711 Critical Issues in Health Education. 45 hrs., 3 cr. Identification of selected health issues of major importance and current concern in health education.

HED 712 Safety Education. 45 hrs., 3 cr. Analysis of safety in a variety of modes of daily living. The psychology and prevention of accidents are studied in relation to human behavior and technology.

HED 713 Health Counseling. 45 hrs., 3 cr. The health guidance of school aged individuals. Principles and methods of screening, assisting and referring students with health concerns are identified.

HED 714 Health Education for Classroom Teachers. 45 hrs., 3 cr. Introduction to health instruction, the health environment and health services utilized by the classroom teacher. The role of the classroom teacher in health is defined. This course is designed for graduate students other than health education majors.

PROGRAM DEVELOPMENT

HED 720 Administration of School Health Education. 45 hrs., 3 cr. Application of contemporary management practice to the administration of the school health program. Promotion of the school health program through the systems approach and the application of marketing and public relations concepts.

HED 721 Developing the Health Curriculum. 45 hrs., 3 cr. Examination of the process of curriculum development: cur-

riculum committee structures; major conceptual areas, sequentially developed curricula; selection of learning opportunities and individualized instruction. Current K-12 curricular programs reviewed.

HED 722 Affective Teaching and Health Behavior. 45 hrs., 3 cr. A course designed to introduce affective teaching strategies. The decision making process is studied to assist students in exploring their own attitudes, feelings and values.

HED 723 Health Teaching Resources. 45 hrs., 3 cr. Survey of current multimedia in health education. Emphasis is given to effective utilization and integration of instructional media.

HED 724 School Health Services and Environment. 45 hrs., 3 cr. A study of school health services and healthful school environment. The responsibilities of the teacher, school and community are explored and identified.

HED 725 Urban Health. 45 hrs., 3 cr. A study of current urban health issues. Open to all graduate students.

HED 726 Health Maintenance and Fitness in Industry. 45 hrs., 3 cr. The development of programs leading to the examination, evaluation and modification of daily health behavior. Open to all graduate students with departmental permission.

HED 727 Workshops in Health Education. 45 hrs., 3 cr. Selected topics of current significance in health education are studied. Topics to be announced. Open to all graduate students with departmental permission.

RESEARCH AND EVALUATION

HED 730 Evaluation of Health Education. 45 hrs., 3 cr. Study of the purpose of measurement and evaluation in health education. Current measurement tools in education are critically examined. Appropriate measuring instruments in the cognitive and affective domains of health education are developed and evaluated.

HED 731 Research Seminar. 45 hrs., 3 cr. A critical examination of current research literature in the health education field. Literature is reviewed and interpreted. Assessment of current studies and trends in the health education field.

HED 732 Thesis Seminar. 45 hrs., 3 cr. A course designed to assist the Master's degree student in the preparation of writing a thesis. An opportunity is provided for the student to define a research problem, review appropriate research material and establish writing procedures.

HED 733 Independent Study in Health Education. 1-3 cr. Delineation of a research problem; guidance in research techniques; student works under the guidance of a graduate faculty member in the development of a project proposal or Master's thesis topic.

PED 780 Research Methods in Health, Physical Education, and Recreation. 45 hrs., 3 cr.

PROGRAM IN DANCE THERAPY—MS IN DANCE THERAPY

The purpose of this program is to prepare mental health professionals who can apply their skills and knowledge of dance therapy and movement behavior in treatment, rehabilitation, and educational settings.

Requirements for Admission

1. Academic record consistent with the requirements for admission to graduate programs in the Division of Programs in Education at Hunter College (2.5).

2. Twenty-four credits of approved courses from the following fields: anthropology, education, guidance, health sciences, political science, psychology, sociology; to include a minimum of two courses in psychology and one course in kinesiology or its equivalent.
3. Extensive and varied dance background. At least 18 credits of dance or its equivalent in studio classes with at least half the work in modern dance.
4. Satisfactory ratings by a selection committee on movement assessment and admission interview.
5. Two letters of recommendation from appropriate professional or academic sources indicating dance competency and human service potential.
6. Satisfactory health status.

Requirements for the Degree

To complete the program the student must:

Complete on a full-time basis 45 credits of course work and field experience.

Demonstrate at an acceptable level through performance, participation, and examination, professional knowledge and competence in the practice of dance therapy.

Complete an individual project or research paper.

The student's status and progress will be regularly assessed throughout the course of study. The college reserves the right to ask for withdrawal on any student who fails to perform satisfactorily.

Internship Requirements The student is required to engage in a full-time internship at a public or private mental health facility.

Course Sequences

Following is a sample of the suggested curriculum:

<i>First Semester</i>		Credits
DANTH 701	Dance Therapy 1	4
DANTH 711	Motility and Human Development	3
DANTH 721	Movement Behavior 1	3
DANTH 731	Movement Observation 1	3
DANTH 780	Research Methods in Dance Therapy	3
<i>Second Semester</i>		
DANTH 702	Dance Therapy 2	4
DANTH 712	Clinical Issues for Dance Therapy 1	3
DANTH 722	Movement Behavior 2	3
DANTH 732	Movement Observation 2	3
DANTH 751	Field Work and Seminar 1	3
<i>Third Semester</i>		
DANTH 703	Dance Therapy 3	4
DANTH 713	Clinical Issues for Dance Therapy 2	3
DANTH 741	Project Seminar	3
DANTH 752	Field Work and Seminar 2	3
PSY 651	Group Process Course	3

Fourth Semester

DANTH 742	Integrative Seminar	3
DANTH 753	Internship	9

The above 60 credit program will apply only to students admitted in September 1982. Students enrolled prior to that date will complete the 45 credit program.

COURSE LISTINGS

DANTH 701, 702 Dance Therapy I and II. 60 hrs., 4 cr. Each. Application of theory to dance therapy practice with individuals and groups in clinical settings. Lectures and laboratory experiences.

DANTH 703 Dance Therapy III. 60 hrs., 4 cr. Methods and techniques of dance therapy with special populations. Lectures and laboratory experiences.

DANTH 711 Motility and Human Development. 45 hrs., 3 cr. Study of motility and development from infancy to old age. Emphasis on observable behaviors of normal and atypical individuals during the life cycle.

DANTH 712, 713 Clinical Issues in Dance Therapy I & II. 45 hrs., 3 cr. Each Prereq: DANTH 711. Basic concepts of psychodynamics applied to psychosis, borderline states and other disorders of children and adults. Lectures and case presentations.

DANTH 721, 722 Movement Behavior I & II. 45 hrs., 3 cr. Each. Review of the major theoretical and research literature on developmental, expressive and communicative movement.

DANTH 731, 732 Movement Observation I & II. 45 hrs., 3 cr. Each. Evaluation and analysis of individual movement style, group interaction, cultural differences and movement characteristics of special populations.

DANTH 741 Project Seminar. 45 hrs., 3 cr. Preparation of an acceptable final project under faculty supervision. Student registers for this course once. Credit is granted when the project is accepted.

DANTH 742 Integrative Seminar. 45 hrs., 3 cr. Synthesis of knowledge from fieldwork and coursework. Various theories evaluated in relation to implications for dance therapy practice.

DANTH 751 Fieldwork and Seminar I. Coreq: DANTH 712 45 hrs., 3 cr. **752 Fieldwork and Seminar II.** Coreq: DANTH 713 45 hrs., 3 cr. Supervised observation and practice in clinical settings. Concepts and principles of dance therapy are examined in relation to the student's fieldwork.

DANTH 753 Internship in Dance Therapy. 135 hrs. min., 9 cr. Skills are refined through supervised clinical practice and continued education. Work with individuals and groups as part of a treatment team.

DANTH 780 Research Methods. 45 hrs., 3 cr. Evaluation of existing research. Identification of research problems and analysis of strategies for dance therapy research.



V. DEPARTMENT OF HOME ECONOMICS

MASTER OF SCIENCE IN NUTRITION

Objectives of the Program

The purpose of this program is to prepare selected and qualified students for a career in Nutrition. The graduates of this program may work as nutritionists in a wide variety of health care facilities such as hospitals, public health agencies, etc. They are qualified to enter the profession of Dietetics by acquiring membership in The American Dietetic Association and/or becoming Registered Dietitians. They may also choose to go into a career in nutrition research.

Departmental Requirements for Admission

In addition to the general requirements for admission to the graduate program in the Division of Programs in Education at Hunter, the following departmental requirements shall be met:

B.S. (Home Economics) or equivalent Bachelor degree. Candidates must meet Plan IV Minimum Academic Requirements for The American Dietetic Association membership, including demonstrated academic competencies in Biochemistry, Nutrition in Disease and Food Service Systems Management.

A student may be admitted with a condition of maximum 6 undergraduate credits which should be completed within one year of matriculation.

Departmental Requirements for the Degree

Completion of 30 graduate credits in the following four groups of courses:

Group 1—Nutrition—Select 12 credits from the following courses, of which NUTR 731 Advanced Nutrition and NUTR 735 Clinical Nutrition are required.

NUTR 731 Advanced Nutrition. 45 hrs., 3 cr. Offered Fa. Current developments and research in nutrition.

NUTR 732 Human Nutrition and Metabolism. 45 hrs., 3 cr. Emphasis on metabolism, physiologic function and nutrition requirements.

NUTR 733 Developmental Nutrition. 45 hrs., 3 cr. Relation of nutrition to growth and development, nutrition requirements throughout the life cycle.

NUTR 735 Clinical Nutrition. 45 hrs., 3 cr. Offered Fa. Clinical symptoms including malnutrition, problems of reproduction, geriatrics, overweight, underweight.

NUTR 737 Introduction to Nutrition Research. 45 hrs., 3 cr. Study and evaluation of methods used in nutrition research.

NUTR 738 Nutrition Seminar. 45 hrs., 3 cr. Nutritional problems of special population groups including dietary studies.

NUTR 739 Computer Applications to Dietetics and Nutrition. 45 hrs., 3 cr. Computer applications will be reviewed and applied for the study of nutrition and dietetics.

NUTR 740 Nutrition Education. 45 hrs., 3 cr. Offered Fa. Methods and materials used in teaching nutrition to individuals and groups in varied settings.

Group 2—Select 6–12 credits from the following courses, of which SSW 720 and NUTR 736 are required. See respective departments for descriptions of courses outside the Department of Home Economics.

H ECO 711 Economic Problems of the Family. 45 hrs., 3 cr. A study of the economic status of the American family; analysis of research related to family resources.

H ECO 712 The Consumer and Housing. 45 hrs., 3 cr. Survey of housing and current research.

H ECO 713 The Consumer in the American Economy. 45 hrs., 3 cr. The role of the consumer in the marketing economy and consumer behavior theories.

NUTR 736 Community Nutrition. 45 hrs., 3 cr. Offered Sp. Nutrition programs of public health and social welfare agencies.

H ECO 741 The Consumer and Food. 45 hrs., 3 cr. Available food supply, world hunger, marketing and legislation.

H ECO 771 Family Development. 45 hrs., 3 cr. Interpersonal relationships within the family effect of social and cultural forces.

H ECO 790 Thesis Seminar. 45 hrs., 3 cr. Perm. Chair. Presentation and analysis of individual research topics related to areas of Home Economics.

SSW 720 Introduction to Social Casework.

Group 3—Select 6–8 credits from this group of interdisciplinary courses. Confer with the Home Economics Graduate Adviser and respective Graduate Departmental Advisers for the recommended courses in this group.

Group 4—Unrestricted Electives 2–4 credits. Consult with Home Economics adviser concerning the latest course offerings in Nutrition and related areas.

Selection and completion of one of the following:

Written and oral comprehensive examination

The writing of a thesis

Six additional credits from Group 1

Completion of conditions, if any remain.

Students employed full-time and enrolled in the graduate program must obtain special permission from the department to carry more than 6 credits per semester.

PROGRAMS FOR TEACHERS OF HOME ECONOMICS (MS in Education)

The Home Economics Teacher Education Program is oriented toward the preparation of the professional home economist whose work is centered in school and community services. It is planned to increase competence in teaching home economics on all levels from early childhood through adult education.

Departmental Requirements for Admission

General admission requirements to the graduate programs in the Teacher Education Program are observed.

Candidates for the master's degree are expected to have the educational requirements for New York State

provisional certification to teach home economics or equivalent.

Requirements for the Degree

A. Completion of 30 credits.

1. Completion of a minimum of 18 credits in the Department of Home Economics to include the following courses:

H ECO 721 The Consumer and Clothing. 2 hrs., 2 cr. An advanced study of clothing; review and analysis of current research.

H ECO 751 Seminar in Home Economics Education. 2 hrs., 2 cr. Identification and assessment of issues and trends in home economics education.

H ECO 752 Home Economics Education. 2 hrs., 2 cr. Philosophy and principles underlying home economics education programs.

H ECO 781 Research Methods in Home Economics. 2 hrs., 2 cr. Study and evaluation of methods used in home economics research and its application to selected and allied fields in home economics.

Consult M.S. in Nutrition Program for the following course descriptions:

H ECO 713 The Consumer in the American Economy

NUTR 731 Advanced Nutrition

H ECO 741 The Consumer and Food

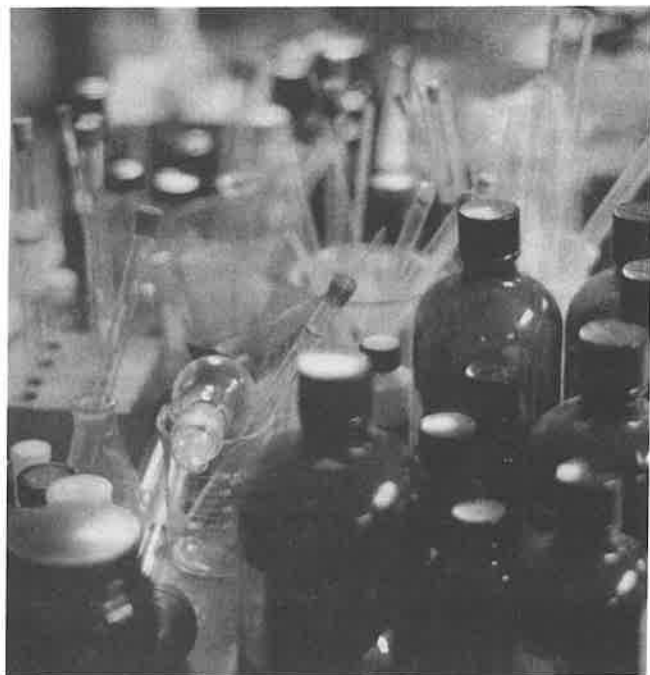
H ECO 771 Family Development

2. Completion of 6 credits in the Department of Education as specified in other secondary curricula of the Teacher Education Program.
3. Completion of 6 credits in approved electives.

B. Selection and completion of one of the following:

1. Written and oral comprehensive examination
2. The writing of a thesis

Completion of conditions, if any remain.



English Literature

Chairperson: Professor Phyllis G. Moe, Room 1200,
Phone 570-5726

Graduate Adviser: Professor Mildred Kuner, Room 1202,
Phone 570-5134

FACULTY

Richard Barickman, Assistant Professor; PhD, Yale University

Jane Benardete, Associate Professor; PhD, Radcliffe College

Fred W. Bornhauser, Associate Professor; PhD, Cornell University

Frank Brady, Professor; PhD, Yale University

Richard Brett, Assistant Professor; PhD, Cornell University

Allan Brick, Associate Professor; PhD, Yale University

Sybil Brinberg, Assistant Professor; PhD, Ohio State University

Paul Brodtkorb, Associate Professor; PhD, Yale University

Marlies Danziger, Professor; PhD, Yale University

Nancy Dean, Professor; PhD, New York University

Calvin Edwards, Assistant Professor; PhD, Yale University

David J. Gordon, Professor; PhD, Yale University

Alan Holder, Professor; PhD, Columbia University

Irving Howe, Distinguished Professor; BSS City College

Wendell Stacy Johnson, Professor; PhD, Ohio State University

Alfred Kazin, Distinguished Professor; MA, Columbia University

Sighle Kennedy, Associate Professor; PhD, Columbia University

Mildred C. Kuner, Professor; PhD, Columbia University

Eve Leoff, Assistant Professor; PhD, Columbia University

Samuel R. Levin, Professor; PhD, University of Pennsylvania

Audre Lorde, Visiting Professor; MLS, Columbia University

Nathan Lyons, Professor; PhD, University of Michigan

Harvey A. Minkoff, Associate Professor; PhD, City University of New York

Phyllis G. Moe, Associate Professor; PhD, New York University

Charles Persky, Associate Professor; PhD, Harvard College

Gerald M. Pinciss, Professor; PhD, Columbia University

John Potter, Assistant Professor; PhD, University of Michigan

Esther C. Quinn, Associate Professor; PhD, Columbia University

Beverly Jane Rahn, Assistant Professor; PhD, Columbia University

George Meyer Ridenour, Professor; PhD, Yale University

Charles Stern, Associate Professor; PhD, Columbia University

John A. Stone, Associate Professor; PhD, Columbia University

James D. Williams, Professor; PhD, New York University

MASTER OF ARTS

The MA program in English and American literature affords opportunities for both professional advancement and personal development. It may be taken as a terminal course of study or as preparation for doctoral work in English or other humanistic fields. The program offers small classes, a reading tutorial, seminars in both earlier and modern periods, and the opportunity of writing a research paper under the guidance of a senior faculty member. Original critical work and research are encouraged.

Departmental Requirements for Admission

In addition to the general requirements for admission, the following departmental requirement must be met: 18 credits of undergraduate courses in English, exclusive of courses in journalism and writing.

Students who have done their major work in English in non-English-speaking countries are usually not eligible for admission to graduate courses in English without additional undergraduate preparation in an American college or university.

Departmental Requirements for the Degree

One full year of satisfactory work in English or the completion of the same in not more than four years.

Courses Each candidate shall complete an approved program of study of at least 30 credits, which shall include ENG 700 Introduction to Literary Research, and at least one other seminar course. Courses other than those offered in the Department of English may be credited toward the 30 credits with the approval of the graduate adviser but they may in no case exceed 6 credits. Six credits of relevant graduate work done at another institution may be credited when approved by the graduate adviser.

Foreign Language The candidate must demonstrate a reading knowledge of French, German, or Latin. Another language may be substituted only with the approval of the graduate adviser.

Comprehensive Examination The candidate must also pass a written comprehensive examination covering the following fields: English literature from the beginning to 1625; English literature from 1625 to 1850; English literature from 1850 to the present; American literature.

Master's Essay The candidate must submit a satisfactory master's essay of about 50 pages approved by two appropriate members of the faculty. Two copies prepared for binding are required.

Non-Matriculants After applicants have been accepted by Hunter College as non-matriculant students, their records must be evaluated, preferably prior to registration, by the graduate adviser before they can be admitted to English department courses; acceptance by Hunter College does not guarantee acceptance by the English Department.

Doctor of Philosophy

The PhD program in English is based at City University Graduate Center. See Bulletin of the Graduate School for description of the PhD program and the complete list of courses.

Program for Secondary School Teachers of English

Requirements are listed in the Education section of this bulletin.

COURSE LISTINGS

Each course 30 hrs., plus conferences, 3 cr. unless otherwise noted.

TEACHER EDUCATION

ENGL 505 Structure of the English Language. The nature of language; the structure of Modern English, problems of usage. Not credited toward the English MA.

ENGL 607 English Linguistics. 30 hrs., 3 cr. Offered Fa. The structure of Modern English, with emphasis on analytical method and pedagogical implications. Survey of phonology, morphology, syntax, and dialectal variation.

ENGL 615 Rhetoric and Composition. 30 hrs., 3 cr. Offered Sp. Rhetorical theory; analysis of selected masterpieces of prose; practice in writing a variety of prose forms.

ENGL 681 Reading Credit. 1-3 cr. A course of readings designed according to the student's interests and needs. Work will be directed by a member of the department.

ENGLISH AND AMERICAN LITERATURE

ENGL 700 Introduction to Literary Research. Individual research under supervision. Required of all candidates for the M.A. degree.

ENGL 702 Special Studies in English and Comparative Literature: Seminar. Intensive study of a major figure, type, or trend. The subject will vary from semester to semester.

ENGL 781 Reading Credit. 3 cr. A course of readings designed according to the student's interests and needs. Work will be directed by a member of the department.

MEDIEVAL LITERATURE

ENGL 705 Chaucer: The Canterbury Tales. Offered Fa '81. A critical study of *The Canterbury Tales*.

ENGL 706 Chaucer's Work Exclusive of The Canterbury Tales. Offered Sp '83. Emphasis on the *Book of the Duchess*, *The House of Fame*, *The Parliament of Fowls*, *Troilus and Criseyde*, *The Legend of Good Women*.

ENGL 708 Medieval Literature in England from the Thirteenth to the Fifteenth Century. Not offered '81-'83. Selected readings will include lyric poetry, romances, allegory, prose, and the works of the Pearl-Poet, Langland, Gower, and Malory.

ENGL 712 Seminar in Spenser. Offered Fa '82. Study of *The Faerie Queene* with special emphasis on recent criticism and theories of allegory.

RENAISSANCE LITERATURE

ENGL 720 The High Renaissance in England. Not offered '81-'83. A study of the major genres and forms of English Renaissance poetry, with emphasis on works by Shakespeare, Spenser, Sidney, Marlowe, and Donne.

SEVENTEENTH-CENTURY LITERATURE

ENGL 722 Milton: Lyric and Dramatic Poems, Selected Prose. Not offered '81-'83. A study of the development of the poet.

ENGL 723 Milton: Paradise Lost and Paradise Regained. Offered Sp '83. A critical study of Milton's epics.

ENGL 724 Earlier Seventeenth-Century Literature. Offered Sp '82. Readings in Jonson and Donne; Herbert and Crashaw; Herrick and the Cavalier Poets; Bacon and Browne; Burton and Walton; the writers of "Characters."

ENGL 725 Later Seventeenth-Century Literature. Not offered '81-'83. Readings in Dryden and Marvell; Butler; Denham and Cowley; Vaughan and Traherne; Evelyn and Pepys; Bunyan; Hobbes and Locke; and religious prose writers.

EIGHTEENTH-CENTURY LITERATURE

ENGL 731 The Augustan Age. Not offered '81-'83. Readings and analysis of major works by Dryden, Swift, Pope, Addison, Steele, Gay.

ENGL 732 The Age of Johnson. Offered Fa '81. A study of Dr. Johnson and his circle, and of the growth of preromanticism.

ENGL 733 The Age of Enlightenment. Offered Fa '82. A study of selected works by such authors as Swift, Pope, Johnson, Diderot, Voltaire, Rousseau, Lessing, Goethe, and Schiller.

NINETEENTH-CENTURY LITERATURE

ENGL 740 Romanticism. Not offered '81-'83. The cultural revolution of the eighteenth and nineteenth centuries studied in significant British and Continental European works.

ENGL 741 The Romantic Poets. Offered Sp '83. Major tendencies of the period as exemplified by Wordsworth, Coleridge, Byron, Shelley, and Keats.

ENGL 742 The Victorian Poets. Offered Fa '81. Major tendencies of the period as exemplified by the Victorian poets.

ENGL 743 Victorian Prose, 1832-1890. Offered Fa '82. The major tendencies of the period as exemplified in the works of Carlyle, Ruskin, Arnold, George Eliot, Dickens, Morris, and Pater.

MODERN BRITISH LITERATURE

ENGL 755 Modern British Literature from 1890 to 1914. Offered Fa '81. Studies centering in the work of such writers as Shaw, Hardy, Yeats, Conrad.

ENGL 756 Modern British Literature from 1914 to the Present. Offered Sp '83. Studies centering in the work of such writers as Joyce, Lawrence, T.S. Eliot, Auden.

AMERICAN LITERATURE

ENGL 748 American Literature: Colonial and Federal Periods. Not offered '81-'83. A study of the period from 1607 to 1810, with emphasis upon the effect of the American experience on European ideas.

ENGL 749 American Prose to 1860. Not offered '81-'83. A study of selected works by such authors as Emerson, Thoreau, Hawthorne, Poe, and Melville.

ENGL 750 American Prose, 1860-1914. Offered Sp '83. A study of selected works by such authors as Howells, Twain, James, Crane, Dreiser, and Henry Adams.

ENGL 751 American Prose, 1914 Present. Not offered '81-'83. A study of writers of the period, ranging from Hemingway, Fitzgerald, and Faulkner to the contemporaries.

ENGL 752 American Poets of the Nineteenth Century. Not offered '81-'83. Studies in a selected number of representative poets, among them Poe, Emerson, Whitman, and Emily Dickinson.

ENGL 753 American Poets of the Twentieth Century. Not offered '81-'83. Studies in a selected number of major poets, including Robert Frost, T.S. Eliot, and Wallace Stevens.

ENGL 754 Selected Studies in the Work of Major American Writers. Offered Fa '82. The work of one or two major American writers will be studied in depth. The authors to be studied in each term will be announced.

DRAMATIC LITERATURE

ENGL 713 Shakespeare: Comedy. Not offered '81-'83. The detailed study of selected plays with special consideration of a variety of critical techniques and approaches.

ENGL 714 Shakespeare: Tragedy. Offered Fa '82. The detailed study of selected plays with special consideration of a variety of critical techniques and approaches.

ENGL 716 Elizabethan Drama Exclusive of Shakespeare. Offered Sp '82. A study of the predecessors, contemporaries, and successors of Shakespeare up to the closing of the public theatres in 1642.

ENGL 717 The Drama of the Seventeenth and Eighteenth Centuries. Not offered '81-'83. A study of the drama during the Commonwealth, the Restoration, and the eighteenth century.

ENGL 771 Studies in the Eighteenth-Century Novel. Offered Sp '82. A study of selected novels by such authors as Defoe, Le Sage, Prevost, Richardson, Fielding, Sterne, Diderot, Rousseau, Walpole, and Goethe.

ENGL 772 Studies in the Nineteenth-Century Novel. Not offered '81-'83. A study of selected novels by such authors as Jane Austen, George Eliot, Trollope, Thackeray, Dickens, Stendhal, Balzac, Flaubert, and James.

ENGL 775 Selected Studies in English and American Literature. Offered Sp '83. Topics to be announced.

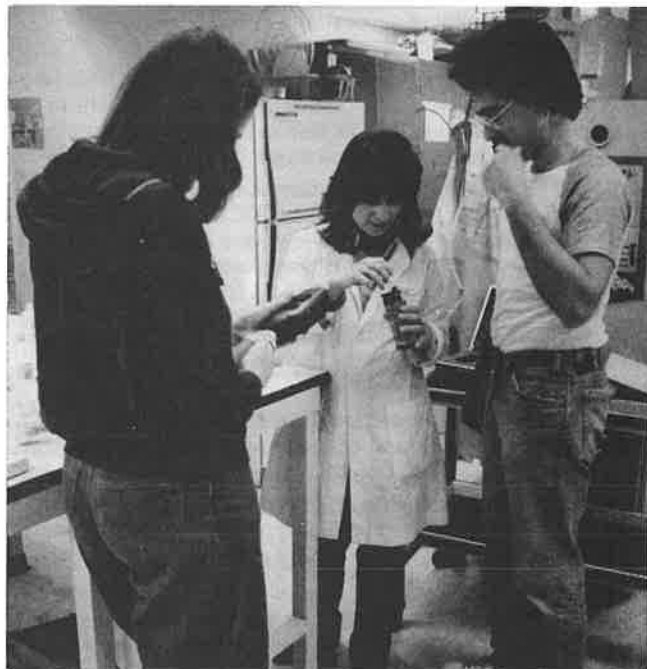
ENGL 793 Studies in Literary Criticism. Note offered '81-'83. Literary theory as explored by major critics.

German

Chairperson: Professor Anni Gutmann, Room 923, Phone 570-5733

Some Hunter College German Department faculty members participate in the PhD Program in Germanic Languages and Literatures based at the City University Graduate Center.

Information concerning degree requirements, courses, etc., may be obtained from Professor E. Allen McCormick, Executive Officer, PhD Program in Germanic Languages and Literatures, CUNY Graduate Center, 33 West 42 Street, New York, N. Y. 10036. Phone 790-4477 / 78.



THE SCHOOLS OF HEALTH PROFESSIONS

The School of Health Sciences and the School of Nursing comprise the Schools of Health Professions of Hunter College. This unit represents one of the nation's largest programs educating health-related professionals. The Schools of Health Professions have been established in response to one of our society's most pressing needs—the education of professionally competent and humanely oriented individuals capable of functioning effectively in the increasingly complex world of health service research, planning, and delivery.

The School of Health Sciences

440 East 26th Street, New York, N.Y. 10010

Phone (212) 481-4320

Dean: Ruth Leventhal, PhD

FACULTY

Diane D. Buxbaum, Assistant Professor in Environmental Health Science; MS, Hunter College

Michael A. Carrera, Professor in Community Health Education; EdD, Columbia University

Dorothy J. Cunningham, Professor of Physiology; PhD, Yale University

Florence Edelman, Assistant Professor in Communication Sciences; PhD, New York University

Nicholas Freudenberg, Assistant Professor in Community Health Education; Dr. PH, Columbia University

Eleanor Gilpatrick, Associate Professor in Health Sciences; PhD, Cornell University

Manuel Gomez, Assistant Professor in Environmental Health Science; MS, Hunter College

Robert Hazen, Assistant Professor in Environmental Health Science; PhD, New York University

George J. Kupchik, Professor in Environmental Health Science; Eng ScD, New York University

Margaret Lahey, Professor in Communication Sciences; EdD, Columbia University

Essie E. Lee, Professor in Community Health Education; EdD, Columbia University

Ruth Leventhal, Professor and Dean of the School of Health Sciences; PhD, University of Pennsylvania

M. Lee Margulies, Lecturer in Communication Sciences; MA, Columbia University

Anthony Mustalish, Adjunct Professor in Health Sciences; MD, New York University; M.P.H., Harvard University

Molly Park, Adjunct Assistant Professor in Health Sciences; MA, Columbia University

Evelyn Pollack, Lecturer in Communication Sciences; MA, New York University

Laura Rosenfeld, Lecturer in Communication Sciences; MA, University of Iowa

Russell L. Sergeant, Associate Professor in Communication Sciences; PhD, Ohio State University

Syed A. Shahidi, Adjunct Associate Professor in Environmental Health Science; PhD, University of Missouri

Gilbert M. Shimmel, Professor in Community Health Education; EdD, Stanford University, MPH, University of California, Berkeley

Elaine Silliman, Assistant Professor in Communication Sciences; PhD, City University of New York

Clarissa Smith, Associate Professor in Communication Sciences; PhD, City University of New York

Joyce West, Adjunct Associate Professor in Communication Sciences; PhD, University of Michigan

Graduate programs conducted by the Hunter College School of Health Sciences are designed to develop health professionals for leadership roles in governmental, voluntary, and private agencies and industrial and educational institutions. Graduates will be prepared to cope with increasingly complex demands of research, as well as the socio-medical problems of the urban community and the environment. The graduate programs enjoy cooperative relationships with a large number of distinguished health-related institutions in the New York metropolitan area.

The School of Health Sciences offers a Master of Arts program in Communication Sciences, and Master of Sciences programs in Community Health Education and Environmental Health Science.

COMMUNICATION SCIENCES—MA

(Speech and Language Pathology, Audiology, Speech and Hearing Sciences)

Program Director: Russel L. Sergeant, PhD.

Graduate Adviser: Florence Edelman, PhD.

The Communication Sciences program prepares professionals to work with speech, hearing and language impaired individuals. It does this by closely melding the academic requirements, which consist of various courses in basic theory of communication and its disorders, and closely supervised clinical practicum with speech, hearing, and language impaired individuals.

The Center for Communication Disorders conducts an interrelated program consisting of clinical training of speech/language pathologists and audiologists, service to the community for persons with speech or hearing difficulties, and research in speech and hearing. Individuals of all ages are accepted for evaluation and therapy.

As an integral part of the program, the Center for Communication Disorders serves as the primary clinical training facility for eligible graduate students in audiology and speech pathology. Students obtain this practicum experience under licensed and certified supervisors on the communication sciences clinical faculty. Upon recommendation of the clinical faculty, advanced clinical training is obtained by eligible students at affiliated externship facilities in the New York metropolitan area. Students may complete all of the clinical (a minimum of three hundred

hours) and academic requirements for certification by the American Speech and Hearing Association. Matriculated graduate students must complete a minimum of 150 clinical hours on the graduate level to fulfill requirements for the MA degree.

The Communication Sciences program offers students two curricula which lead to the master's degree. One is the Teacher Education Program (TEP) which prepares individuals for working within school environments. The other is the arts and sciences curriculum which is oriented toward hospitals and specialized clinics.

The graduate program in Communication Sciences is accredited by the American Speech and Hearing Association in both speech pathology and audiology. The Hunter College Center for Communication Disorders is accredited by the American Speech and Hearing Association as a professional clinical services center.

Requirements for Admission to the Arts and Sciences Curriculum

General admission requirements to the graduate program in the arts and sciences are observed. In addition, the applicant for matriculation must present a minimum of 18 credits in acceptable course work including a basic course in each of the following: audiology, speech pathology, phonetics, anatomy and physiology of the speech and hearing mechanism, speech acoustics, or psychoacoustics.

Requirements for the Arts and Sciences Degree

COURSES Each candidate shall complete an approved program of study requiring a minimum of 30 credits which shall include COMSC 700 Introduction to Research Methods and COMSC 799 Thesis Seminar. Courses other than those listed below may be credited toward the 30 credits with the approval of the graduate adviser. A maximum of 6 credits of clinical practicum may be applied to the degree. COMSC 500 and 600 level courses are restricted to students whose backgrounds in communication sciences are deficient. They are ordinarily taken before students are considered for admission to matriculated status and are not credited toward the degree. They are not open to students who have had previous course work in the respective areas.

Language Examination Reading knowledge of a foreign language is required. The examination consists of translation, with dictionary, of a passage in the selected language. Evaluation of other competencies may be substituted with permission of the program director.

Comprehensive Examination The student is required to pass a comprehensive examination covering the areas of speech and hearing science, speech pathology, and audiology. A related area may be sub-

stituted for one of these with the permission of the program director. All or part of the examination may be retaken once.

Thesis The candidate for the degree must present a master's thesis on a subject approved by his adviser and written in conjunction with COMSC 799 Thesis Seminar.

Non-matriculated Students Students who wish to enroll in the graduate courses in the Communication Sciences program must file formal application for admission with the Office of the Registrar. Upon acceptance to the non-matriculant status, students will be permitted to enroll in courses with the approval of the graduate adviser.

Students who enter as non-matriculants and wish to transfer to matriculated status must file a formal application and meet all standards for matriculation. Normally, no more than 12 credits taken as a non-matriculant can be credited toward full matriculation.

Requirements for Admission to the Curriculum for Teachers of the Speech and Hearing Handicapped (TEP)

1. Satisfactory completion of 24 credits of approved courses in the relevant subject-matter field.
2. A basic course or courses in each of the following professional areas: social, historical, or philosophical foundations of education; psychological foundations; one semester of student teaching.

Requirements for the TEP Degree

Each candidate shall complete an approved program of study consisting of a minimum of 30 credits. These will include a minimum of 9 credits in professional content and at least 21 credits in subject-matter content.

<i>Required Courses in Education</i>		<i>Credits</i>
EDFDN 702	School and Community	2
*EDUC 711	Educational Evaluation	2
EDUC 765	Seminar in Problems of Elementary Education	3
EDUC 351	Organization of a Speech and Hearing Program	3
	(if requirement has not been presented at admission)	

Courses for the TEP Curriculum

The Communication Sciences courses for TEP students are the same as those listed for the Arts and Sciences curriculum except that COMSC 799 Thesis Seminar, is not required.

Candidates for both the Arts and Sciences curriculum and TEP are required to pass a written comprehensive examination. The examination is given in the fall and spring semesters.

In addition, students in this curriculum may take all the courses listed under the Arts and Sciences cur-

riculum and may also become eligible for certification by the American Speech and Hearing Association, New York State Licensure in Speech Pathology and/or Audiology, as well as New York State certification as Teacher of the Speech and Hearing Handicapped.

DOCTORAL PROGRAM IN SPEECH AND HEARING SCIENCES The City University offers a PhD program in speech and hearing sciences. See the Bulletin of the Graduate School, City University, for description of the PhD programs and the complete list of courses.

Students take courses where they are offered, in any of the branches of the University or at the Graduate Center.

*COMSC 700 may be substituted.

COMMUNITY HEALTH EDUCATION—MS

Program Director and Graduate Adviser: Gilbert M. Shimmel, EdD, MPH

This program is designed to prepare graduates for careers as professional community health educators. The curriculum seeks to develop concepts and skills required for supervisory, consultative, and administrative positions in public or voluntary agencies. The program has been accredited by the Council of Education for Public Health, accrediting agency for Master's programs in this field. Graduates are eligible for positions previously restricted to graduates of Schools of Public Health.

Requirements for Admission

1. Academic requirements for admission to the Graduate School of Arts and Sciences.
2. Aptitude section of the Graduate Records Examination.
3. Undergraduate major in Natural or Social Sciences, Health Education, or Nursing. Students are expected to present a background in both the natural and behavioral sciences. Highly qualified students may be admitted with conditions upon recommendation of the graduate adviser.
4. Two years experience in a health-related agency.
5. Interview with Program Director, preferably before filing application. Call (212) 481-5111 for appointment.

Requirements for the Degree

At the completion of the program the student is expected to have acquired an understanding of the concepts basic to the maintenance and improvement of personal and community health; a knowledge of organization and functioning of health services; a mastery of the skills of the health educator to achieve stated goals. Specific requirements are as follows:

1. 48 credits chosen as follows:
All courses in Group A
At least one course from each area of Group B
Fieldwork
Other courses (see Group C) chosen in consultation with the adviser. Electives may be chosen to

obtain a sub-concentration in a desired area: e.g., Administration, Sexuality/Family Planning, Gerontology.

Up to 12 credits of program requirements may be waived for students who are in one of the following categories:

- A. Those who have completed the Bachelor of Science degree in Community Health Education at Hunter College or equivalent* programs.
- B. Those who have had two years of experience** in health or health related fields of social action.
- C. Returnees from the Peace Corps or similar programs who have had two years of health work experience.

2. A comprehensive examination on completion of course work.

Note: In addition to the program requirements listed above, the student, depending on his undergraduate preparation and work experience, may be required to achieve some of these competencies through non-credit independent study or undergraduate courses.

COURSE DISTRIBUTION

GROUP A—All required		Credits
SHS 600	Biostatistics	3
SHS 700	Principles of Epidemiology.....	3
SHS 601	Principles of Health Care Administration.....	3
EHS 700	Introduction to Environmental Health & Safety.....	3
COMHE 700	Principles of Community Health Education	3
COMHE 728	Seminar in Current Health Problems I	2
COMHE 729	Seminar in Current Health Problems II	2
GROUP B—One course required in each area		
Community Organization SSW 741		3
Urban Planning—URBP 700, 702, 755, 787		3
Group Dynamics—COMHE 701(2) or PSYCH 651(3) ..		2 or 3
Communication Theory—COMHE 702		3
School Health—Consult adviser		2 or 3
GROUP C—Electives listed below—or other related courses selected with approval of adviser		
HECO 530	Nutrition for Educators.....	3
NURS 699.6	World Nutrition.....	3
COMHE 601	Introduction to Gerontology.....	3
COMHE 703	Health Advising in the Community ...	3
COMHE 711	Community Mental Health Programs .	2
COMHE 712	International Health.....	2

*Equivalent are those Community Health Education programs approved by the Society of Public Health Educators and the professional committee of the American Public Health Association. Hunter students in the specialization may be able to complete the BS/MS requirements in five years.

**Experience in the health fields will be evaluated by the Program Director.

COMHE 713	Addictions and Dependencies	2
COMHE 714	Human Sexuality	3
COMHE 781&2	Independent Study	ea. 2
COMHE 770	Topics in Community Health Education (see below)	ea. 3
770.51	Family Planning	
770.52	Alcoholism	
770.53	Patient Education	
770.54	Program Planning, Funding and Evaluation	
770.55	Clinical Aspects of Human Sexuality	
770.56	Counseling in Sexuality and Family Planning	
770.57	Health Education in the Workplace	
EHS 757	Industrial Hygiene	3
SHS 610	Human Physiology	3
SHS 701	Human Ecology	3
SOC 732	Urbanization and Housing	3
SOC 780	Juvenile Delinquency	3

GROUP B—Supervised Field Work—three months full-time or equivalent—required of all students

COMHE 738	Field Work	6
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ENVIRONMENTAL HEALTH SCIENCE-MS

Program Director and Graduate Adviser:
George J. Kupchik, Eng. ScD

This program is designed for applicants with a science or engineering background who indicate special interest in improving the quality of the physical environment. Students complete a program in the physical, biological, and social sciences with emphasis on application to the improvement, control, and management of environmental factors affecting health. Graduates may pursue careers as environmental health scientists in the areas of environmental assessment and control and biological response to environmental stress. Specialized curricula are available for those interested in environmental health management and planning, including environmental impact analyses, industrial hygiene, and college teaching of environmental health science.

With this master's degree and a prescribed period of work experience, graduates can qualify for the examination to become diplomates of the American Academy of Industrial Hygiene, the American Academy of Environmental Engineers (for those with engineering degrees or equivalent), or the American Academy of Sanitarians.

The program is one of the components of the consortium designated as the Regional Educational Resource Center of the National Institute for Occupational Safety and Health.

Requirements for Admission

1. Academic requirements for admission to graduate programs at Hunter College.
2. The aptitude section of the Graduate Record Examination
3. An undergraduate major in science or engineering is desirable. Students are expected to have com-

pleted the following college level courses: 2 years of chemistry, including organic; 1 year of biological sciences; 1 year of physics; and 1 semester of college mathematics.

Students with a good academic record who do not meet the above requirements may be admitted with conditions upon recommendation of the graduate adviser.

Requirements for the Degree

The MS program requires completion of one of the following curricula. Depending on ability and degree of concentration, students may complete the requirements for the degree within one or two years, generally eighteen months.

BASIC CURRICULUM

1. A minimum of 36 credits including:
Core (all courses)
Professional courses
Fieldwork or research and seminar
2. Thesis

COLLEGE TEACHING CURRICULUM

1. A minimum of 44 credits including:
Core (all courses)
Professional courses
Practica and seminar in college teaching
2. Comprehensive examination or thesis

SPECIALIZED CURRICULUM

1. A minimum of 44 credits including:
Core (all courses)
Professional courses
Internship and Seminar
2. Comprehensive examination or thesis

COURSE DISTRIBUTION

Core		Credits
SHS 600	Biostatistics	3
SHS 700	Principles of Epidemiology	3
EHS 700	Environmental Health and Safety	3
CHEM 620	Chemistry of Environmental Pollution	2
Professional Courses		
EHS 710	Industrial Safety and Safety Management	3
EHS 720	Environmental Criteria and Standards	3
EHS 722	Systematic Analysis in Environmental Program Planning	3
EHS 728	Seminar in Current Environmental Health Problems	2
EHS 730	Environmental and Occupational Epidemiology	3
EHS 740	Application of Computers to Environmental Problems	3
EHS 741	Environmental Monitoring and Direct Instrumental Methods	4
EHS 742	Analytical Chemistry: Applications to Environmental Health Problems	2
EHS 743	Air Resource Management	3
EHS 744	Radiological Hazards: Assessment and Control	3
EHS 750	Environmental and Work Physiology	2

EHS 751	Microbiology: Application to Environmental Health Problems	3
EHS 752	Radiation Biology	2
EHS 754	Environmental and Occupational Toxicology	4
EHS 755	Industrial Ventilation and Environmental Control	3
EHS 757	Industrial Hygiene Lecture	3
EHS 758	Industrial Hygiene Laboratory	2
EHS 770	Topics in Environmental Health Science	3

Additional Professional Courses

May be selected in appropriate programs of the School of Health Sciences, departments of Hunter College, or graduate divisions of other units of the City University. These may include:

COMHE 700	Principles of Community Health Education	3
SHS 601	Principles of Health Care Administration	3
SHS 610	Human Physiology	3
SHS 701	Human Ecology	3
COMSC 744	Industrial and Environmental Noise Problems	3
ECO 652	Economic Aspects of Environmental Control	3
SOC 730	Urban Community	3
SOC 740	Group Development and Process	3
URBA 702	The Structure of the Urban Community	3
URBP 708	Environmental Planning	3
URBP 709	Law of Environmental Planning	3
URBP 728	Analysis and Planning of Community Functions	3
URBP 740	Coordinated Planning of Services, Facilities and Budgets	3
URBA 790	Urban Development Planning	6
<i>Fieldwork, Internships, Research or Practica</i>		
EHS 738	Fieldwork, Internship or Research Projects	4
EHS 760	Practicum I in College Teaching	3
EHS 761	Practicum II in College Teaching	3
<i>Seminars</i>		
EHS 739	Thesis Seminar	2
EHS 759	Occupational Health and Toxicology Seminar	2
EHS 769	Seminar in College Teaching	2
	Thesis or Comprehensive Examination	0

COURSE LISTINGS

COMMUNICATION SCIENCES

COMSC 505 Introduction to Speech and Hearing Sciences. 30 hrs. plus conf. and lab, 4 cr.

COMSC 606 Auditory and Speech Mechanisms. 30 hrs. plus conf., 3 cr.

COMSC 607 The Phonetics of American English. 30 hrs. plus conf., 3 cr.

COMSC 620 Introduction to Speech Pathology. 30 hrs. plus conf., 3 cr. Prereq. or Coreq: COMSC 606 (607 suggested).

COMSC 640 Introduction to Audiology. 30 hrs. plus conf., 3 cr. Prereq: COMSC 606.

COMSC 641 Hearing and Hearing Impairment. 45 hrs., 3 cr.

COMSC 700 Introduction to Research Methods. 30 hrs. plus conferences, 3 cr. Prereq: COMSC 606.

COMSC 702 The Nature of Speech, Language and Communication Systems. 30 hrs. plus conf., 3 cr.

COMSC 704 Psychology of Speech. 30 hrs. plus conferences, 3 cr. Prereq: COMSC 702 or course in linguistics.

COMSC 705 Speech Science. 30 hrs. plus conf., 3 cr. Prereq: COMSC 505.

COMSC 706 Experimental Phonetics. 30 hrs. plus lab, 3 cr.

COMSC 707 The Phonology of the Dialects of American English. 30 hrs. plus conf., 3 cr. Prereq: COMSC 607

COMSC 708 Comparative Phonetics. 30 hrs. plus conf., 3 cr. Prereq: COMSC 607.

COMSC 710 Psychological Acoustics. 30 hrs. plus conf., 3 cr. Prereq: COMSC 505.

COMSC 711 Physiological Acoustics. 30 hrs. plus conf., 3 cr. Prereq: COMSC 606.

COMSC 712 Anatomy and Physiology of the Nervous System. 30 hrs. plus conf., 3 cr. Prereq: background in biological and physical sciences.

COMSC 720 Advanced Speech Pathology. 30 hrs. plus conf., 3 cr. Prereq: COMSC 620 and COMSC 606 or equiv.

COMSC 721 Language Disorders of Children. 30 hrs. plus conf., 3 cr. Prereq: COMSC 620, COMSC 606 (suggested Prereq. or Coreq: COMSC 769).

COMSC 722 The Nature of Stuttering. 30 hrs. plus conf., 3 cr. Prereq: COMSC 629, COMSC 606 or equiv.

COMSC 723 The Diagnosis and Treatment of Stuttering. 30 hrs. plus clinic, 3 cr. Prereq: COMSC 722.

COMSC 724 Speech Disorders in Cerebral Palsy. 30 hrs. plus conf., 3 cr. Prereq: COMSC 620, COMSC 606, or equiv.

COMSC 726 Aphasia and Related Disorders of Speech. 30 hrs. plus conf., 3 cr. Prereq: COMSC 606, COMSC 620, or equiv.

COMSC 727 Voice Disorders. 30 hrs. plus conferences, 3 cr. Prereq: COMSC 620, COMSC 606, or equiv.

COMSC 728 Advanced Anatomy, Physiology and Neurology of the Speech Mechanism. 30 hrs. plus conf., 3 cr. Prereq: COMSC 606, COMSC 620.

COMSC 729 Clinical Practicum in Speech Pathology. 60 hrs. (1 hr. lec. plus hours to be arranged), 2 cr. Prereq: COMSC 606, COMSC 620.

COMSC 730 Cleft Palate Speech. 30 hrs. plus conf., 3 cr. Prereq: COMSC 606, COMSC 620.

COMSC 731 Speech Rehabilitation Following Oral and Laryngeal Surgery. 30 hrs. plus conf., 3 cr.

COMSC 740 Communication Skills for the Hearing Handicapped. 30 hours. (plus hrs. to be arranged), 3 cr. Prereq: COMSC 606, COMSC 640.

COMSC 741 Advanced Audiology. 30 hrs. plus lab, 3 cr. Prereq: COMSC 640, COMSC 606 or equiv.

COMSC 742 Hearing Aids. 30 hrs. plus conf., 3 cr. Prereq: COMSC 640, COMSC 606, or equiv.

COMSC 744 Industrial and Environmental Noise Problems. 30 hrs. plus conf., 3 cr.

COMSC 745 Auditory Disorders in Children. 30 hrs. (plus hours to be arranged), 3 cr. Prereq: COMSC 606, COMSC 640 (COMSC 741 recommended).

COMSC 749 Clinical Practicum in Audiology. 60 hrs., 3 cr. Prereq: COMSC 640, COMSC 606.

COMSC 753 Normal and Abnormal Hearing Mechanisms. 30 hrs. plus lab. 3 cr. Prereq: COMSC 606, COMSC 712, or equiv.

COMSC 769 Communication Acquisition. 30 hrs. plus conf. 3 cr.

COMSC 770.51 Topics in Communication Sciences: Language and Communicative Competence in School Age Children. 30 hrs. lec. plus conf., 3 cr.

COMSC 770.52 Topics in Communication Sciences: Assessment and Therapeutic Strategies in Older Language Impaired Children. 30 hrs. lec. plus conf., 3 cr.

COMSC 770.53 Topics in Communication Sciences: Augmentative Communicative Systems for the Severely Handicapped. 30 hrs. lec. plus conf., 3 cr.

COMSC 781 Independent Study. 2 cr. Prereq: matriculated status and completion of one semester of graduate study. Perm. of program director required.

COMSC 782 Independent Study. 2 cr. Prereq: matriculated status and completion of one semester of graduate study. Perm. of program director required.

COMSC 796 Special Problems. 3 cr. Directed study under supervision of a member of the faculty. (Note: For doctoral credit this course must be taken under a member of the doctoral faculty.)

COMSC 799 Thesis Seminar. 3 cr. Individual research under supervision.

COMMUNITY HEALTH EDUCATION

COMHE 601 Introduction to Gerontology. 30 hrs. plus conf. 3 cr.

COMHE 700 Principles of Community Health Education. 30 hrs. plus conf., 3 cr.

COMHE 701 Group Processes. 45 hrs., 3 cr.

COMHE 702 Theory and Practice in Health Communication. 30 hrs. (plus one hr. to be arranged), 3 cr.

COMHE 703 Health Advising in the Community. 45 hrs., 3 cr. Prereq: COMHE 701, COMHE 702.

COMHE 711 Community Mental Health Programs. 30 hrs., 2 cr. Prereq: COMHE 700.

COMHE 712 International Health. 30 hrs., 2 cr. Prereq: COMHE 700.

COMHE 713 Addictions and Dependencies. 30 hrs., 2 cr.

COMHE 714 Human Sexuality. 45 hrs., 3 cr.

COMHE 728 Seminar in Current Health Problems 1 30 hrs., 2 cr.

COMHE 729 Seminar in Current Health Problems 2 30 hrs., 2 cr.

COMHE 738 Fieldwork. 3 months, 6 cr.

COMHE 770.51 Topics in Community Health Education: Family Planning. 30 hrs. lec., 15 hrs. consultation and field trips, 3 cr.

COMHE 770.52 Topics in Community Health Education: Alcoholism. 30 hrs. lec., 15 hrs. consultation and field trips, 3 cr.

COMHE 770.53 Topics in Community Health Education: Patient Education. 30 hrs. lec., 15 hrs. consultation and field trips, 3 cr.

COMHE 770.54 Topics in Community Health Education: Program Planning, Funding and Evaluation. 30 hrs. lec., 15 hrs. consultation and field trips, 3 cr.

COMHE 770.55 Topics in Community Health Education: Clinical Aspects of Human Sexuality. 30 hrs. lec., 15 hrs. consultation and field trips, 3 cr.

COMHE 770.56 Topics in Community Health Education: Counseling in Sexuality and Family Planning. 30 hrs. lec., 15 hrs. consultation and field trips, 3 cr.

COMHE 770.57 Topics in Community Health Education: Health Education in the Work Place. 30 hrs. lec., 15 hrs. consultation and field trips, 3 cr.

COMHE 781 Independent Study. 2 cr. Prereq: matriculated status and completion of one semester of graduate study. Permission of program director required.

COMHE 782 Independent Study. 2 cr. Prereq: matriculated status and completion of one semester of graduate study. Permission of program director required.

ENVIRONMENTAL HEALTH SCIENCE

EHS 700 Environmental Health and Safety. 45 hrs. including conf., 3 cr.

EHS 710 Industrial Safety and Safety Management. 45 hrs. including conf., 3 cr.

EHS 720 Environmental Criteria and Standards. 45 hrs. including conf., 3 cr. Prereq. or Coreq: EHS 700.

EHS 722 Systematic Analysis in Environmental Program Planning. 45 hrs. including conf., 3 cr. Prereq: SHS 600, EHS 740, EHS 741, or equiv.

EHS 728 Seminar in Current Environmental Health Problems. 30 hrs., 2 cr. Prereq: EHS 700.

EHS 730 Environmental and Occupational Epidemiology. 45 hrs. including conf., 3 cr.

EHS 738.01, .02, .03, .04 Field or Laboratory Research Projects in Environmental Health Science 1-4 cr.

EHS 739 Thesis Seminar in Environmental Health Science. 30 hrs., 2 cr.

EHS 740 Applications of Computers to Environmental Problems. 45 hrs., 3 cr.

EHS 741 Environmental Monitoring and Direct Instrumental Methods of Analysis. 30 hrs. lec., 60 hrs. lab, 4 cr. Prereq: CHEM 620

EHS 742 Analytical Chemistry: Application to Environmental Health Problems. 15 hr. lec., 45 hrs. lab, 2 cr. Prereq: CHEM 620.

EHS 743 Air Resources Management. 45 hrs. including conferences, 3 cr.

EHS 744 Radiological Hazards: Assessment and Control. 30 hrs. lec., 30 hrs. lab, 3 cr.

EHS 750 Environmental and Work Physiology. 30 hrs., 2 cr. Prereq: one semester of physiology.

EHS 751 Microbiology: Applications to Environmental Health Problems. 15 hrs. lec., 60 hrs. lab, 3 cr. Prereq: perm. of instructor.

EHS 752 Radiation Biology. 30 hrs. lec., 2 cr. Prereq. or Coreq: EHS 744 or perm. of instructor.

EHS 754 Environmental and Occupational Toxicology. 30 hrs. lec., 60 hrs. lab, 4 cr. Prereq: CHEM 620, SHS 610, EHS 700.

EHS 755 Industrial Ventilation and Environmental Control. 45 hrs. including conf., 3 cr.

EHS 757 Industrial Hygiene Lecture. 45 hrs. including conf., 3 cr.

EHS 758 Industrial Hygiene Laboratory. 60 hrs., 2 cr. Prereq. or Coreq: EHS 757.

EHS 759 Seminar in Toxicology. 30 hrs., 2 cr. Prereq. or Coreq: EHS 754.

EHS 760 Practicum I in College Teaching. 30 hrs. plus 30 hrs. seminar, 3 cr.

EHS 761 Practicum II in College Teaching. 30 hrs. plus 30 hrs. seminar, 3 cr.

EHS 769 Seminar in College Teaching. 30 hrs. lec. (plus conferences), 2 cr. Prereq: perm. of grad. adv.

EHS 770.51 Topics in Environmental Health Science: Economic Aspects of Environmental Control. 45 hrs., inc. conf., 3 cr.

EHS 781 Independent Study. 2 cr. Prereq: matriculated status and completion of one semester of graduate study; and perm. of program director.

EHS 782 Independent Study. 2 cr. Prereq: matriculated status and completion of one semester of graduate study; and perm. of program director. Prereq: EHS 781.

INTERDISCIPLINARY

SHS 600 Biostatistics. 45 hrs. inc. conf., 3 cr.

SHS 601 Principles of Health Care Administration. 45 hrs. including conferences and field trips, 3 cr.

SHS 610 Human Physiology. 45 hrs. inc. conf., 3 cr.

SHS 700 Principles of Epidemiology. 45 hrs. inc. conf., 3 cr.

SHS 701 Human Ecology. 45 hrs., 3 cr. Prereq: one year of undergraduate biological science.

FIELD INSTRUCTION CENTERS

Communication Sciences

Beth Israel Hospital and Medical Center
Speech and Hearing Department

Blythdale Children's Hospital
Elmhurst City Hospital Center
Speech and Hearing Center

Gouverneur Hospital
Speech and Hearing Dept.

Kings County Hospital
Lexington School for the Deaf

Metropolitan Hospital
Speech and Hearing Dept.

Montefiore Hospital
Speech and Hearing Dept.

Mt. Sinai Hospital Center
Speech and Hearing Clinic

NYU-Medical Center
(Bellevue and University Hospitals)

New York Veteran's Hospital
Speech Pathology and Audiology

St. Barnabas Hospital
Speech and Hearing Dept.

St. Joseph's Hospital
Speech and Hearing Dept.

Clinical Associates

Sylvia Balick
David Press
Nancy Seidman

Eleanor Kaufman
David Minear
Jesse Rosenbaum
Nona Ventry

Nell Linden
Shelly Brevda
Shelly Tabakman

Jane Albino
Martha Rubin
Marion Fox
Linda Raskin
Fran Redstone

Asher Bar
Arnold Shapiro
Susan Wortsman

Susan Waltzman
Carin Kapilow
Mary Paulos

Joyce West
Michael Groher
Shirley Jackson

Judith Josephson

Community Health Education

American Cancer Society
American Red Cross

Arthritis Foundation
Beth Israel Medical Center
Alcohol Rehabilitation Unit

Blue Cross/Blue Shield
Center for Health Education

Brookdale Center on Aging
Hunter College

June Walzer
Stephanie Lederman

Dorothy Goldstein
George Payne

Carolyn Russell

Irene Cook

Memorial Sloan Kettering Center
Cancer Information Services
The Door—A Center of Alternatives
Health Systems Agency of New York City
Health Promotions

Human Resources Administration
of New York City
Special Services for Children

New York Hospital
International Health Clinic

Labor Safety and Health Institute

National Hemophilia Foundation

National Urban League, Inc.

New York Lung Association

Offices of Members of
the New York City Council,
New York State and U.S. Legislators

Planned Parenthood

St. Luke's-Roosevelt Hospital Center
Rape Intervention Program

St. Luke's Hospital Center—Home
Visitation Program for Child Abuse

The Floating Hospital

Columbia University
College of Physicians and Surgeons
Young Adult Clinic

Environmental Health Science

District Council 37
Occupational Safety and Health Department

District Council 65
Occupational Safety and Health Department

Industrial Hygienics, Inc.

New York City Bureau of
Laboratory Services

New York City Department of Environmental
Health Services

New York City Department of Water Resources

New York State Department of Environmental
Health Services

U.S. Coast Guard Department of
Transportation

Randi Moskowitz

Steven Knoblauch
Kathleen Nabakaba

Sondra Diaz

Lana Lisanti

Frank Goldsmith

Marie Wildman

Sandra Joshua

Karen Denard

Jill Markowitz

Mary Anderson

Frances Falk

Elaine Weinbaum

Bruce Armstrong

Marsha Love

Naomi Fatt

James Schiripa

Bernard Davidow

Jean Cropper

Seymour Kirschner

Al Buff

Jay Silberman

Hunter-Bellevue School of Nursing

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Phone: (212) 481-4300

Dean: Dorothy T. White, Professor, RN, EdD,
Phone 481-4313

Associate Dean: Tara A. Cortes, RN, Associate Professor,
PhD, Phone 481-4313

Director of Master's Curriculum: Mary T. Ramshorn,
Professor, RN, EdD, Phone 481-4329

Nursing Advisement: Office of Nursing Academic Support
Services, Room 1002 BL, Phone 481-5122

FACULTY

Elsie Bandman, Professor; RN, EdD, Teachers College, Columbia University

Eleanor Barba, Project Director, Nursing Service Administration; RN

Philip E. DeLorey, Professor; RN, PhD, Fielding Institute

Marjorie Duncan, Assistant Professor; RN, MSN, Hunter College

Joyce M. Hope, Associate Professor and Project Director, Geriatric Nurse Practitioner Program; RN, MSN, Hunter College

Margaret M. Magnus, Professor; RN, PhD, Catholic University

Marjorie J. Martin, Assistant Professor; RN, MA, Teachers College, Columbia University

Mary T. Ramshorn, Professor; RN, EdD, Teachers College, Columbia University

Patricia Moccia, Project Director, Occupational Health Nursing; RN, PhD, New York University

Catherine M. Roraback, Associate Professor; RN, EdD, Teachers College, Columbia University

Cynthia Sculco, Associate Professor; RN, EdD, Teachers College, Columbia University

Elizabeth Dorsey Smith, Associate Professor; RN, EdD, PNA, Teachers College, Columbia University

MASTER OF SCIENCE IN NURSING

The Hunter-Bellevue School of Nursing offers an NLN accredited master's level program in nursing. The program, which leads to a Master of Science degree in Nursing, provides an advanced body of nursing knowledge that builds upon the first professional degree. Students may choose programs of study in Medical-Surgical Nursing, Psychiatric Nursing, Nursing Administration, Geriatric Nursing (Practitioner Program) and Occupational Health Nursing. A program for the preparation of teachers of nursing will also be available in the near future.

Qualified applicants are admitted for both the fall and spring semesters. Students may attend on either a part-time or full-time basis. All nursing courses and student services are offered in the late afternoons and evenings to accommodate the working student. At the present time some federal traineeships are available for full-time study. These individual awards include tuition and fees.

Course requirements for the master's degree are divided into three components: core, specialization and

cognate-elective. The core courses deal with societal issues affecting health care delivery, nursing research and theories related to nursing practice and administration. The specialization component provides advanced knowledge in nursing in the particular area of concentration. The cognate-elective component gives the student the opportunity to select courses which will support and/or enhance other components of the curriculum. Courses may be selected from the offerings of other graduate programs at Hunter as well as, of course, from nursing. With special permission, a matriculated student may take up to six graduate level credits at another unit of the City University of New York or at another university.

Programs of Study:

Medical-Surgical Nursing: This curriculum option prepares graduates to assume a leadership role in acute care specialty areas, ambulatory settings and new practice fields such as hospice care. Students learn to work with an interdisciplinary team of health care providers in promoting, maintaining and/or restoring optimal levels of health in individuals, families, groups and communities. (42 credits)

Psychiatric Nursing: This option prepares graduates to assume a leadership role in a variety of community mental services as well as in institutional settings and private practice and in developing fields such as liaison nursing and hospice care. Students learn to work with other mental health professionals in providing preventive mental health services to target populations in the community and in designing and implementing new treatment approaches. (42 credits)

Nursing Service Administration: This program of study prepares graduates to assume leadership positions as nurse executives in the health care delivery system. Emphasis is placed on developing and applying theories and skills of management in planning, staffing, development, implementation and evaluation of health care services. (42 credits)

Geriatric Nurse Practitioner Program: This program option prepares graduates to function in leadership positions in providing primary health care to elderly clients in the community and in a variety of different types of health care facilities. Emphasis is placed on collaboration with other care providers, particularly physicians and social workers in class and clinical experiences. (56 credits)

Occupational Health Nursing: This curriculum option prepares graduates to assume a leadership role in occupational health nursing in a variety of corporate and community settings. Emphasis is on a multidisciplinary approach in classroom, laboratory and clinical experiences through shared learning experiences with other students in the health care fields and through practice at Mt. Sinai and other work-related settings. (56 credits)

Requirements for Admission

1. Successful completion of an NLN accredited baccalaureate program in nursing with an average of "B".
2. Possession of a license to practice as a Registered Nurse.
3. Satisfactory achievement on the general aptitude test of the Graduate Record Examination.
4. Satisfactory completion of a basic statistics course. Applicants who have not done so may be admitted with the condition that they complete a statistics course within their first semester.

Requirements for the Degree

1. Each candidate must complete an approved program of study consisting of 42 graduate credits leading to the master of science degree in nursing. The Geriatric Nurse Practitioner option and the Occupational Health Nursing options require 56 credits.
2. The program of study must be completed within five years from the date of matriculation.
3. All candidates must successfully complete NURS 799 Nursing Research III (Thesis Seminar) or NURS 798 Study of a Nursing Problem.

Nursing Electives

Nursing Elective course offerings vary from semester to semester. For specific elective offerings, students should consult each semester's Guide and Schedule of Classes or contact the Office of Nursing Academic Support Services, Room 1002 BL.

COURSE LISTINGS

Courses with 600-level numbers may be taken by non-matriculated as well as matriculated students. Qualified undergraduate nursing students who have less than a full credit load in their last semester may register for up to six credits in the graduate program.

NURS 601 Societal Factors Related to Wellness. 45 hrs., 3 cr. Prereq. or Coreq: NURS 603 (core course). Interdisciplinary exploration and evaluation of individual and environmental factors relating to changing levels of wellness in adult consumer systems.

NURS 602 Nursing Research I. 45 hrs., 3 cr. Prereq. or Coreq: NURS 601, NURS 603. Competence in basic statistics. Analysis of research process to formulate testable hypotheses concerning the bio-behavioral and psycho-behavioral patterns of adults.

NURS 603 Theoretical Foundations of Nursing Science. 45 hrs., 3 cr. (core course). Examination of development and formulation of nursing theory through systematic exploration of concepts of theory and theory building.

NURS 617 Health Appraisal of the Adult. 45 hrs., 3 cr. (Nursing Cognate). Theory and practice in comprehensive assessment of bio-behavioral and psycho-behavioral health patterns of adults.

NURS 619 Family and Community Patterns of Wellness. 45 hrs., 3 cr., (Nursing Cognate). Analysis of behavioral patterns

of the family system and structure and patterns of its community systems.

NURS 642 Psycho-biological Aspects of Aging. 45 hrs., 3 cr. (Nursing Cognate). In-depth explorations of bio-behavioral and psycho-behavioral patterns of the aged person.

NURS 699 Individual Study in Nursing. 45 hrs., 3 cr. An opportunity for the exploration of an area of individual interest in nursing.

NURS 701 Theoretical Foundations of Role Development in Nursing. 45 hrs., 3 cr., Prereq. or Coreq: NURS 603. A critical examination of behavior expected of leaders in nursing.

NURS 703 Nursing Research II. 45 hrs., 3 cr., Prereq: NURS 602 and first level nursing courses. Development of research design for testing hypotheses which have relevance for nursing practice, education and administration.

NURS 710 Bio-Behavioral Patterns of Adults: Nursing I. 30 hrs., 3 cr., Theory, 45 hrs. Practicum. Prereq. or Coreq: NURS 601, NURS 602, NURS 603. An exploration of theoretical, empirical and scientific basis of bio-behavioral patterns of individuals and groups.

NURS 711 Bio-Behavioral Patterns of Adults: Nursing II. 30 hrs., 3 cr., Theory, 45 hrs. Practicum. Prereq: NURS 602, NURS 710, and first level core courses. Study of bio-behavioral levels of wellness of families and communities.

NURS 712 Bio-Behavioral Patterns of Adults: Nursing III. 45 hrs., 3 cr., Prereq: NURS 710, NURS 711, NURS 601, NURS 602, NURS 603, NURS 701, NURS 703. Evaluation study of bio-behavioral patterns of adult client systems.

NURS 713 Practicum in Bio-Behavioral Patterns of Adults: Nursing III. 135 hrs., 3 cr. Prereq: NURS 710, NURS 711, NURS 601, NURS 602, NURS 603, NURS 701, NURS 703. Coreq: NURS 712. Application of advanced theoretical foundations in a variety of settings to explore bio-behavioral patterns of adult client systems.

NURS 715 Health Maintenance and the Aging Process. 2 hrs. lec. and 3 hrs. practicum, 3 cr. Examination of the physiological, psychological, cultural and sociological concepts essential to understanding the patterns of behavior exhibited by the elderly population. Theories of the aging process will be presented as well as an exploration of the theoretical basis for nursing decisions and nursing actions. Focus will be placed upon the strategies needed by the practitioner to assist the elderly in achieving their optimum level of wellness.

NURS 716 Basic Needs of the Elderly. 3 hrs. lec., 3 cr. Prereq. NURS 715. Selected basic needs of the elderly client system will be discussed. Examination of coping behaviors to meet the needs of the elderly will be included. Teaching/learning theory and related research dealings with the basic needs of these clients will be reviewed. Diagnosis and management of health problems frequently encountered in the care of the aging client will be analyzed.

NURS 717 Pathophysiology and Pharmacology I. 3 hrs., 3 cr. This course is designed to present the physiological functioning and primary deviations of the following systems: integumentary, sensory, cardio-vascular, respiratory, hematological. Clinical laboratory data, various clinical tests and x-ray evaluations used to assess the physiological status of the skeletal system will be presented. Pharmacological management of selected diseases will be presented.

NURS 720 Psycho-Behavioral Patterns of Adults: Nursing I. 30 hrs. Theory, 45 hrs. Practicum, 3 cr. Prereq. or Coreq: NURS 601, NURS 602, NURS 603. Examination of behavioral

patterns of interaction between adult client systems and their environments from eclectic psychological perspective.

NURS 721 Psycho-Behavioral Patterns of Adults: Nursing II. 30 hrs. Theory, 45 hrs. Practicum, 3 cr. Prereq. or Coreq: NURS 720 and first level core courses. Further examination of behavioral patterns of interaction between adult client systems and their environments.

NURS 722 Psycho-Behavioral Patterns of Adults: Nursing III. 45 hrs., 3 cr. Prereq: NURS 720, NURS 721, NURS 601, NURS 602, NURS 603, NURS 701, NURS 703. Third level course. Evaluation of synthesis of advanced theoretical and empirical sciences as basis for specialization practice and leadership role in nursing.

NURS 723 Nursing Practicum in Psycho-Behavioral Patterns of Adults III. 135 hrs., 3 cr. Prereq: NURS 720, NURS 721. Coreq: NURS 722. Preceptor-supervised synthesis and application of theoretical foundations of psycho-behavioral nursing and cognate knowledge.

NURS 730 Instructional Design in Nursing Education. 45 hrs., 3 cr. Prereq: first and second level nursing courses. Examination of theoretical models and empirical factors which effect the teaching-learning process in nursing education.

NURS 731 Practicum in Nursing Education. 90 hrs., 3 cr. Practicum, 30 hrs. Seminar. Coreq: NURS 730. Third level courses. Utilization of practice related role of nurse-educator and application of theoretical formulations on multiple educational settings.

NURS 740 Foundations of Nursing Care Coordination. 45 hrs., 3 cr. Prereq: first and second level nursing courses. Theories and principles of organization and management are evaluated, adapting them to the nursing care coordination.

NURS 741 Practicum in Nursing Care Coordination. 135 hrs., 3 cr. Prereq: first and second level nursing courses. Coreq: NURS 740. Preceptor-supervised practicum in a variety of health care settings.

NURS 750 Physical Assessment of the Aging I. 2 hrs. lec., 3 hrs., Practicum, 3 cr. (Concurrent of Prereq. NURS 717. Pathophysiology and Pharmacology I). The focus is to acquire the skills necessary to obtain an accurate and significant health history and perform a thorough physical examination. The skills of interviewing, observing, palpating, percussing and auscultating are taught. Emphasis on assessment is placed on the selected systems identified in Pathophysiology I.

NURS 760 Occupational Health Nursing I. 30 hrs. Theory, 45 hrs. Practice, 3 cr. First semester course. Pre- or Co-requisite NURS 601, NURS 603. An introduction to the theoretical and scientific concepts and principles underlying nursing practice in work environments, with special attention to the historical and contemporary relationship between workers and their societies. Clinical sites selected to demonstrate interdisciplinary approach to health issues.

NURS 761 Occupational Health Nursing II. 30 hrs. of Theory, 45 hrs. Practicum, 3 cr. Second semester. Pre-requisites NURS 601, NURS 602, NURS 603, NURS 760. Co-requisite or Pre-req. NURS 701. Continued examination, with increasing emphasis on the research process, of the pattern of interactions between workers and their environments. Field experiences selected to demonstrate examples of health issues unique to working relationships.

NURS 762 Occupational Health Nursing III. 45 hrs. 3 cr. Third level, Prereq: All first and second level courses. Co-requisite: NURS 763. In-depth analysis of health issues unique to working relationships with strong emphasis on

development and expansion of nursing theories specific to adult clients, their families and communities.

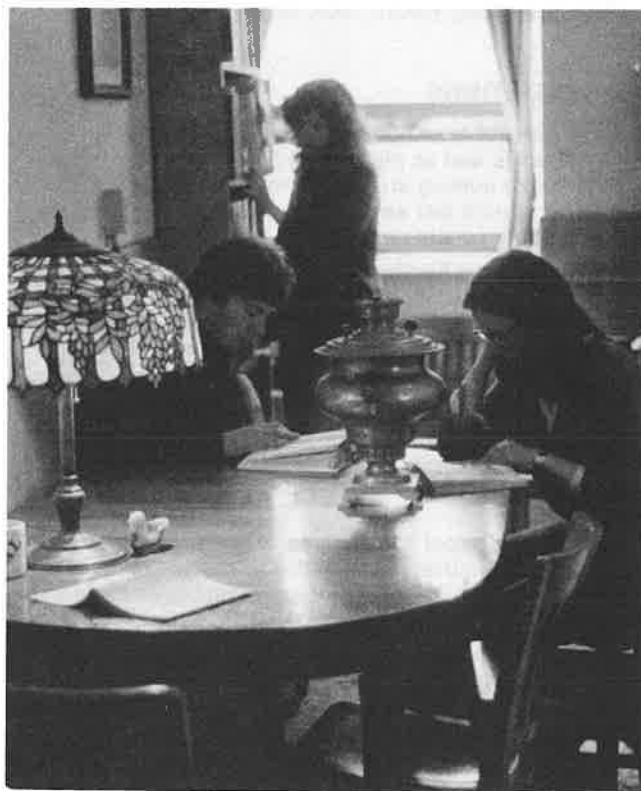
NURS 763 Practicum in Occupational Health Nursing III. 135 hrs. (including seminars and conferences) 3 cr. Third level Prereq: All first and second level courses. Co-requisite: NURS 762. Integration of nursing theories and research findings into the role behaviors of the professional nurse in occupational settings.

NURS 764 Occupational Health Nursing IV. 45 hrs. 3 cr. Placement: Fourth semester. Prereq: All first and second level courses, and NURS 762, NURS 763. Coreq. NURS 765. Incorporation of nursing theories concerning the relationships among adult clients, their families and communities, their working relationships and health, into the policy and planning stages of health care.

NURS 765 Advanced Practicum in Occupational Health Nursing. 135 hrs. (including seminars and conferences), 3 cr. Placement: Fourth semester. Prereq: All first, second and third level courses. Co-req.: NURS 764. Refinement of the professional role of the occupational health nurse specialist with emphasis on experiences as a member of multi-discipline teams concerned with the planning and administration of services unique to the health need of workers, their families and communities.

NURS 798 Study of a Nursing Problem Project: Comprehensive Examination, 45 hrs., 3 cr. Final semester of study. Synthesis of major tenets of nursing's conceptual system through a study of relationship of current societal issue or concept to nursing.

NURS 799 Nursing Research III: Thesis, 45 hrs., 3 cr. Prereq: NURS 602, NURS 703. Third level courses. Education of research data which has been collected and analyzed in relation to hypotheses concerning bio-behavioral or psycho-behavioral patterns of adults.



History

Chairperson: Professor Naomi C. Miller, Room 922,
Phone 570-5768

Graduate Adviser: Professor Nancy G. Siraisi, Room 903,
Phone 570-5617

FACULTY

David D. Burks, Professor; PhD, University of Chicago
Naomi W. Cohen, Professor; PhD, Columbia University
Dolores Greenberg, Associate Professor; PhD, Cornell University
James P. Harrison, Jr., Professor; PhD, Columbia University
Donald J. Harvey, Professor; PhD, Columbia University
Dorothy O. Helly, Associate Professor; PhD, Radcliffe College
Robert W. July, Professor; PhD, Columbia University
Edith M. Link, Assistant Professor; PhD, Columbia University
Michael M. Luther, Associate Professor; PhD, Columbia University
Douglas Maynard, Professor; PhD, UCLA
JoAnn McNamara, Associate Professor; PhD, Columbia University
Naomi C. Miller, Associate Professor; PhD, Columbia University
Pierre Oberling, Professor; PhD, Columbia University
Ruth Pike, Professor; PhD, Columbia University
Robert M. Seltzer, Associate Professor; PhD, Columbia University
William O. Shanahan, Professor; PhD, Columbia University
William G. Sinnigen, Professor; PhD, University of Michigan
Nancy G. Siraisi, Professor; PhD, City University of New York
Barbara Welter, Professor; PhD, University of Wisconsin

MASTER OF ARTS

The degree is offered either as a terminal degree or as the first year of work toward fulfilling the requirements of the PhD degree within the City University.

The university's doctoral program in history is described in the Bulletin of the Graduate School. Advanced doctoral seminars and university colloquia are offered at the City University Graduate Center.

Departmental Requirements for Admission

General admission requirements to the graduate programs in the arts and sciences are observed. Students who enter the program through an accelerated BA/MA program in history must complete the undergraduate basic prescription before any graduate course work may be started.

Departmental Requirements for Degree

A reading knowledge of French or German is required. In cases where work for the MA requires knowledge of another language, it may be offered as a substitute for one of the above languages with the approval of the graduate adviser.

In addition to course and seminar work the student is required to pass an examination in one field of history chosen from the following: ancient, medieval, early modern (to 1815), modern Western European (from 1789), British, Eastern European, American, Latin American, East Asian, African, or Middle Eastern history.

After completion of all other requirements, the candidate for the degree must present a satisfactory master's essay (prepared in conjunction with the thesis seminar), approved by the faculty scholar in the appropriate field of history.

Each candidate shall complete an approved program of study of at least 30 credits which shall include studies in historical writing (3 credits), at least two advanced courses, seminars and/or colloquia (6 credits), and the thesis seminar (3 credits). Courses other than those in the Department of History may be credited toward the 30 credits with the approval of the graduate adviser, but they may in no case exceed 9 credits. At least six credits in a field other than the major field must be taken and passed with a grade of B or better.

CYCLING OF COURSES

Courses in European history, American history, and Russian area studies, and one or more research courses (seminar, colloquium, or topics in history) are offered every semester. Courses in other areas are scheduled flexibly as need arises. For details, consult the department.

COURSE LISTINGS

Each 45 hours including conferences, 3 cr.

ANCIENT HISTORY

HIST 700 Ancient Egypt and the Near East. The significant political, economic, and social development in Egypt and the Near East.

HIST 701 History of Greece. The significant political, economic, and social development of Greece.

HIST 702 History of Rome. The significant political, economic, and social development of Rome.

MEDIEVAL HISTORY

HIST 708 Byzantine Civilization from the Reign of Constantine the Great to the Ottoman Conquest. Emphasis on the transmission of the cultural and political heritage of Greece and Rome and on the influence of Byzantium among the Slavs.

HIST 711.50 Intellectual History of Europe in the Middle Ages. A survey of medieval thought and learning to about 1300 A.D. Special attention given to natural science and the rise of universities.

WESTERN EUROPEAN HISTORY

HIST 704 European History from the Congress of Vienna to World War I. Political, social, and economic developments of the major powers from the Age of Metternich to World War I.

HIST 710.50 Economic and Social History of Western Europe, 1500-1750. A study of economic and social conditions in pre-industrial Europe.

HIST 712.52 Intellectual History of Modern Europe in the Nineteenth and Twentieth Centuries. Political, social, religious, economic, and scientific thought and the arts from the Romantic Era to the present.

HIST 713.50 The Old Regime in Europe. Institutions of the Old Regime in Europe and the philosophy of the Enlightenment to the outbreak of revolution in 1789.

HIST 715 Western Europe Between the Two World Wars. The political, social, and economic conditions and international relations of the countries of western Europe.

HIST 721 Significant Aspects of Spanish History. Selected topics in Spanish history from the end of Moslem rule through 1898. Special attention to factors behind the rise and decline of Spanish power.

HIST 740 Modern Jewish Social and Intellectual History. Jewish movements and thinkers since the eighteenth century; changing aspects of Jewish identity, new philosophies, the impact of antisemitism and Zionism.

HIST 752 The Reformation and Counter-Reformation. Early modern European history, with emphasis on religious, political, social, and economic changes.

HIST 754 Contemporary Europe. A study of Europe since 1939; emphasis on political, social, and economic developments; efforts at European unity; Europe and the world community.

BRITISH HISTORY

HIST 716 Evolution of the English Constitution. A problems course based on source reading.

HIST 717 Development of the British Commonwealth. Establishment of a second British Empire after 1783, and the evolution of Commonwealth status in the 19th and 20th centuries.

HIST 718 Significant Aspects of English History. A study of selected topics in English history from the Middle Ages through the nineteenth century.

HIST 719 The Social History of England in the 20th Century. Early expansion of social legislation and more recent developments in such fields as housing, education, and medicine.

HIST 723 From Mid-Victorian Prosperity to World War I. England 1867-1914: political and economic changes, institutional reform, social questions, imperial and military concerns, Irish and foreign policy.

HIST 724.50 England in the Age of George III. Georgian England, with emphasis on the English responses to the American and French Revolutions and their impact on English politics.

HIST 724.51 England from Pitt to Gladstone. Economic, social, and political developments that fashioned Victorian England. Attention is given to radical thought and the challenge to aristocratic government.

AMERICAN HISTORY

HIST 727 History of the Black People of the United States. The socio-economic, political, and cultural development of the Black people of the United States from their African origins to the present.

HIST 741.51 Era of the American Revolution. A survey of the origins and course of the American Revolution and the United States during the revolutionary era.

HIST 742.50 Nineteenth-Century United States: The Early Republic. Economic, social, and political aspects of American history from 1769 to 1828.

HIST 742.51 Nineteenth-Century United States: The Middle Period. Economic, social, and political aspects of American history from 1828 to 1861.

HIST 743 History of the Civil War and Reconstruction Era in the United States. Examination of the racial, economic, and political factors leading to war and of the post-war adjustment.

HIST 744 Twentieth-Century United States: The Progressive Era. A study of reform movements and of political, economic, and social developments in the United States during the 20th century.

HIST 745 Twentieth-Century United States: United States as a World Power. Diplomatic history from the Spanish-American War and the acquisition of an empire, to the present emergence of the United States as a world power.

HIST 746 The Development of Twentieth-Century American Capitalism from 1885. The transformation of the United States into a modern, urban, industrial state from the beginnings of "big business," "big labor," and "big government."

HIST 747 Nineteenth-Century American Reform Movements. Reform leaders and the activities of major reform organizations.

HIST 748 American Jewish History. Jewish life, 17th century to present: immigration, distribution, community structure, leaders, cultural creativity, economic and social integration, minority/majority relations.

HIST 749 Representative Americans. The history of the United States as seen through the biographies of important statesmen, politicians, reformers, and literary figures.

HIST 757 History of Religion in the United States. Selected topics, including development of the main denominational systems, church/state relations, and social thought of the churches.

LATIN AMERICAN HISTORY

HIST 751 South America in the Modern World. South America in the 20th century. Class study will center on the A-B-C powers; students will make collateral studies of other countries.

EASTERN EUROPEAN HISTORY

RAS 701 History of Russia: Russia Before the Great Reforms of the Nineteenth Century. A history of Russia from its Kievan origins to its crystallization as a multi-national, absolutist, military-bureaucratic empire in the 19th century.

RAS 702 History of Russia: Russia from the Great Reforms to the Present. Russia from late 19th-century absolutism, through the liberal and Bolshevik revolutions of 1917, to the triumph of the Stalinist state after World War II.

RAS 707 Soviet Foreign Policy. A history of Soviet relations with Europe, the United States, and the Third World from 1917 through World War II and the era of the cold war.

HIST 708 Byzantine Civilization from the Reign of Constantine the Great to the Ottoman Conquest. Emphasis on the transmission of the cultural and political heritage of Greece and Rome and on the influence of Byzantium among the Slavs.

HIST 740 Modern Jewish Social and Intellectual History. Jewish movements and thinkers since the 18th century; changing aspects of Jewish identity, new philosophies, the impact of anti-Semitism and Zionism.

MIDDLE EASTERN HISTORY

HIST 709.50 History of the Middle East: The Rise of Islam. The history of Islam from the 6th to the 11th century A.D. Emphasis on impact on cultures of the conquered territories from Central Asia to Spain.

HIST 709.51 History of the Middle East: History of the Ottoman Empire. The relationship between the Turks and the West from Byzantine times to the rise of Ataturk.

HIST 709.52 History of the Middle East: The Middle East in Modern Times. Major historical developments in the Middle East in the 20th century.

ASIAN AND AFRICAN HISTORY

HIST 722.50 History of China: Problems in the History of Imperial China. Aspects of Chinese history from about 220 B.C. to 1911; emphasis on bureaucratic, financial, and social problems in selected periods.

HIST 722.51 History of China: Problems in the History of Twentieth-Century China. The Republican and Communist periods; emphasis on the emergence of Chinese nationalism, revolution, and modernization.

HIST 726.50 History of Africa: Pre-Colonial History of Africa to 1800. A study of the development of Africa's peoples from earliest times to the era of European colonial penetration.

HIST 726.51 History of Africa: Africa in the Nineteenth and Twentieth Centuries. An examination of the major historical forces leading to the emergence of independent African nations.

HIST 728 History of Modern West Africa. Examination of the process of transformation of traditional societies into independent modern states; social, cultural, and intellectual emphasis.

HISTORIOGRAPHY

HIST 770 Historical Method. An introduction to historical methodology and the use of historical materials.

HIST 771 Studies in Historical Writing. A study of historians from ancient times to the present, problems of historical interpretation, and research methods.

RESEARCH COURSES

Students are required to complete at least nine credits.

HIST 760 Colloquium in Ancient History.

HIST 761 Colloquium in Medieval History.

HIST 762 Colloquium in British History.

HIST 763 Colloquium in European History.

HIST 765 Colloquium in American History.

HIST 766 Colloquium in Latin American History.

HIST 768 Colloquium in Asian History.

HIST 769 Colloquium in African History.

RAS 771 Colloquium in Russian History.

HIST 772 Seminars: American History.

HIST 773 Seminars: European History—Medieval, British, European.

HIST 774 Topics in History.

HIST 775 Seminar: Teaching History on the College Level.

HIST 776 Seminar in Ancient History.

HIST 778 Individual Tutorial Research.

HIST 779 Thesis Seminar: Independent Research—required of all candidates for the MA in history.

Linguistics

Graduate Adviser: Professor Julius Purczinsky, Room 1111, Phone 570-5746

Some Hunter College faculty members participate in the MA program in linguistics based at the City University Graduate Center.

Information concerning degree requirements, courses, etc., may be obtained from Professor Alan M. Stevens, Executive Officer, PhD/MA Program in Linguistics, CUNY Graduate Center, 33 West 42 Street, New York, N.Y. 10036. Phone 790-4602.

Although there is not at present any MA program in linguistics at Hunter College, students are encouraged to pursue courses in linguistics related to various disciplines, including anthropology, classics, communication sciences, education, English, and romance philology. Specializations are offered in anthropology and in teaching English as a second language. Departmental advisers should be consulted for further information.

COURSE LISTINGS**ANTHROPOLOGY**

ANTH 770 Linguistics. 3 cr.

ANTH 771 Seminar in Linguistics. 3 cr. Prereq: AN 770 or permission of instructor.

ANTH 772 Phonological Analysis and Theory. 3 cr. Prereq: ANTH 770 or permission of instructor.

ANTH 773 Grammatical Analysis and Theory. 3 cr. Prereq: ANTH 770 or permission of instructor.

ANTH 775 Linguistic Field Techniques and Methods. 3 cr. Prereq: ANTH 770 or permission of instructor.

ANTH 777 Language and Culture. 3 cr.

CLASSICS

CLAS 741 Comparative Grammar of Latin and Greek. 3 cr.

SANS 701, 702 Elementary Sanskrit. Each 3 cr. Prereq: the equivalent of one college year of study of Latin.

COMMUNICATIONS

COMM 607 The Phonetics of American English. 3 cr.

COMMUNICATION SCIENCES

(SCHOOL OF HEALTH SCIENCES)

COMSC 607 The Phonetics of American English. 3 cr.

COMSC 702 The Nature of Speech, Language and Communication Systems. 3 Cr.

COMSC 705 Speech Science. 3 cr. Prereq: IHS 505.

COMSC 706 Experimental Phonetics. 30 hrs. lec., 15 hrs. lab, 3 cr.

COMSC 707 The Phonology of the Dialects of American English. 3 cr. Prereq: IHS 607. Offered Sp.

COMSC 708 Comparative Phonetics. 3 cr. Prereq: IHS 607.

COMSC 712 Anatomy and Physiology of the Nervous System. 30 hrs. lec., 30 hrs. lab, 3 cr. Prereq: background in biological and physical sciences.

COMSC 769 Communication Acquisition. 3 Cr.

EDUCATION

BILED 778 Practicum in Audio-lingual Methods for Teachers in Bilingual Programs. 2 cr.

EDUC 785 Linguistics for Teachers: Introductory Course. 3 cr.

EDUC 786 Seminar in Linguistics for Teachers. 3 cr. Prereq: an introductory course in linguistics for teachers or Perm. Inst.

BILED 770 Second Language Learning and Teaching. 2 cr. Prereq: one course in education psychology.

BILED 771 Psychology of Language Learning and Teaching. 3 cr.

EDSL 783 Teaching English as a Second Language. 3 cr.

BILED 777 Comparative Analysis of English and Spanish. 3 cr.

EDUC 759 Comparative Analysis of English and French. 3 cr.

ENGLISH

ENGL 505 Structure of the English Language. 3 cr.

ENGL 607 English Linguistics. 3 cr.

ENGL 701 History of the English Language. 3 cr.

HEBREW

HEBR Hebrew Linguistics. 3 cr.

LINGUISTICS

LING 701 Introduction to Descriptive Linguistics I. 3 cr.

LING 702 Introduction to Historical Linguistics II. 3 cr. Prereq: LIG 701 and the equivalent of one college year of study of Latin.

LING 741 Old French. 3 cr.

LING 755, 756 Introduction to Indo-European Comparative Linguistics. Each 3 cr. Prereq: the equivalent of one college year of study of Latin. A year of Greek is strongly recommended.

LING 757 Evidence for the Pronunciation of Greek and Latin. 3 cr.

LING 771 Current Issues in Linguistic Theory. 3 cr. Prereq: LIG 701.

LING 773 Methods of Contrastive Analysis. 3 cr.

LING 775 Special Studies in Linguistics. 3 cr.

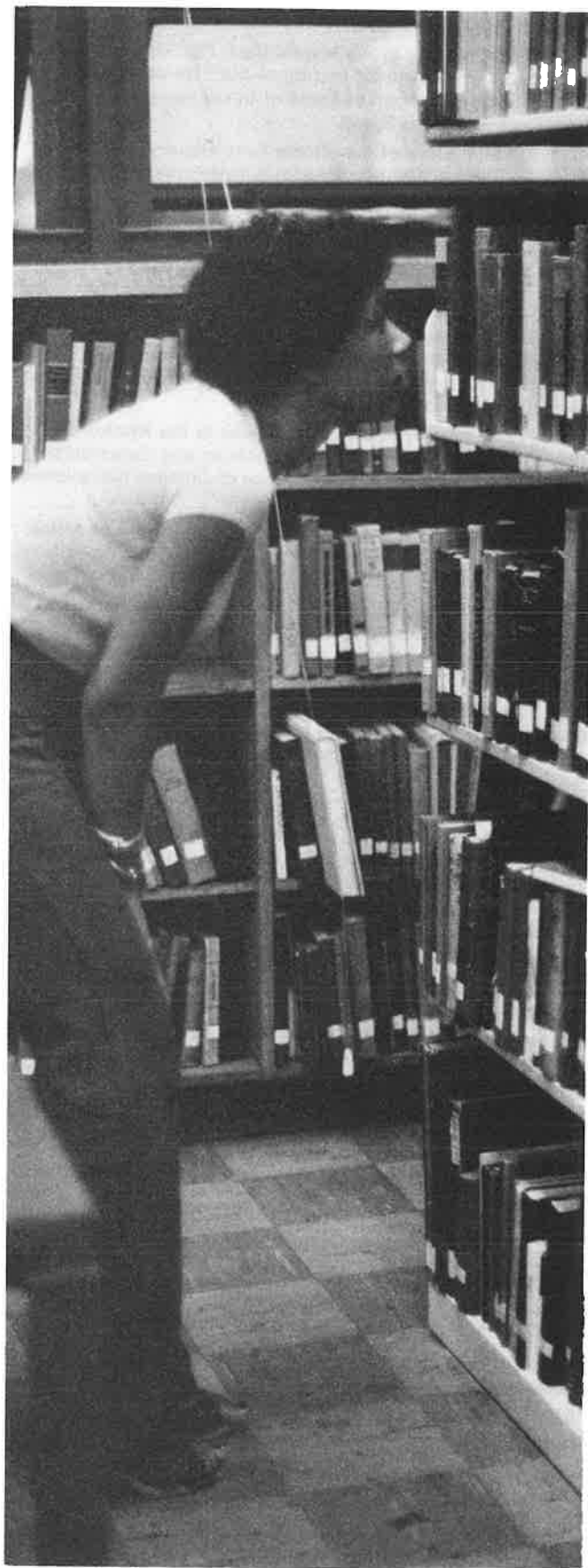
ROMANCE LANGUAGES

ROLG 701 Introduction to Romance Linguistics I. 3 cr.

ROLG 702 Introduction to Romance Linguistics II. 3 cr.

SPANISH

SPAN 701 History of the Spanish Language. 3 cr.



Mathematical Sciences

Chairperson: Professor Thomas Jambois, Room 1230J,
Phone 570-5701

Graduate Adviser: Professor Alvin Baranchik, Room 1230C,
Phone 570-5260

FACULTY

Alberto Baider, Associate Professor; PhD, Massachusetts Institute of Technology; Partial Differential Equations, Numerical Analysis

Alvin Baranchik, Associate Professor; PhD, Stanford University; Statistical Decision Theory

Barry M. Cherkas, Associate Professor; PhD, Georgetown University; Partial Differential Equations

Richard C. Churchill, Associate Professor; PhD, University of Wisconsin; Dynamical Systems

Mary P. Dolciani, Professor; PhD, Cornell University; Number Theory, Curriculum Development

Jack Hachigian, Associate Professor; PhD, Indiana University; Probability, Stochastic Processes, Applied Statistical Methodologies and Simulation

Thomas F. Jambois, Associate Professor and Chairman; PhD, University of California; Riemann Surfaces, Algebraic Geometry

John Loustau, Associate Professor; PhD, University of California, Santa Barbara; Non-Associative Algebras

Jane Matthews, Associate Professor; PhD, New York University; Group Theory

Giampiero Pecelli, Associate Professor; PhD, Johns Hopkins University; Ordinary and Functional Differential Equations, Dynamical Systems

Ada Peluso, Associate Professor; PhD, New York University; Group Theory

Joseph Roitberg, Professor; PhD, New York University; Algebraic Topology

Brian Shay, Associate Professor; PhD, City University of New York; Algebraic Topology

Janet Wittles, Associate Professor; PhD, Harvard University; Statistical Methodology applied to Biomedical Science

The Department of Mathematical Sciences offers a choice of two master's degree programs. The program in pure mathematics is intended primarily for students interested in teaching and further graduate study. The program in applied mathematics is intended for students interested in applications to business, science, engineering, and industry, as well as teaching and research.

MASTER OF ARTS

PURE MATHEMATICS PROGRAM

Departmental Requirements for Admission

In addition to the general requirements for admission, the following departmental requirements shall be met:

At least 24 acceptable credits in mathematics with a B average in the courses involved. (In special cases, students who show evidence of unusual mathematical ability, but do not meet both of the above requirements will be considered.)

Departmental Requirements for the Degree

Thirty credits from courses chosen as follows:

1. MATH 721-722 Modern Algebra I, II; or MATH 725 Linear Algebra and STAT 722 Theory of Games.
2. MATH 746-747, Theory of Functions of a Real Variable, I, II.
3. MATH 742 Theory of Functions of a Complex Variable.
4. MATH 751 General Topology.
5. At least 6 credits chosen from courses at the MATH 700 and/or STAT 700 level.
6. At most 6 credits from courses at the MATH 600 and/or STAT 600 level or from approved courses in another department.
7. Written comprehensive examination covering the courses listed in items 1, 2, 3, and 4, above.
8. Reading knowledge of French, German, or Russian.

APPLIED MATHEMATICS PROGRAM

Departmental Requirements for Admission

The general admission requirements must be satisfied. Departmental requirements are minimal so as to encourage non-mathematics or non-statistics undergraduates who feel they have the mathematical maturity to handle the program. Such students, however, can only be accepted into the program conditionally, contingent upon their successful completion of MATH 351 Advanced Calculus and MATH 211 Linear Algebra. Hence, the only requirement for entrance into the program irrespective of past specialization is an adequate undergraduate record, one semester of advanced calculus, and one semester of linear algebra.

Departmental Requirements for the Degree

Thirty credits from courses chosen as follows:

1. STAT 720-721 Probability.
2. STAT 711-712 Statistical Decision Theory.
3. 15 credits (five courses) in statistics, computer science, mathematics, or relevant areas of application, selected to constitute a cohesive program. Typically, these courses are at the MATH 700 and/or STAT 700 level, with no more than 6 credits (two courses) at the 600 level.
4. STAT 790 Case Seminar. The student, guided by a member of the faculty, prepares a project in applied mathematics. This replaces the comprehensive examination requirement.
5. The student must exhibit a working knowledge of two useful computer languages. This replaces the foreign language requirement.

COURSE LISTINGS

PURE MATHEMATICS

MATH 621 Introduction to Modern Algebra. 45 hrs., 3 cr. Prereq: a course in linear algebra. Offered Sp '82. Introduction to the theory of groups and rings.

MATH 623 Theory of Numbers. 45 hrs., 3 cr. Prereq: a course in linear algebra. Offered Fa '82. Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.

MATH 634 Geometries I. 45 hrs., 3 cr. Prereq: a course in linear algebra. Offered Sp '82. Topics in affine and projective geometry and/or topics in differential geometry.

MATH 641 Advanced Calculus I. 45 hrs., 3 cr. Prereq: a year of undergraduate calculus. Offered Fa. Mature consideration of the theory and processes of calculus, including implicit functions and infinite series.

MATH 642 Introduction to the Theory of Functions of a Complex Variable. 45 hrs., 3 cr. Prereq: a course in advanced calculus. Offered Fa '81. Complex numbers, analytic functions, elementary functions, contour integrals, Cauchy integral theory, series.

MATH 645 Advanced Calculus II. 45 hrs., 3 cr. Prereq: MATH 641. Offered Sp. Continuation of MATH 641 with emphasis on integration theory.

MATH 653 Calculus on Manifolds. 45 hrs., 3 cr. Prereq: a course in advanced calculus. Offered Fa '82. Functions on Euclidean space, implicit function theorem, Fubini's Theorem, integration on chains and manifolds.

MATH 661 History of Mathematics. 45 hrs., 3 cr. Prereq: a year of undergraduate calculus. Offered Sp. The historical development of arithmetic, algebra, geometry, trigonometry, analytic geometry and calculus.

MATH 671 Fundamental Concepts of Modern Mathematics. 45 hrs., 3 cr. Prereq: any two courses chosen from linear algebra, modern algebra or advanced calculus I and II. Offered Sp '82. An axiomatic approach to the theory of sets; axiom of choice, Zorn's Lemma, transfinite arithmetic.

MATH 721 Modern Algebra I. 45 hrs., 3 cr. Prereq: a course in linear algebra and a course in modern algebra. Offered Fa. Semi-groups, groups with operators, rings, modules, field extensions.

MATH 722 Modern Algebra II. 45 hrs., 3 cr. Prereq: MATH 721. Offered Sp. Continuation of MATH 721.

MATH 725 Linear Algebra. 45 hrs., 3 cr. Prereq: a course in linear algebra and a course in modern algebra. Offered Fa. Selected topics in advanced linear algebra.

MATH 741 Functional Analysis. 45 hrs., 3 cr. Prereq: a course in real variables or perm. dept. Offered Fa '81. Banach spaces, linear operators, special spaces, selected topics.

MATH 742 Theory of Functions of a Complex Variable. 45 hrs., 3 cr. Prereq: a course in complex variables and either a course in topology or perm. dept. Offered Sp '82. Conformal mappings, Riemann surfaces, analytic continuations, residue calculus, special functions.

MATH 746 Theory of Functions of a Real Variable I. 45 hrs., 3 cr. Prereq: a year of advanced calculus. Offered Fa. Real numbers, Lebesgue measure, metric and L_p spaces, general measure and integration theory.

MATH 747 Theory of Functions of a Real Variable II. 45 hrs., 3 cr. Prereq: MATH 746. Offered Sp. Continuation of MATH 746.

MATH 751 General Topology. 45 hrs., 3 cr. Prereq: advanced calculus or perm. dept. Offered Sp. Topology of plane sets, continuous functions, separation axioms, compact and metric spaces.

MATH 772 Seminar. 45 hrs., 3 cr. Prereq: perm. dept. Introduction to the methods and literature of mathematical research at the Master's level.

MATH 773, 774 Independent Study Course. Each 1 cr. Prereq: perm. dept.

MATH 775, 776 Independent Study Course. Each 2 cr. Prereq: perm. dept.

MATH 777, 778 Independent Study Course. Each 3 cr. Prereq: perm. dept.

APPLIED MATHEMATICS

STAT 612 Mathematical Statistics. 45 hrs., 3 cr. Prereq: perm. dept. This course does not count toward the MA in pure or applied mathematics. Offered Sp '83. Estimation and hypothesis testing, including t, Chi-squared, F tests. Applications of linear regression and ANOVA.

STAT 621 Probability 45 hrs., 3 cr. Prereq: perm. dept. This course does not count toward the MA in pure or applied mathematics. Offered Fa. Sets and Events. Discrete probability, combinatorics. Independence. Model building. Random variables, Expectation. Continuous random variables, normal distribution.

STAT 632 Nonparametric Statistics. 22½ hrs., ½ semester, 1½ cr. Prereq: 11th year high school mathematics or its equivalent and one semester of elementary statistics. Offered Sp '81 and Sp '83. Nonparametric analogs to normal theory methods. Rank tests, tests based on distribution estimates. Multisample methods. Goodness of fit tests. Criteria for choice of method stressed.

STAT 633 Analysis of Categorical Data. 22½ hrs., ½ semester, 1½ cr. Prereq: 11th year high school mathematics or its equivalent and one elementary course in statistics. Offered Sp '81 and Sp '83. One way classifications. Fourfold tables. Two way contingency tables; partitioning Chi squares. Log-linear models, logit regression. Multidimensional contingency tables.

STAT 634 Regression Analysis. 22½ hrs., ½ semester, 1½ cr. Prereq: 11th year high school mathematics or its equivalent and one semester of elementary statistics. Offered Fa. Recognizing non-normal data; transforming for normality and for equal variances. Linear, multiple, and polynomial regression. Multiple linear regression. Model selection.

STAT 635 Continuous Multivariate Analysis. 30 hrs., ½ semester, 2 cr. Prereq: STAT 634 or an equivalent course in regression analysis. Offered Fa '81 and Fa '83. Multivariate data, multivariate normal. Principal components, factor analysis, T^2 , MANOVA. Discriminant analysis. Canonical correlation. Assumptions and interpretation.

STAT 636 Sample Surveys. 22½ hrs., ½ semester, 1½ cr. Prereq: 11th year high school mathematics or its equivalent and one elementary course in statistics. Offered Sp '82. Basic principles. Sample frame. Sampling methods: simple random, cluster, stratified, double & multistage. Associated estimates, confidence limits. Bias. Planning a survey.

STAT 637 Experimental Design and Analysis of Variance. 30 hrs., ½ semester, 2 cr. Prereq: STAT 634 or an equivalent course in regression analysis. Offered Fa '82. Randomization. Analysis of variance. Randomized blocks, Latin squares, incomplete block and factorial designs. Multiple comparisons. ANCOVA. Contrasts.

STAT 638 Special Topics in Applied Statistics. 22 ½ hrs., ½ semester, 1 ½ cr. Prereq: 11th year high school mathematics or its equivalent, one elementary course in statistics and special requirements depending on the particular topic. Offered Sp '82. Topics to be chosen, possibly from among Reliability theory, Time Series, Biostatistics, Statistical Computation, Simulation and Model Building.

STAT 681 Numerical Methods. 45 hrs., 3 cr. Prereq: a course in linear algebra. Offered Fa. Numerical solution of equations, approximation by polynomial and orthogonal functions. Numerical integration, operational methods, inversion of matrices.

STAT 711 Statistical Decision Theory I. 45 hrs., 3 cr. Prereq: a course in linear algebra. Coreq: advanced calculus or perm. dept. Offered Fa. Bayes, admissible, and minimax decision rules. Geometric interpretations. Sufficiency. Theory of optimal point estimation.

STAT 712 Statistical Decision Theory II. 45 hrs., 3 cr. Prereq: STAT 711. Offered Sp. Continuation of STAT 711. Hypothesis testing and confidence sets. Optimal tests, invariance. Applications to ANOVA, regression, design, nonparametric inference.

STAT 713 Topics Statistical Inference I. 45 hrs., 3 cr. Prereq: STAT 711 and STAT 712. Offered Fa. Topics vary, but may be selected from Multivariate Analysis, Regression, Experimental Design, Time Series, Biostatistics.

STAT 714 Topics Statistical Inference II. 45 hrs., 3 cr. Prereq: STAT 711 and STAT 712. Offered Sp. Topics selected as in STAT 713.

STAT 720 Advanced Probability Theory I. 45 hrs., 3 cr. Prereq: a course in advanced calculus or perm. dept. Offered Fa. Non measure theoretic probability. Combinatorics, random variables, distributions. Moment generation functions. Limit laws.

STAT 721 Advanced Probability Theory II. 45 hrs., 3 cr. Prereq: STAT 720 or perm. dept. Offered Sp. Continuation of STAT 720. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

STAT 722 Theory of Games. 45 hrs., 3 cr. Prereq: a course in linear algebra and a course in probability. Offered Sp '82. Utility, zero-sum two person games, minimax theorem or rectangular games. Relation to Linear Programming; applications to problems in economics and other fields.

STAT 724 Topics in Applied Mathematics I. 45 hrs., 3 cr. Prereq: perm. dept. Offered Fa. Topics selected as in STAT 713.

STAT 725 Topics in Applied Mathematics II. 45 hrs., 3 cr. Prereq: perm. dept. Offered Sp. Topics selected as in STAT 713.

STAT 731 Operations Research I. 45 hrs., 3 cr. Prereq: multivariate calculus, linear algebra and at least one programming language. Offered Fa '81. Complex operational systems; large amounts of data. Dynamic Programming. Coding and information theory. Applications. Projects using computing facilities.

STAT 732 Operations Research II. 45 hrs., 3 cr. Prereq: STAT 731. Offered Sp '82. Topics such as mathematical modelling; applications of graphs; weighted digraphs and pulse processes; group decision making; optimization.

STAT 750 Theory of Linear Models. 45 hrs., 3 cr. Prereq: a course in linear algebra. Offered Fa '83. Continuation of STAT 722, including linear, integer, and non linear programming.

STAT 781 Advanced Numerical Methods. 45 hrs., 3 cr. Prereq: a course in numerical methods. Offered Sp. Approximation of eigenvalues and eigenvectors, linear difference equations, numerical solutions of ordinary and partial differential equations.

STAT 790 Case Seminar. 45 hrs., 3 cr. Prereq: perm. dept. Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

Music

Chairperson: Associate Professor Louis Martin, Room 1515, Phone 570-5736

Graduate Adviser: Associate Professor L. Michael Griffel, Room 1512, Phone 570-5735

FACULTY

Ruth Anderson, Associate Professor; MA, University of Washington; Composition and Theory

Ruth DeFord, Assistant Professor; PhD, Harvard University; Music History

Myron Fink, Associate Professor; MMus, University of Illinois; Composition and Theory

L. Michael Griffel, Associate Professor; PhD, Columbia University; Music History

Barbara Hampton, Associate Professor; PhD, Columbia University; Ethnomusicology

James S. Harrison, Associate Professor; MA, Harvard University; Theory

Robert Montesi, Associate Professor; MMus, Manhattan School of Music; Performance and Music Education

George B. Stauffer, Assistant Professor; PhD, Columbia University; Music History

Clayton J. Westermann, Professor; MMus, Yale University; Performance and Music Education

John Reeves White, Professor; PhD, University of Indiana; Music History

MASTER OF ARTS

The MA program in music offers students an opportunity to better themselves as musicians by using, refining, and augmenting the knowledge acquired in undergraduate music courses. The department encourages its graduate students to undertake independent creative research projects and to include in their program courses of a broad, general nature along with those that represent the beginning of professional specialization. Performance students are permitted to take private lessons with a teacher of their choice approved by the department.

The degree is offered either as a terminal degree or as the first year of work toward the PhD degree within the university. See Bulletin of the Graduate School for description of the PhD program and the complete list of courses.

The Department of Music offers courses of study leading to the MA degree with provision for concentration in music history, ethnomusicology, composition, or performance.

Departmental Requirements for Admission

In addition to the general requirements for admission to graduate degree programs, applicants shall have completed an undergraduate major in music (with a minimum of 24 credits) or the equivalent. They shall have completed at least two semesters of music history, three semesters of harmony and counterpoint, two semesters of solfège, and one semester of analysis. They shall have at least elementary facility at the keyboard and shall have reasonable mastery of an instrument (which may be a keyboard instrument) or voice. In addition, applicants planning to concentrate in performance must pass a preliminary audition, and those planning to concentrate in composition must submit to the graduate adviser a portfolio of recently completed compositions.

Applicants with deficiencies in any of the above requirements should consult the department's graduate adviser. Credit toward the degree may not be gained in courses taken to make up deficiencies.

Departmental Requirements for the Degree

Courses Each candidate shall complete a program of study of at least 30 credits in consultation with and approved by the graduate adviser. Graduate courses in other departments may be credited toward the degree in music with the approval of the graduate adviser, but they may in no case exceed 6 credits. Six credits of relevant graduate work done at other institutions (or 9 credits, if the work is done at branches of the City University of New York) may be credited when approved by the graduate adviser.

Foreign Language The candidate must demonstrate a reading knowledge of a foreign language, preferably French, German, or Italian.

Proficiency Examination Students admitted to the program must take a proficiency examination during the first two semesters of matriculation in order to remain in the program. This examination will test the student's competence in music theory, music history and literature, and applied skills. Deficiencies revealed by the proficiency examination must be made up by studying the relevant subject matter and passing a reexamination.

Thesis A thesis, consisting of a master's essay (MUS 798), a major composition (MUS 799), or a public recital, is required of each student. On completion of the courses of study and after approval of the thesis by the Graduate Faculty Committee, a candidate will be examined orally on the thesis and related subjects.

PROGRAM FOR SECONDARY SCHOOL TEACHERS OF MUSIC—MA

Departmental Requirements for Admission

In addition to the general requirements for admission to the graduate Teacher Education Program, applicants shall have completed an undergraduate major in music (with a minimum of 24 credits) or the equivalent. They shall have completed at least two semesters of music history, three semesters of harmony and counterpoint, two semesters of solfège, and one semester of analysis. They shall have at least elementary facility at the keyboard and shall have reasonable mastery of an instrument (which may be a keyboard instrument) or voice.

Applicants with deficiencies in any of the above requirements should consult the department's graduate adviser. Credit toward the degree may not be gained in courses taken to make up deficiencies.



Departmental Requirements for the Degree

Courses Students in this curriculum are required to complete a minimum of 30 credits, as prescribed below.

	Credits
Required Music Course: MUS 677 or MUS 678 ..	3
Elective Music Courses (excluding MUS 798 and MUS 799)*	18
Unrestricted Elective Courses*	3
Prescribed Education Courses**	6
	<hr/> 30

Proficiency Examination Students admitted to the program must take a proficiency examination during the first two semesters of matriculation, in order to remain in the program. This examination will test the student's competence in music theory, music history and literature, and applied skills. Deficiencies revealed by the proficiency examination must be made by studying the relevant subject matter and passing a reexamination.

TEP Project A project involving research is required of each student. On completion of the courses of study and after approval of the project by the Graduate Faculty Committee, a candidate will be examined orally on the topic of the project and related issues.

*Courses shall be selected in consultation with and upon approval of the graduate adviser.

**Specific courses to meet this requirement will be found in the section on Professional Content for Secondary School Teachers in the Programs in Education section.

COURSE LISTINGS

MUS 700 Music Bibliography and Research Techniques. 45 hrs., 3 cr. Offered Fa '81. The study of sources and bibliographical methods as applied to musical material.

MUS 706 Renaissance Notation. 45 hrs., 3 cr. Offered Sp '82. Transcription and editing of music of the Renaissance, including tablatures.

MUS 726 Advanced Counterpoint and Fugue. 30 hrs. plus conf., 3 cr. Prereq: Simple counterpoint and harmony through altered chords. May be taken twice for credit. Offered Fa '82. Extended practice in the devices of imitation; canon; invertible counterpoint; fugue.

MUS 729 Contemporary Compositional Techniques. 45 hrs., 3 cr. May be taken twice for credit. Analysis and practical work in techniques and media of contemporary composition.

MUS 731 Composition. 30 hrs. plus conf., 3 cr. Prereq: An undergraduate course in composition, or Perm. Inst. May be taken 4 times for credit. Practice in composition for various media.

MUS 734, 735 Electronic Music Studio. Each 90 hrs., 4 cr. Prereq: for MUS 735: MUS 734. Perm. Inst. MUS 734: Offered Fa. MUS 735: Offered Sp. MUS 735 may be taken 3 times for credit. For composers only. Two-hour lecture-demonstration plus 4 hrs. guided individual studio work weekly: electronic music repertoire and studio usage.

MUS 737, 738 Electronic Music in Mixed Media. Each: 60 hrs., 3 cr. Prereq: for MUS 738: MUS 737. Perm. Inst. MUS 737; Offered Fa. MUS 738: Offered Sp. MUS 738 may be taken 3 times for credit. Credit for courses is given only on completion of second (Sp.) term. No new admissions Sp. term. Open to advanced artists in all fields. Class limited to 12. Practical course in electronic music studio use combined with other media. Two-hour seminar plus 2 hrs. guided individual studio work each week.

MUS 740 Seminar in Music Theory and Analysis. 45 hrs., 3 cr. May be taken 3 times for credit. Speculative theory, aesthetics, and the scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics: To be announced.

MUS 742 Seminar in Style Criticism. 45 hrs., 3 cr. May be taken twice for credit. An intensive study of a small number of closely related works of music. Topics: To be announced.

MUS 751, 752 Analysis of Musical Styles. Each 45 hrs., 3 cr. Open to non-music majors by permission only. MUS 751: Offered Fa '82. MUS 752: Offered Sp '83. A series of



perennial compositional procedures and a series of analytical essays which disclose essential stylistic features and develop facility in analysis.

MUS 760 Seminar in Music History. 45 hrs., 3 cr. May be taken twice for credit. Problems in research and analysis in selected areas of music history. Topics: To be announced. Topics will be drawn from the six main historical eras.

MUS 775, 776 Seminar in Ethnomusicology. Each 45 hrs., 3 cr. MUS 775: Offered Fa. MUS 776: Offered Sp. A study of folk music, and of the traditional music of non-western cultures.

MUS 777.1 African Music. 45 hrs., 3 cr. Prereq: MUS 775, or Perm. Inst. Study and analysis of the musical styles of Africa, with attention given to musico-cultural factors.

MUS 777.2 Folk Music of the United States. 45 hrs., 3 cr. Prereq: MUS 775, or Perm. Inst. Study and analysis of the variety of musical folk traditions in the United States, as seen within a cultural context.

MUS 777.3 Folk Music of Europe. 45 hrs., 3 cr. Prereq: MUS 775, or Perm. Inst. Study and analysis of the musical styles and functions found within the folk cultures of Europe.

MUS 777.4 Music of the Middle East and India. 45 hrs., 3 cr. Prereq: MUS 775, or Perm. Inst. Study and analysis of the art music and folk music of the Middle East and India, with attention given to notational systems and musico-cultural factors.

MUS 777.5 Music of East Asia. 45 hrs., 3 cr. Prereq: MUS 775, or Perm. Inst. Study and analysis of the art music and folk music of the Far East, with attention given to notational systems and musico-cultural factors.

MUS 777.6 Folk Music of Latin America. 45 hrs., 3 cr. Prereq: MUS 775, or Perm. Inst. Study and analysis of the folk music styles of Latin America, with attention given to the African, Indian, and Iberian cultural traditions there.

MUS 781, 782, 783, 784 Private Study in Instrument or Voice. Each 3 cr.

MUS 791-794 Independent Study. Maximum 8 cr. Prereq: Perm. Dept. Graduate Faculty Committee, obtained by an announced deadline date during the previous semester. Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance and evaluable by the Dept.

MUS 791 1 cr. May be taken four times for credit.

MUS 792 2 cr. May be taken four times for credit.

MUS 793 3 cr. May be taken twice for credit.

MUS 794 4 cr. May be taken twice for credit.

MUS 798 Thesis in Music History or Ethnomusicology. 3 cr. Individual research under supervision.

MUS 799 Thesis in Composition. 3 cr. Individual study of composition under supervision.

TEACHER EDUCATION PROGRAM

MUS 677 Workshop in Instrumental Music. 45 hrs., 3 cr. Offered Sp. '82. Organization and administration of a school instrumental program from grades 4 through 12; conducting and teaching techniques; materials for several types of ensemble.

MUS 678 Workshop in Choral Music. 45 hrs., 3 cr. Offered Fa. '82. Organization and administration of a choral program in the secondary schools; conducting and choral techniques; materials for the several age groups.

EDO 749.1, 749.2, 749.3. See Programs in Education section.

Philosophy

Chairperson: Professor Charles Landesman, Room 725, Phone 570-5741

The Hunter College Philosophy Department faculty members participate in the MA program based at the City University Graduate Center.

Information concerning degree requirements, courses, etc., may be obtained from Professor Marshall Cohen, Executive Officer, Philosophy Department, CUNY Graduate Center, 33 West 42 Street, New York, N.Y. 10036. Phone 790-4246.

Physics

Chairperson: Associate Professor Robert A. Marino, Room 1321A, Phone 570-5696

Graduate Adviser: Professor Leon Cohen, Room 1320, Phone 570-5200

FACULTY

Alfred H. Bennick, Associate Professor; PhD, Columbia University; Astrophysics

Leon Cohen, Professor; PhD, Yale University; Quantum Mechanics, N-Body Self Gravitation Problem

Milton Furst, Professor; PhD, New York University; Liquid Scintillators, Thermal and Electrical Effects on Bones

Kalman Kalikstein, Associate Professor; PhD, New York University; Scattering of EM Waves, Luminescence and Photoconductivity

Bernard Kramer, Professor; PhD, New York University; Luminescence, Photoconductive and Photovoltaic Effects

Arnold H. Kritz, Professor; PhD, Yale University; Plasma Physics

Bo T. Lawergren, Associate Professor; PhD, The Australian National University; Musical Acoustics, Experimental Nuclear Physics

Sook Lee, Professor; PhD, Brown University; Electron Nuclear Double Resonance

Robert A. Marino, Associate Professor and Chairperson of Department; PhD, Brown University; Magnetic Resonance

Edward P. Tyron, Professor; PhD, University of California, Berkeley; Particle Physics, Cosmology

Rodney L. Varley, Associate Professor; PhD, Brandeis University; Nonequilibrium Statistical Theory of Dense Gases and Liquids, Plasma Physics

MASTER OF ARTS

The MA degree in physics is offered as a terminal program or, with approval of the City University Graduate Center, as part of the course work required for the PhD. Thesis research toward the doctorate may also be carried out at Hunter College.

Departmental Requirements for Admission

In addition to the general requirements for admission, the following departmental requirements shall be met:

1. A minimum of 36 credits total in undergraduate physics and mathematics courses. These should



include intermediate mechanics, electricity, modern physics, and differential equations. A prevailing grade of B is required for these courses.

2. Approval by the departmental Graduate Physics Committee of Hunter College. If deficiencies are noted in certain undergraduate courses, the applicant may be required to take these courses without graduate credit.

Departmental Requirements for the Degree

1. A program of courses designed in consultation with the graduate adviser and approved by the departmental Graduate Physics Committee.
2. Completion of 30 credits of graduate work including:
 - a. Not more than 6 credits earned at a graduate institution other than the City University of New York.
 - b. At least 15 credits earned at Hunter College.
 - c. The following required courses or their equivalents:
 - PHYS U701 Mathematical Physics (4 cr.)
 - PHYS U725 Quantum Mechanics (4 cr.)
 - PHYS U711 Analytical Dynamics (4 cr.)
 - PHYS U715 Electromagnetic Theory (4 cr.)
 - d. Not more than 6 credits in 600-level courses.
3. A maximum of 9 credits may be accepted in approved graduate courses in mathematics, astronomy, engineering, and physical chemistry.
4. The candidate will be required to pass a comprehensive examination based on the required courses listed in Section 2c above or complete a thesis, under a faculty member's supervision, which is approved by the departmental Graduate Physics Committee. The first PhD exam may be substituted for the comprehensive examination.
5. A minimum residence of two semesters at Hunter College. Courses taken as a non-matriculant may be counted toward the degree upon matriculation with the approval of the departmental Graduate Physics Committee.
6. There are no foreign language requirements.

Courses may be taken at other branches of the City University.

Financial aid in the form of teaching assistantships is generally available, and there is a small amount of aid in the form of grants. In addition, opportunities exist to engage in paid research with various members of the staff.

The University has a PhD program headquartered at the City University Graduate Center.

Students with satisfactory records may enter the university PhD program in physics by passing the university's first PhD examination (which is required of all PhD applicants). If they are accepted, the courses taken in the Hunter MA program may be counted as part of the course work required for the PhD.

COURSE LISTINGS

FIRST LEVEL COURSES

PHYS U611 Analytical Mechanics. 45 hrs., 3 cr. Offered on demand. Introduction to advanced methods in classical mechanics.

PHYS U615 Electromagnetic Theory. 45 hrs., 3 cr. Offered on demand. Introduction to advanced methods in electromagnetic theory.

PHYS U621 Electronics. 45 hrs., 3 cr. Offered Sp '81, Sp '83. Fundamental ideas of electronic circuits with special emphasis on solid state devices.

PHYS U624 Plasma Physics. 45 hrs., 3 cr. Offered Fa '81, Fa '83. Introduction to the behavior of matter in the plasma state from experimental and theoretical viewpoints.

PHYS U625 Introduction to Quantum Mechanics. 45 hrs., 3 cr. Offered on demand. An introduction to the theory and methods of quantum mechanics.

PHYS U645 Solid State Physics. 45 hrs., 3 cr. Offered Fa '82. Introduction to the basic theory and techniques in the study of matter in the solid state.

PHYS U671 Modern Physics Laboratory. 45 hrs., 1 cr. Offered on demand. Selected experiments from various fields of physics using modern experiment.

SECOND LEVEL COURSES

PHYS U701, U702 Mathematical Physics. Each 60 hrs., 4 cr. Offered Fa/Sp. Introduction to the basic mathematical techniques used in physics.

PHYS U711 Analytical Dynamics. 60 hrs., 4 cr. Prereq. or coreq: PHYS U701. Offered Sp. A study of advanced classical mechanics.

PHYS U715, U716. Electromagnetic Theory. Each 60 hrs., 4 cr. Prereq. or coreq: PHYS U701. Offered Sp on demand. Advanced concepts of static and time-dependent electromagnetic fields.

PHYS U725, U726 Quantum Mechanics. Each 60 hrs., 4 cr. Prereq. or coreq: PHYS U701. Offered Fa/Sp. Basic study of the quantum theory of matter including an introduction to the relativistic theory.

PHYS U735 Phenomenological Nuclear Physics. 60 hrs., 4 cr. Offered on demand. Introduction to the basic results, theory, and methods of nuclear physics.

PHYS U738 Introduction to Non-Equilibrium Statistical Mechanics. 60 hrs., 4 cr. Prereq: PHYS U711. Offered on demand. An introduction to the basic techniques for the study of matter in non-equilibrium situations.

PHYS U741 Kinetic Theory and Statistical Mechanics. 60 hrs., 4 cr. Offered on demand. A study of the physical properties of systems consisting of very large numbers of particles.

PHYS U745, U746 Solid State Physics. Each 60 hrs., 4 cr. Prereq. for PHYS 746: PHYS 725. Offered on demand. Basic theory and techniques for the study of matter in the solid state are developed including solid state devices.

PHYS U750, U751 Plasma Physics. Each 60 hrs., 4 cr. Prereq: PHYS U741, PHYS U711, and PHYS U715. Offered on demand. Basic experimental and theoretical results of matter in the plasma state are studied including applications to fusion.

PHYS U757 Astrophysics. 60 hrs., 4 cr. Offered on demand. A survey of the basic astrophysical observations and their theoretical interpretation.

PHYS U771, U772, U773 Research or Independent Study. Each 30-120 hrs., 1-4 cr. Research or independent study done under the supervision of a faculty member.

Political Science

The Hunter College Political Science Department participates in a joint MA program based at the City University Graduate School. Information can be obtained from the Political Science Department, CUNY Graduate School, 33 West 42 Street, New York, N.Y. 10036, Phone 790-4275.

Psychology

Chairperson: Professor Stanley Novak, Room 620, Phone 570-5192

Graduate Adviser: Professor Herbert H. Krauss, Room 835, Phone 570-5887

Program Head for Biopsychology (CUNY PhD Program): Professor Robert L. Thompson, Room 602, Phone 570-5793

FACULTY

Gordon A. Barr, Assistant Professor; PhD, Carnegie-Mellon University; Psychopharmacology/Biopsychology: Drugs and Behavior, Neurotransmitters, Hormones, Aggressive Behavior

Sheila Chase, Associate Professor; PhD, City University of New York; Experimental Psychology: Animal Learning, Information Processing, Psychophysics

Martin Chodorow, Assistant Professor; PhD, Massachusetts Institute of Technology; Experimental Psychology: Psycholinguistics, Cognition, Information Processing

Robert Davage, Assistant Professor; PhD, University of Michigan; Psychology of Art and Creativity: Education of the Child

Florence Denmark, Professor; PhD, University of Pennsylvania; Social Psychology: Psychology of Women, Leadership and Status, Minority Group Achievement, Social Influence

Robert Fried, Associate Professor; PhD, Rutgers University; Psychophysiology: Behavior Modification, Biofeedback, Hypnosis, Hemispheric Lateralization

Elizabeth Gellert, Associate Professor; EdD, Harvard University; Developmental Psychology: Hypnosis, Medical Psychology, Body Image, Emotional Aspects of Physical Illness

James Gordon, Professor; PhD, Brown University; Sensory Psychology: Color Vision, Visual Neuropsychology, Vision in Infants

George Gourevitch, Professor; PhD, Columbia University; Sensory Psychology: Animal Hearing and Communication, Neurophysiology of Hearing

Cheryl Harding, Assistant Professor; PhD, Rutgers University; Psychobiology: Hormone-Behavior Interactions, Circadian Rhythms, Aggressive Behavior, Field Studies

Harry Kaufmann, Professor; PhD, University of Pennsylvania; Social Psychology: Aggression, Education, Intergroup Conflicts and Hostility

Ellen Tobey Klass, Assistant Professor; PhD, University of Chicago; Clinical Psychology: Guilt, Morality, Honesty

Sam J. Korn, Professor; PhD, New York University; Developmental/General Psychology: Child Development, History of Psychology, Research and Professional Ethics

Herbert H. Krauss, Professor; PhD, Northwestern University; Personality/Clinical Psychology: Suicide

Frank Mandriota, Associate Professor; PhD, Princeton University; Experimental Psychology: Perception, Psychophysics, Conditioning, Educational Technology

Susan Manning, Associate Professor; PhD, University of California; Riverside; Experimental Psychology: Cognition, Memory, Tactile Learning, Experimental Design

Peter Moller, Associate Professor; PhD, Free University of Berlin (West Germany); Animal Behavior: Multisensory Integration, Electrolocation and Electrocommunication in Electric Fish, Behavioral Physiology, Field Studies

Stanley Novak, Associate Professor; PhD, Columbia University; Experimental Psychology: Visual Perception, Sensory Processes, Psychophysiology, Art and Vision

Vita C. Rabinowitz, Assistant Professor; PhD, Northwestern University; Experimental Social Psychology: Justice and Helping, Environmental Psychology, Interpersonal Attraction

Salomon Rettig, Professor; PhD, Ohio State University; Social Psychology: the Therapeutic Group, the Kibbutz, Risk Taking

Bonni Seegmiller, Associate Professor; PhD, New York University; Developmental Psychology: Sex Role Socialization, Family Interactions, Maternal Employment Effects

Joyce Slochower, Assistant Professor; PhD, Columbia University; Clinical/Social Psychology: Obesity, Psychotherapy, Helping and Victimization

Robert L. Thompson, Professor; PhD, Columbia University; Experimental Biopsychology: Avoidance and Escape, Contingencies of Reinforcement, Species Typical Behavior, Electric Fish, Self-Concept in Primates

Howard Topoff, Professor; PhD, City University of New York; Animal Behavior: Social Insects, Animal Communication, Orientation, Social Organization, Field Studies

Gerald Turkewitz, Professor; PhD, New York University; Developmental Psychology: Lateral Differentiation, Perceptual Functioning, Effects of Malnutrition

John Van Laer, Associate Professor; PhD, University of Pennsylvania; Statistics and Quantitative Methods

Walter Weiss, Professor; PhD, Yale University; Social Psychology: Attitude and Attitude Change, Mass Media, Social Judgment

H. Philip Zeigler, Professor; PhD, University of Wisconsin; Physiological Psychology: Brain Mechanisms and Feeding Behavior, Motivation

Bert Zippel, Professor; PhD, Princeton University; Experimental Psychology: Cognition, Long Term Memory Retrieval, Memory Structure, Social Communication Patterns

MASTER OF ARTS

The MA program in psychology spans the diverse areas of basic and applied psychology from clinical, social, and developmental to experimental, physiological, and biopsychological. Since Hunter also houses the CUNY doctoral program in biopsychology, the department has particular strength in that area of study.

The master's degree is offered primarily as a self-contained graduate program. For students already admitted to the CUNY doctoral program, the MA may also be obtained as a degree en route to the PhD.

Students, at their discretion, may concentrate their course work, including independent studies and thesis research, in a number of areas:

Personality and Clinical Psychology: measurement of intelligence, psychopathology, small group processes, psychology of personality, psychometric methods, personality assessment, projective techniques, measurement of abilities.

Social Psychology: attitude and attitude change, experimental social psychology, language and thought, psychology of small groups.

Experimental and Physiological Psychology: advanced experimental psychology, behavior theory and technology of learning, instrumentation in experimental psychology, experimental psychopharmacology, sensory psychology, psychophysical methods, psychology of perception, mathematical models in psychology, advanced physiological psychology, psychology of learning, proseminar-biological foundations of behavior, cognition, psycholinguistics, information processing.

Biopsychology and Comparative Psychology: ethology, comparative psychology, field studies in animal behavior, current research in biopsychology, research methods in animal behavior, developmental psychology — human and animal, neuroscience.

The facilities of the Department of Psychology include a number of teaching and faculty laboratories for research involving a wide range of animal species, sensory processes, human learning, social processes, and development in human infants and throughout the life span. Through the biopsychology doctoral program the department is affiliated with the American Museum of Natural History. Faculty members are also affiliated with such institutions as Rockefeller University, Payne Whitney Clinic, Albert Einstein College of Medicine, and NYU Medical Center.

Departmental Requirements for Admission

The following departmental requirements for admission are in addition to the general college requirements:

1. Undergraduate psychology: at least 15 credits in psychology, including one laboratory course in experimental psychology and one course in statistics. In some cases, advanced undergraduate work in biology, mathematics, physical or social sciences may be accepted in lieu of some of the requirements in psychology.
2. Graduate Record Examination: satisfactory performances on the general aptitude test and the advanced test in psychology of the GRE. In some instances, the GRE advanced examination in a field other than psychology may be substituted.
3. Approval of the Master's Program Admissions Committee of the Psychology Department.

Departmental Requirements for the Degree

Each candidate is required to complete an approved

program of study of at least 30 credits that must also include the following:

1. Required courses: history of psychology, statistics, experimental psychology, and thesis research.
2. Comprehensive examination: an oral examination of the student's competence in the area of the MA thesis proposal.
3. Master's thesis: a report of individual research prepared in conjunction with PSYCH 699 under the supervision of a member of the graduate faculty and approved by the department.

Students are encouraged to investigate graduate course offerings in other departments within the college and the university for possible inclusion in their degree programs. The inclusion of such courses requires the approval of the graduate adviser.

Note: There is no foreign language requirement for the MA in psychology.

Psychology Colloquia Matriculated graduate students are expected to attend the department colloquia held during the academic year. Colloquium speakers include psychologists visiting from other universities, City University faculty, and advanced graduate students. Colloquia provide opportunities for the critical exchange of ideas on current research and theory in psychology.

CUNY PhD Program in Biopsychology

The specialization in biopsychology within the City University doctoral program in psychology is located at Hunter College. With special permission, some 800-level doctoral courses may be taken as part of the MA program.

Information on the PhD program in biopsychology can be obtained from the biopsychology program head or from the City University Graduate School. Applications for the doctoral program are processed through the City University Graduate School, 33 West 42 Street, New York, NY 10036.



COURSE LISTINGS

600 Level: Open to both non-matriculated and matriculated students. Ordinarily no more than four 600-level courses, including PSYCH 699, may be credited toward the MA degree.

PSYCH 605 Abnormal Psychology: Advanced Course. 45 hrs., 3 cr. Prereq: PSYCH 223 or PSYCH 220.

PSYCH 610 The Measurement of Intelligence. 45 hrs. inc. conf., 3 cr.

PSYCH 612 Behavior Theory and the Technology of Learning. 45 hrs., 3 cr.

PSYCH 632 Research in Social Psychology. 45 hrs. inc. conf., 3 cr.

PSYCH 641 Comparative Psychology. 45 hrs. inc. conf, 3 cr.

PSYCH 646 Physiological Psychology. 45 hrs. inc. conf., 3 cr.

PSYCH 651 Psychology of Small Groups. 15 hrs. lec., 30 hrs. inc. conf., 3 cr. Perm. of Instructor.

PSYCH 676 Psychology of Personality. 45 hrs. inc. conf., 3 cr.

PSYCH 699 Thesis Research. 3 cr.

Individual research under supervision. Limited to students working on the MA thesis in psychology.

PSYCH 699.51 Thesis Research. 3 cr.

Additional semester of individual research under supervision. Limited to students working on the MA thesis in psychology.

700 Level: Open to matriculated students only, except by special permission of the graduate adviser.

PSYCH U700 History of Psychology. 45 hrs. inc. conf., 3 cr.

PSYCH U701 Advanced Experimental Psychology I. 30-45 hrs. lec., 60-90 hrs. lab, 4-6 cr.

PSYCH U702 Advanced Experimental Psychology II. 45 hrs. lec., 90 hrs. lab., 6 cr.

PSYCH U703 Design of Psychological Research. 30 hrs. lec., 30 hrs. lab, 3 cr.

PSYCH U704 Instrumentation in Experimental Psychology. 30 hrs. lec., 60 hrs. lab, 4 cr.

PSYCH U705 Statistical Methods in Psychology I. 30 hrs. lec., 30 hrs. conf. or lab, 3 cr.

PSYCH U706 Statistical Methods in Psychology II. 30 hrs. lec., 30 hrs. conf. or lab, 3 cr.

PSYCH U708 Proseminar I (Biological Foundations of Behavior). 45 hrs. inc. conf., 3 cr.

PSYCH U709 Proseminar II (Biological Foundations of Behavior). 45 hrs. inc. conf., 3 cr.

PSYCH U710 Advanced Physiological Psychology I. 45 hrs. inc. conf., 3 cr.

PSYCH U711 Advanced Physiological Psychology II. 45 hrs. inc. conf., 3 cr.

PSYCH U716 Comparative Psychology: Conceptual Foundations. 45 hrs. inc. conf., 3 cr.

PSYCH U716.50 Field Studies in Animal Behavior. 90 hrs. fieldwork and conf., 3 cr. Perm. Inst. and Program Head for Biopsychology. Methods of study of a variety of animal species in their natural habitats.

PSYCH U718 Ethology. 45 hrs. inc. conf., 3 cr.

PSYCH U719 Current Research in Biopsychology. 45 hrs. inc. conf., 3 cr.

PSYCH U720 Developmental Psychology I. 45 hrs. inc. conf., 3 cr.

PSYCH U721 Developmental Psychology II. 45 hrs. inc. conf., 3 cr. Prereq: PSYCH U720 or Perm. Inst.

PSYCH U730 Psychology of Learning. 45 hrs. inc. conf., 3 cr.

PSYCH U735 Psychology of Perception. 45 hrs. inc. conf., 3 cr.

PSYCH U736 Sensory Psychology. 45 hrs. inc. conf., 3 cr.

PSYCH U739 Research Methods in Animal Behavior. 30 hrs. lec., 60 hrs. lab, 4 cr.

PSYCH U740 Personality. 45 hrs. inc. conf., 3 cr.

PSYCH U746 Social Psychology. 45 hrs. inc. conf., 3 cr.

PSYCH 747 Experimental Social Psychology. 30 hrs. lec., 30 hrs. lab, 3 cr

PSYCH 751 Small Group Processes. 45 hrs. inc. conf., 3 cr.

PSYCH 752 Language and Thought. 45 hrs. inc. conf., 3 cr.

PSYCH 753 Attitude and Attitude Change. 45 hrs. inc. conf., 3 cr.

PSYCH U755 Psychopathology I. 45 hrs. inc. conf., 3 cr.

PSYCH U756 Psychopathology II. 45 hrs. inc. conf., 3 cr.

PSYCH U760 Psychometric Methods. 45 hrs. inc. conf., 3 cr. Prereq: PSYCH U706 or Perm. Inst.

PSYCH U761 Measurement of Abilities. 30 hrs. lec., 30 hrs. supervised practice, 3 cr.

PSYCH U763 Psychophysical Methods. 45 hrs. inc. conf., 3 cr.

PSYCH 764 Personality Assessment. 45 hrs. inc. conf., 3 cr. Perm. Inst.

PSYCH 765 Projective Techniques. 30 hrs. lec., 30 hrs. supervised practice, 3 cr, Perm. Inst.

PSYCH U780 Quantitative Methods in Psychology. 45 hrs. inc. conf., 3 cr.

PSYCH U783 Mathematical Models in Psychology. 45 hrs. inc. conf., 3 cr.

PSYCH U784 Colloquium in Animal Behavior and Biopsychology. 30 hrs., 1 cr.

The colloquium will be held jointly with the programs in animal behavior in the Department of Biology at City College and the AMNH.

PSYCH U785 Advanced Physiological Psychology III. 45 hrs. inc. conf., 3 cr.

PSYCH U790 Experimental Psychopharmacology. 30 hrs. lec., 60 hrs. lab, 4 cr.

800 Level: Open to doctoral students only, except by special permission of the graduate adviser or the program head for biopsychology.

PSYCH U800 Seminar in Current Psychological Research. 15 to 45 hrs. inc. conf., 0-3 cr.

PSYCH U801 Seminar in Special Topics. 45 hrs. inc. conf., 3 cr.

PSYCH U802 Independent Psychological Research. 3 cr.

The student will conduct a research project in a selected field under supervision of a staff member.

PSYCH U803 Doctoral Dissertation Seminar. 3 cr.

PSYCH U816 Seminar in Comparative Psychology. 45 hrs. inc. conf., 3 cr.

PSYCH U819 Seminar in Biopsychology. 45 hrs. inc. conf., 3 cr.

PSYCH U821 Seminar in Reproduction: Behavior and Physiology. 45 hrs., inc. conf., 3 cr.

PSYCH U823 Seminar in Psychopharmacology. 45 hrs. inc. conf., 3 cr.

PSYCH U832 Seminar in Behavior Theory. 45 hrs. inc. conf., 3 cr.

PSYCH U900 Doctoral Dissertation Supervision. 1 cr. Perm. of Program Head for Biopsychology.

Romance Languages

Chairperson: Professor Carlos R. Hortas, Room 1225, Phone 570-5550 or 570-5170

Graduate Advisers: Professor Hanna K. Charney (*French and Italian*), Room 1214D, Phone 570-5405

Professor Leonard Mades (*Spanish*), Room 1111, Phone 570-5746

FACULTY

FRENCH

Mary Ann Caws, Professor; PhD, University of Kansas

Hanna K. Charney, Professor; PhD, Columbia University

Pierre Guedenet, Professor, Diplome d'Etudes Superieures, Sorbonne

Nancy Horneffer, Associate Professor; PhD, Columbia University

Bettina Knapp, Professor; PhD, Columbia University

Jeanine P. Plottel, Associate Professor; PhD, Columbia University

Alexander W. Szogyi, Professor; PhD, Yale University

ITALIAN

Mario Fratti, Professor; Dottore Ca Foscari

Serge L. Hughes, Professor; PhD, Princeton University

Gian Roberto Sarolli, Professor; Dottore in Lettere, Pavia

SPANISH

Juan V. Agudiez, Professor; Docteur de L'Universite de Paris

Oscar J. Fernandez de la Vega, Professor; Doctor en Filosofia y Letras, University of Havana

Zenaida Gutierrez-Vega, Associate Professor; PhD, University of Madrid

Jose Olivio Jimenez, Professor; Doctor en Filosofia y Letras, University of Havana

Leonard Mades, Professor; PhD, Columbia University

Julius O. Purczinsky, Associate Professor; PhD, University of Texas

MASTER OF ARTS

The master's degree in French, Italian, or Spanish provides an opportunity for professional advancement in teaching* and a variety of other fields. It also furnishes a means of personal development for those whose interests have a strong language and literature component.

*For teaching below the college level, see section in this bulletin on programs in education.

The degree is offered either as a terminal degree or as the first year of work toward the PhD degree within the City University. See Bulletin of the Graduate School for description of the PhD program and the complete list of courses.

Departmental Requirements for Admission

Admission of each candidate to graduate study in Romance languages is contingent upon general matriculation requirements of Hunter College and upon approval by a committee of the department. Where general scholarship is superior, but preparation in the literature of specialization is found to be insufficient, or the student does not present an undergraduate major in the field, a special examination and/or enrollment in specified undergraduate courses without credit, or both, may be required. Before matriculation, the applicant must give evidence of ability to read, speak, and write the language of specialization.

Note: For information regarding the department's master's program consortia arrangements with City College (French), Fordham University (Italian), and Lehman College (Spanish), consult the department's graduate adviser.

Departmental Requirements for the Degree

1. The total 30 credits for the MA must include the following:
 - a. ROLG 701 Introduction to Romance Linguistics (3 credits)
 - b. 24-30 credits in the literature of specialization
 - c. Thesis Seminar: required of all Italian students, required of French and Spanish students (see 4) electing to write a master's essay (3 credits)
2. **Language Requirements.** In addition to a high degree of competence in the language of specialization, a reading knowledge of one of the following: a second romance language, German, or Latin.
3. **Comprehensive Examination.** The comprehensive examination will consist of essay questions bearing upon the literature of the discipline written in the language of specialization. It will take into consideration the work done by the candidates in the program. Guidelines for study and review will be made available to candidates.
4. **The Master's Essay.** The master's essay is required of Italian students and optional for students specializing in French or Spanish. Topics for the essay will be determined in consultation with the student's sponsor. The student will pass the thesis seminar when his essay is accepted by the sponsor and the graduate adviser in the given discipline.

COURSE LISTINGS

Unless otherwise noted, all courses are 30 hrs. plus conferences, 3 cr.

ROMANCE LANGUAGES:

ROLG 701 Introduction to Romance Linguistics I. 45 hrs., 3 cr. A comparative study of the evolution of French, Italian, and Spanish. Study of principles underlying the development of the Romance Languages and present methods of analysis. Required for MA in Arts and Sciences, if ROLG 702 is not taken.

ROLG 702 Introduction to Romance Linguistics II. 45 hrs. 3 cr. Phonology and morphology of Old French, Old Italian, and Old Spanish, with their development through Vulgar Latin. Required for MA in Arts and Sciences, if ROLG 701 is not taken. (May be taken independently of ROLG 701).

FRENCH

FREN 600 Basic Course in French for Graduate Students. 45 hrs. 0 cr. A basic course in grammar and reading. Practice in reading literary, historical, and scientific prose. For graduate students who have never studied the language or who need a refresher course. Open only to students matriculated in the PhD and Arts and Sciences MA programs of the City University.

FREN 702 Studies in French Criticism. Consideration of major literary and esthetic theories and judgments through selected readings of essays, prefaces, and manifestos by such authors as Du Bellay, Malherbe, Boileau, Saint-Evremond, Diderot, Madame de Stael, Sainte-Beuve, Taine, Barres, Gide, Valery, Sartre. Some study of the concepts and methods of literary history.

FREN 708 Methods of Research. 3 cr. To be taken concurrently with preparation of the Master's Essay.

FREN 711 Medieval French Literature I. French literature of the Twelfth and Thirteenth Centuries. Analysis of Texts. Collateral reading.

FREN 712 Medieval French Literature II. French literature of the Fourteenth and Fifteenth Centuries. Analysis of texts. Collateral reading.

FREN 721 French Poetry of the Sixteenth Century. Classical and Italian influences. The Lyons poets. The Pleiade. Protestant poets.

FREN 722 Rabelais and Montaigne. Analysis of the works of Rabelais and Montaigne. Special attention to important aspects of their intellectual heritage and milieu.

FREN 731 Descartes and Pascal. Analysis of the major texts of Descartes and Pascal. Study of their influence. Consideration of some modern interpretations of their works.

FREN 732 French Tragedy of the Seventeenth Century. A study of the nature and characteristics of the French tragic theatre from the Baroque to Classicism. Emphasis on the plays and prefaces of Corneille and Racine; consideration of dramatic writers and critics of the century.

FREN 733 The Theatre of Moliere. The Seventeenth Century stage; textual questions and sources. Discussions of special problems of interpretation in connection with the analysis of selected plays.

FREN 734 French Moralists of the Classical Period. Significant works by such authors as La Rochefoucauld, Bossuet, La Fontaine, Madame de Sevigne, Fenelon, La Bruyere, Saint-Simon.

FREN 741 Diderot. Readings from the works in esthetic and philosophical theory, and from the novels. Diderot's influence through the *Encyclopedie*, his dramatic theories, and his formal innovations.

FREN 742 Voltaire and Rousseau. Study of the more important aspects of their works. Emphasis on their personal feud, their ideological antagonism, their philosophical oppositions and affinities.

FREN 750 The Era of Chateaubriand. Analysis of the major works of Chateaubriand and such contemporaries as Madame de Staël, Constant, Senancourt, Joubert, de Maistre. Their influence on contemporary movements as well as on present criticism and theory.

FREN 751 Romanticism and the "Parnasse." French poetry from the "Meditations" to the "Poemes Barbares." Minor poets of the "Parnasse" School; its influence.

FREN 752 French Poetry from Baudelaire to Symbolism. Emphasis on works by Baudelaire, Verlaine, Mallarmé, Rimbaud, Laforgue. Collateral readings in relevant thought and criticism, and in the theories and evolution of esthetic movements of the period.

FREN 753 Balzac and Stendhal. The major novels of Balzac and Stendhal. Comparative analysis of their themes, psychology, and narrative techniques. Some study of relevant intellectual, social, and political trends of the period.

FREN 754 Flaubert, Zola and Maupassant. Analysis of selected works by these writers. Collateral study of the origins of Realism and Naturalism and their role in the shaping of the French novel from mid-century onwards.

FREN 755 French Fiction from Romanticism to the Decadence. Selected works by Hugo, Sand, Merimee, Nerval, Gautier, Fromentin, Barbey D'Aurevilly, Huysmans, Villiers de l'Isle-Adam. Emphasis will be on the impact of antipositivistic thought and esthetics on the novel and related genres of the Nineteenth Century.

FREN 756 The Nineteenth Century French Theatre. The main trends from Romanticism to the Theatre libre. Selected readings from Hugo, Vigny, Musset, Scribe, Labiche, Dumas fils, Sardou, Becque, Feydeau, Maeterlinck, Courteline, etc. Some study of the evolution of dramatic theory, theatres, and styles of theatrical production.

FREN 760 Aspects of Twentieth Century French Fiction. Selected novels by Mauriac, Duhamel, Alain-Fournier, Rolland, Colette, Saint-Exupéry, Malraux, and others. Sartre, Camus and their influence. "Le Nouveau Roman." (For Gide and Proust, see FREN 761.)

FREN 761 Gide and Proust. Analysis of the authors' major fiction with emphasis on the contrast between their conceptions of style, characterization, and the creative process.

FREN 763 Major Currents of Modern French Poetry. Readings from Valéry, Apollinaire, Jacob, Reverdy, Breton, Eluard, and others; movements such as Cubism, Surrealism, and contemporary trends.

FREN 765 Aspects of the Modern French Theatre. Consideration of significant dramatists and movements of the period. Analysis and discussion of plays by such authors as Claudel, Giraudoux, Rostand, Montherlant, Anouilh, Sartre, Camus; recent avant-garde tendencies.

FREN 791-799 Special Topics in French Literature. Intensive study of a particular writer, trend, perspective, or problem in French literature. Topics to be announced in advance.

ITALIAN

ITAL 702 Italian Stylistics and Rhetoric. Study of style, linguistic-esthetic theory from the late nineteenth century to contemporaries.

ITAL 710 Dante's Inferno. A thorough study of the *canti* from a linguistic-historical-esthetic point of view.

ITAL 711 Italian Literature from its Origins to the Thirteenth Century. "Cantico del Sole" of St. Francis of Assisi, the mystical poetry of Jacopone da Todi, the chronicle of Fra Salimbene, Marco Polo's "Travels"; the poets of the Sicilian School; "Dolce stil novo." The "Fioretti" of Saint Francis; the "Chronicle" of Dino Compagni.

ITAL 713 The Purgatorio. An intensive study of its background, symbols, poetical significance and place in the development of Dante's art.

ITAL 714 The Paradiso. Dante's final ascent to the Source of all Being; theology and beauty; the contents, episodes, lyrical and mystical consummation of the third "Cantica."

ITAL 715 The Poetry and Humanism of Petrarch. "Canzoniere," "Trionfi," the "Secretum," "De Viris Illustribus," and the "Correspondence."

ITAL 716 Boccaccio's Decameron and His Minor Works. Boccaccio's celebrated classic and some of his minor works such as: "Fiammetta," "Filostrato," "Teseide," "Ameto," "Amorosa Visione," "Vita di Dante."

ITAL 720 Prose Works of Dante — Vita Nuova, Convivio, de Vulgari Eloquentia, Monarchia. A literary-historical-philosophical analysis of the principal prose works of Dante.

ITAL 721 Ariosto. The "Orlando Furioso," "Le Rime," "Satire."

ITAL 722 Machiavelli: Political Theorist and Moralist. A study of the "Istorie Florentine," the "Correspondence," "Mandragola," "Il Principe," and the "Discorsi."

ITAL 724 Lorenzo de' Medici and His Circle. A study of the poetry, philosophy, and humanistic literature of Lorenzo de' Medici's circle. Readings, discussions.

ITAL 725 Gerusalemme Liberata. A thorough study of Tasso's *Gerusalemme Liberata* and related linguistic, historical, and philosophical problems. Readings, discussion.

ITAL 726 Italian Theatre I — From Machiavelli to Alfieri. A study of the theatre from the Renaissance through the *Commedia dell'arte*, the comedies of Goldoni up to the tragedies of Alfieri.

ITAL 727 Italian Theatre II — From Manzoni to Contemporaries. A study of the theatre from the Risorgimento to Pirandello and the theatre of post-World War II Italy. Particular study of the contemporaries.

ITAL 752 The Art of Humanism of Manzoni. "I Promessi Sposi," "Morale Cattolica"; poetic, dramatic, and critical works.

ITAL 755 Leopardi. A study of the poetry and prose, including the *Zibaldone*. The art of Leopardi in an Italian and European context.

ITAL 756 The Neo-Classic Tradition from Parini to D'Annunzio. Continuity and change in the main poetical works of Parini, Foscolo, Carducci, D'Annunzio.

ITAL 763 Modern Italian Novel — From Verga's *I Malavoglia* to the Novels of Moravia. The novel and modern Italian society; the novel as an art form over the last hundred years.

ITAL 764 Modern Italian Poetry. An intensive reading of the poets from Pascoli to our times. Particular attention to Quasimodo, Montale.

ITAL 765 Croce and his Contemporaries. A study of the impact of Croce on Italian literature, philosophy and theory of history of his time. Readings from Gentile, Pirandello, Pareto, etc. included.

ITAL 799 Thesis Seminar. 3 cr. Individual research under the guidance of a faculty member. To be taken concurrently with preparation of the Master's Essay.

SPANISH

SPAN 701 History of the Spanish Language. A study of the origins of the Spanish language and the history of its development to the present.

SPAN 704 The Spanish Theatre of the Nineteenth and Twentieth Centuries. Development of the Spanish drama. Neoclassic, Romantic and Realistic currents, and main trends in the Twentieth Century.

SPAN 705 Lyric Poetry from Garcilaso to Góngora. Main currents in Spanish poetry during the Renaissance, the Counter-Reformation, and the Baroque period.

SPAN 711 Spanish Poetry of the Middle Ages. Origins and development of the Castilian epic and of lyric poetry, with special emphasis on the "Poema del Cid" and the "Libro de buen amor."

SPAN 720 The Spanish Novel of the Sixteenth and Seventeenth Centuries. Génesis and main forms of the novel in the Renaissance and the Baroque period with special emphasis on the picaresque novel.

SPAN 722 Cervantes "Don Quixote." Analysis and interpretation of the content and structure of "Don Quixote," Cervantes' significance as the creator of the modern novel.

SPAN 723 The Theatre Before Lope de Vega. Development of dramatic literature from its origins through the Sixteenth Century, with emphasis on Juan del Encina, Gil Vicente and Cervantes.

SPAN 725 The Spanish "Comedia." The dramatic art of the Golden Age from Lope de Vega to Calderón de la Barca. Patterns, style, and influence in world literature.

SPAN 726 Non-Fictional Prose of the Golden Age. A study of the didactic, mystical, and satirical writers of the Sixteenth and Seventeenth Centuries.

SPAN 730 Spanish Neoclassic Poetry and Essay. New currents in Spanish thought and poetry through the Eighteenth Century.

SPAN 742 Realism and Naturalism in the Spanish Novel of the Nineteenth Century. Development of modern fiction from "Costumbrismo" to the second generation of Naturalistic novelists. Special emphasis on the work and significance of Perez Galdos.

SPAN 750 Contemporary Spanish Poetry. Trends in Spanish poetry from the Generation of 1898 to Existentialism.

SPAN 751 Romantic Poetry from Rivas to Becquer. Distinctive features of the Romantic Movement in Spain as manifested in the work of the main Romantic and post-Romantic poets.

SPAN 754 The Modern Essay in Spain. Trends of thought in Spanish essayists of the Nineteenth and Twentieth Centuries with special emphasis on Unamuno and Ortega y Gasset.

SPAN 756 The Contemporary Spanish Novel. Main currents, types, and representative authors of modern Spanish fiction from Naturalism to the present.

SPAN 760 Spanish American Literature: The Colonial Period. From the early chroniclers of the Indies to Neo-Classicism.

SPAN 763 Spanish American Fiction I: From the Origins through the Modernista Novel. Lizardi's *El Periquillo Sarniento*, Romanticism, Realism, Naturalism, and Modernismo.

SPAN 764 Spanish American Fiction II: From "The Novel of the Mexican Revolution" to the Present. Development of the Spanish American novel and short story since Modernism.

SPAN 765 Spanish American Poetry I: From Neo-Classicism through Modernismo. Spanish American poetry from La Independencia to World War I. Attention will also be paid to the development of *prosa artistica* during the Modernista period.

SPAN 766 Spanish American Poetry II: From Post-Modernismo to the Present. Post-Modernismo, Vanguardism, the most recent trends.

SPAN 767 The Spanish American Essay. The essay and related genres dealing with cultural, social and political matters in Spanish America, from La Independencia to the present.

SPAN 768 The Spanish American Theatre. A general view of the development of the genre through the colonial period and the Nineteenth Century. The contemporary theatre since Florencio Sanchez, with special emphasis on the most recent trends.

SPAN 791 Special Studies in Spanish Literature. An advanced seminar providing the opportunity for intensive study of a particular writer, trend, specialized problem of language or literature under the guidance of a specialist. Research and critical analysis as well as appraisal of secondary and primary sources.

SPAN 796 Special Studies in Spanish American Literature. An advanced seminar providing the opportunity for intensive study of a particular writer, trend, specialized problem of language or literature under the guidance of a specialist. Research and critical analysis as well as appraisal of secondary and primary sources.

Russian Area Studies

Program Director and Graduate Adviser: Professor Gregory J. Massell, Room 702, 790 Madison Avenue, Phone 570-5570

FACULTY

Alex Alexander, Associate Professor; PhD, Columbia University; Old Russian Literature, Russian Folklore, Comparative Slavic Mythology

Elizabeth Beaujour, Associate Professor; PhD, Columbia University; Nineteenth- and Twentieth-Century Prose, The Interaction of French and Russian Literature

Andrew Q. Blane, Associate Professor of History at Lehman College; PhD, Duke University; Early Russian History, Religion in Russian History

Michael Dohan, Associate Professor of Economics at Queens College; PhD, Massachusetts Institute of Technology; Soviet and East European Economics

Filia Holtzman, Associate Professor; PhD, Columbia University; Nineteenth-Century Russian Literature, Maxim Gorky

Michael M. Luther, Associate Professor; PhD, Columbia University; Modern Russian History, Soviet Foreign Policy

Gregory J. Massell, Professor; PhD, Harvard University; Soviet and East European Government and Politics, Soviet Central Asia, Nationality Politics

Vladimir Padunov, Assistant Professor; PhD, Cornell; Soviet Russian Modernism; Marxist Literary Theory; History and Theory of the Novel

Donald Zagoria, PhD, Columbia University; Problems in Communism, Sino-Soviet Relations

MASTER OF ARTS

The Russian Area Studies graduate program offers an interdisciplinary course of study leading to the MA degree. This degree may be earned with a specialization in any of several areas, including Russian and Soviet history, literature, politics, economics, and sociology.

The program aims to serve the needs of qualified students seeking to pursue their studies in the late afternoon and evening. It prepares them for doctoral studies in any of the related disciplines and also serves those contemplating a career in government service, diplomacy, college teaching, journalism, research, foreign trade, and related fields. The program helps to prepare students for participation in exchange programs involving the U.S.S.R. and some East European countries.

Special Program in Russian Area Studies for Teachers of Secondary School Social Studies

An MA in Russian area studies may be obtained in conjunction with advanced professional study in teacher education. This special program is open to present and prospective secondary school teachers who hold, or are qualified for, a provisional certificate or license for teaching social studies and who meet the academic standards required of all matriculants in Russian area studies. The program, planned in cooperation with the Division of Programs in Education, is designed to enable qualified students to enhance their professional competence in a substantive interdisciplinary field (focusing on the social sciences and a non-western culture area) and at the same time fulfill the requirements for a permanent teaching credential. Graduates of this program will qualify for inclusion in the list of those recommended by Hunter College, under its approved Teacher Education Program, to the New York State Education Department for permanent certification as teachers of secondary school social studies. Graduates would also meet the requirements of the New York City Board of Education for a permanent license in secondary school social studies.

Matriculants in this special program may pursue this course of study by fulfilling the general departmental requirements for the MA degree in Russian area studies, with two exceptions: the requirement for pro-

ficiency in reading Russian may be waived; 6 to 9 of the elective credits will be devoted to advanced professional study in education. Students are expected to complete a total of 33 credit hours of course work.

Departmental Requirements for Admission

General admission requirements to the graduate programs in the arts and sciences are observed. Students who are not candidates for the master's degree in the Russian Area Studies program may be admitted to particular courses with the permission of the graduate adviser and instructor of the course.

Departmental Requirements for the Degree

1. Satisfactory completion of 33 credit hours, including the following required courses (15 credit hours):

RAS 701	Russia Before the Great Reforms of the Nineteenth Century
RAS 702	Russia From the Great Reforms to the Present
RAS 703	Soviet Political Institutions
RAS 721	The Soviet Economy: Principles and Practice
RAS 741 or RUA 742	Nineteenth or Twentieth Century Russian Literature

Students who have had equivalent training may, at the discretion of the program director, be exempt from one or more of the required courses. They will not, however, receive credit for such courses.

2. Proof of proficiency in reading Russian

Students who do not on matriculation possess an adequate reading knowledge of Russian, will begin at once an intensive language course. For information on Russian language courses, see the Undergraduate Bulletin under Russian and Slavic Languages. Russian language courses are not credited towards a graduate degree. Matriculated students must demonstrate proof of a reading proficiency in Russian prior to registering for the required thesis seminar.

3. Master's thesis

Research for the master's thesis will be conducted under the supervision of a member of the staff in a field selected by the student and approved by the instructor.

COURSE LISTINGS

Each 45 hrs. including conferences, 3 cr. unless otherwise stated.

RAS 701 Russia Before the Great Reforms of the Nineteenth Century. A history of Russia from its Kievan origins to its crystallization as a multi-national, absolutist, military-bureaucratic empire in the 19th century.

RAS 702 Russia from the Great Reforms to the Present. Russia from late 19th century absolutism, through the liberal and Bolshevik revolutions of 1917, to the triumph of the Stalinist state after World War II.

RAS 703 Soviet Political Institutions. An analysis of the theory and practice of Russian and Soviet political institutions; the party, the government, the army, the bureaucracy, the law; class structure; problems of continuity and change.

RAS 704 Soviet Union and the World Communist Movement. Concepts of World Revolution and the Communist International from Marx to Lenin, Trotsky, Stalin, and their successors.

RAS 706 Russian Intellectual Currents in the Nineteenth and Twentieth Centuries. A study of the main currents in the Russian cultural, literary and intellectual tradition and of the aesthetic and social tendencies in Russian and Soviet literary criticism.

RAS 707 Soviet Foreign Policy. A history of Soviet relations with Europe, the United States and the Third World from 1917 through World War II and the era of the cold war.

RAS 708 Theory of "Democratic Socialism" and Communism. An analysis of the influence of 19th century antecedents on Marx and of Marx himself through Plekhanov, Lenin, Trotsky, and Stalin to the present.

RAS 709 Soviet Administration and Law. Principles of Soviet administration; personnel; problems of Soviet bureaucracy and administration; Bolshevik legal theory; role of Soviet courts; investigations.

RAS 710 Soviet Union and Eastern Europe. An analysis of the relationship between the Soviet Union and the other members of the Communist bloc in Eastern Europe, including problems of integration and fragmentation.

RAS 712 Nationalities and Their Historic Development. History of the non-Russian people of the U.S.S.R., their status under the Russian empire and in the U.S.S.R. Evolution of Soviet nationality theory and practice.

RAS 721 The Soviet Economy; Principles and Practice. The resource base; analysis of Soviet economic institutions, their development and functions; theory and practice of central planning; performance and evaluation of the Soviet economy since 1917; trends and prospects.

RAS 722 Economic Relations of the Soviet Bloc. Economic conditions, trade and aid relations among the countries of the Soviet bloc; theory and practice of bloc integration; economic relations with the non-Soviet world.

RAS 731 Geography of the USSR. Prereq: A course in fundamentals of geography or equivalent. Survey of Soviet geographic regions, economic and energy resources. Industry, agriculture, transportation. Inter-regional and international relationships.

RAS 740 Russian Literature from the Eleventh to the Eighteenth Century. Knowledge of Russian desirable, but not required. Literary genres of medieval Russia as art and cultural documents: Epics, Lives of Saints, Chronicles, Satire. Secular works from Radishchev to Karamzin.

RAS 741 Nineteenth-Century Russian Literature. Pushkin to Chekhov, English translation.

RAS 742 Twentieth-Century Russian Literature. Major twentieth century authors from Gorky to Pasternak and Solzhenitsyn in English translation.

RAS 743 Russian Poetry. Conducted in Russian. A study of major Russian poets of the nineteenth and twentieth centuries.

RAS 744 The Soviet Novel: Art and Ideology. A study of the genre of the novel as a vehicle for expressing the artistic and ideological tendencies in Soviet times; major novelists from Bely to Solzhenitsyn, in English translation.

RAS 745 History of the Russian Literary Language. The development of Russian phonology, morphology and syntax; the evolution of Russian literary style.

RAS 746 Russian Folklore: Slavic Myths and Traditions. Prereq: Knowledge of Russian desirable but not required. Analysis of Russian folk literature, including *byliny*, religious verses, fairy tales, folk theatre, and lyric songs as art form and cultural document.

RAS 747 The Russian Drama. Prereq: Knowledge of Russian desirable but not required. The development of Russian drama, including the masterpieces of the 19th and 20th century and the innovative techniques of the Soviet period.

RAS 749 Seminar: Tolstoy and Dostoyevsky. The art and thought of Russia's two greatest novelists. Students matriculated in the Russian Area Studies Program will be required to work with Russian language sources.

RAS 771 Colloquium in Russian History. RAS 771.1 Russian and Soviet Thought from Herzen to Trotsky. RAS 771.2 Religion in Russian History. RAS 771.3 Problems in Russian Cultural History.

RAS 779 Seminar: Selected Topics in Russian Literature. RAS 779.1 Maxim Gorky, RAS 779.2 The Grotesque Tradition in Russian Literature, RAS 779.3 Soviet Dissident Movements

RAS 789 Selected Topics in Comparative Politics. RAS 789.1 Seminar: Social Engineering and Ethnic Politics in the Soviet Union

RAS 799 Thesis Seminar. 3cr. Prereq: proof of proficiency in reading Russian and approval of adviser.

Social Research

Chairperson: Professor Alphonso Pinkney, Room 921; Phone 570-5776

Program Director and Adviser: Professor Pamela Cain, Room 1214B; Phone 570-5779

FACULTY

Aubrey W. Bonnett, Associate Professor; PhD, City University of New York; Medical Sociology, Politics, Race and Ethnic Relations

Pamela Cain, Assistant Professor; PhD, Johns Hopkins University; Population, Stratification, Quantitative Methods

Jody M. Carlson, Assistant Professor; PhD, Rutgers University; Urban Sociology, Research Methods, Political Sociology

John M. Cuddihy, Associate Professor; PhD, Rutgers University; Sociology of Knowledge, Social Movements, Ethnicity

Nelson N. Foote, Professor; PhD, Cornell University; Planning, Consumer Behavior, Survey Research

John Hammond, Associate Professor; PhD, University of Chicago; Political Sociology, Social Movements, Quantitative Methods

Naomi Kroeger, Associate Professor; PhD, University of Chicago; Methods, Organizations, Occupations

Joyce Ladner, Professor; PhD, Washington University; Sociology of the Family, Child Welfare, Deviance

Arline McCord, Associate Professor; PhD, University of Washington; Education, Ethnic Relations, Industrial Sociology

Claus Mueller, Associate Professor; PhD, New School for Social Research; Political Sociology, Mental Health, Media Production and Research

Vladimir Nahirny, Associate Professor; PhD, University of Chicago; Sociological Theory, Sociology of Intellectuals

Robert Perinbanayagam, Associate Professor; PhD, University of Minnesota; Sociological Theory, Social Psychology, South Asian Society

Alphonso Pinkney, Professor; PhD, Cornell University; Ethnic and Race Relations, Research Methods, Social Problems

Janet Poppendieck, Assistant Professor; PhD, Brandeis University; Social Work, Community Organization

Benjamin Ringer, Professor; PhD, Columbia University; Ethnic and Race Relations

Yaffa Schlesinger, Lecturer; PhD, New York University; Sociology of Law, Criminology, Family

Marvin Scott, Professor; PhD, University of California, Berkeley; Sociological Theory, Deviance, Social Psychology

Ruth Sidel, Associate Professor; PhD, Union Graduate School; Human Services, Pre-Social Work, Child Welfare

Peter Tuckel, Assistant Professor; PhD, New York University; Social Statistics, Research Methods, Stratification

MASTER OF SCIENCE IN SOCIAL RESEARCH

The Department of Sociology offers an intensive two-year program in social research leading to the Master of Science degree. The program is designed for people with a background in the social sciences who wish to pursue a career in research, as well as for those who are already launched on such a career and wish to upgrade their skills. Graduates are prepared for professional research jobs in government agencies, non-profit organizations, and corporations. The program's curriculum emphasizes the development and application of skills in research design and data analysis, including basic programming and the use of so-called "canned" statistical packages such as SPSS. In addition, students are encouraged to focus upon and specialize in an area of particular substantive interest or relevance to them. The program offers three broad areas of specialization: market research and consumer behavior, media analysis and communications, and human services policy and planning. The program is flexible, however, and a course of study can be tailored to meet individual needs through electives and personal counseling.

Students train for a career in research through a unique combination of course work, independent study, and a supervised internship. By carrying out a research project during the internship, students gain invaluable firsthand experience in the conduct of applied research and familiarity with real-world problems in their field of interest. In some cases, internships have led to full-time employment upon graduation. Students also gain professional exposure

through a series of monthly seminars with innovative practitioners in various fields of applied research and through participation in ongoing research projects.

Departmental Requirements for Admission

In addition to the general, college-wide requirements for admission, applicants must have taken 24 or more credits in undergraduate course work in sociology or a related social science discipline. If the 24 credits were taken in a discipline other than sociology, applicants must have at least 9 credits in sociology including one 3-credit course in sociological theory. Applicants must also have successfully completed at least one course in statistics at either the undergraduate or graduate level.

Applicants who do not meet the above requirements in full may apply and request special permission to enter.

Departmental Requirements for the MSSR Degree

The MSSR degree requires a minimum of 45 credits and four semesters of full-time attendance, although part-time attendance can be arranged under some circumstances. Candidates must complete 18 of the 45 credits needed for graduation in courses covering research design and data analysis. A 3-credit course in sociological theory is also required, as is a 9-credit sequence taken in conjunction with the research internship. These 9 credits are based on a descriptive account of the internship experience and a thesis in which students report the results of their internship research. The remaining 15 credits needed for the degree can be taken in courses related to the candidate's area of specialization. With permission of the graduate adviser, these courses may be taken in related disciplines at Hunter or at other units of the City University.

CURRICULUM DESIGN	SEQUENCE OF COURSES	
<i>Year One</i>		
Fall—Term I	SOC 710 SOC 702 SOC 716.50	Quantitative Methods Contemporary Sociological Theory Intermediate Statistics * Elective Course
Spring—Term II	SOC 711 SOC 712 SOC 716.51	Qualitative Methods Workshop in Empirical Research Programming and Advanced Statistics * Elective Course
<i>Year Two</i>		
Fall—Term III	SOC 713 SOC 750 SOC	Workshop in Applied and Evaluation Research Field Research Internship (6 credits) * Elective Course
Spring—Term IV	SOC 719	Thesis Seminar * Elective Course * Elective Course

COURSE LISTINGS**SOCIOLOGICAL THEORY**

All courses and seminars are 45 hrs., including conferences, 3 cr. each unless indicated otherwise.

SOC 701 The Development of Sociological Theory.

SOC 702 Contemporary Sociological Theory.

SOC 705 The Sociology of Knowledge.

SOC 709 Seminar in Sociological Theory. Prereq: SOC 701 Development of Sociological Theory and/or SOC 702 Current Sociological Theory, or written permission of the graduate adviser.

RESEARCH DESIGN AND DATA ANALYSIS

SOC 710 Quantitative Methods. Prereq: an introductory course in statistics.

SOC 711 Qualitative Methods. Prereq: an introductory course in statistics.

SOC 712 Workshop in Empirical Research.

SOC 713 Workshop in Applied and Evaluation Research. Prereq: SOC 710 and SOC 711 or permission of the instructor.

SOC 716.50 Intermediate Statistics. Prereq: SOC 241—Social Statistics or its equivalent.

SOC 716.51 Programming and Advanced Statistics. Prereq: SOC 716.50 Intermediate Statistics or its equivalent.

SOC 719 Thesis Research. 3 cr.

SOC 750 Field Research Internship. 6 cr.

SEMINARS IN SPECIAL AREA STUDIES

SOC 749 Social Control and Deviant Behavior.

SOC 769 Social Institutions.

SOC 779 Social Policy and Social Planning.

SOC 790.50 Mass Communication and Public Opinion.

SOC 790.52 Video Sociology.

SOC 790.53 Applied Research in Health Sciences.

SOC 790.54 Mental Health.

SOC 790.56 Consumer Behavior.

SOC 790.57 Media Analysis: Motion Pictures.

SOC 790.58 Research in Social Work Process.

SOC 790.59 Media Analysis: Television.

Topics of Other Special Area Studies Seminars to be announced.

RELATED ELECTIVE COURSES

SOC 717 Formal Organizations and Bureaucracy.

SOC 730 Urban Community and Organization.

SOC 744 Intergroup Tension.

SOC 755 Social Stratification.

SOC 760 Sociology of Advanced Industrial Society.

SOC 765 The Professions in Contemporary Society.

SOC 770 The Sociology of the Media.

SOC 791.50 Independent Study.

SOC 791.51 Independent Study.

SOC 791.52 Independent Study.

School of Social Work

Dean: Harold Lewis

Associate Dean: Robert Salmon

Assistant to Dean: Ruth S. Wolotsky

Director of Admissions: Roselle Kurland

Coordinator of Field Work: Reva Fine Holtzman

Director, One-Year Residence Program: Joel Walker

Administrator for Admissions and Student

Records: Elizabeth L. Landing

General Information: Phone 570-5037

Admissions/Student Records: Phone 570-5605

FACULTY

Geraldine Abelson, Grant Associate; MSW, Hunter College

Mildred Mesch-Allen, Lecturer; MSW, New York University School of Social Work; MPA, N.Y.U. Graduate School of Public Administration

Eleanor Bromberg, Instructor; MSW, Smith College; Advanced Certificate, Columbia University

Clifton Brown, Assistant Professor; MSW, University of Pennsylvania

Stephen Burghardt, Assistant Professor; MSW, PhD, University of Michigan

Phyllis Caroff, Professor; MS, DSW, Columbia University School of Social Work

Elizabeth Dane, Assistant Professor; MSW, Fordham University; DSW, Hunter College

Rose Dobrof, Professor; MSW, Pittsburgh University; DSW, Columbia University School of Social Work

Irwin Epstein, Professor; MSW, PhD, Columbia University School of Social Work

Michael Fabricant, Assistant Professor; PhD, Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University

David Feldstein, Associate Professor; MSW, New York University

George S. Getzel, Associate Professor; MS, Western Reserve University; DSW, Columbia Univ.

Muriel Gladstein, Lecturer; MSW, Boston University

Charles Guzzetta, Professor; MSS, University of Buffalo; EdD, Temple University

Carmen Ortiz Hendricks, Lecturer; MSW, Adelphi University

Reva Fine Holtzman, Professor; MS, DSW, Columbia University School of Social Work

Winifred Kagwa, Lecturer; MSW, Columbia University School of Social Work

Roselle Kurland, Assistant Professor; MSW, DSW, University of Southern California

Paul Kurzman, Professor; MS, Columbia University; PhD, New York University

Elizabeth Morris Landing, Instructor; MA, University of Indiana

Harold Lewis, Professor and Dean; MSW, University of Pittsburgh; DSW, University of Pennsylvania

Florence Lieberman, Professor; MSSW, Smith College; DSW, Columbia University School of Social Work

Mildred D. Mailick, Associate Professor; MA, Social Work, University of Chicago; DSW, Columbia University School of Social Work

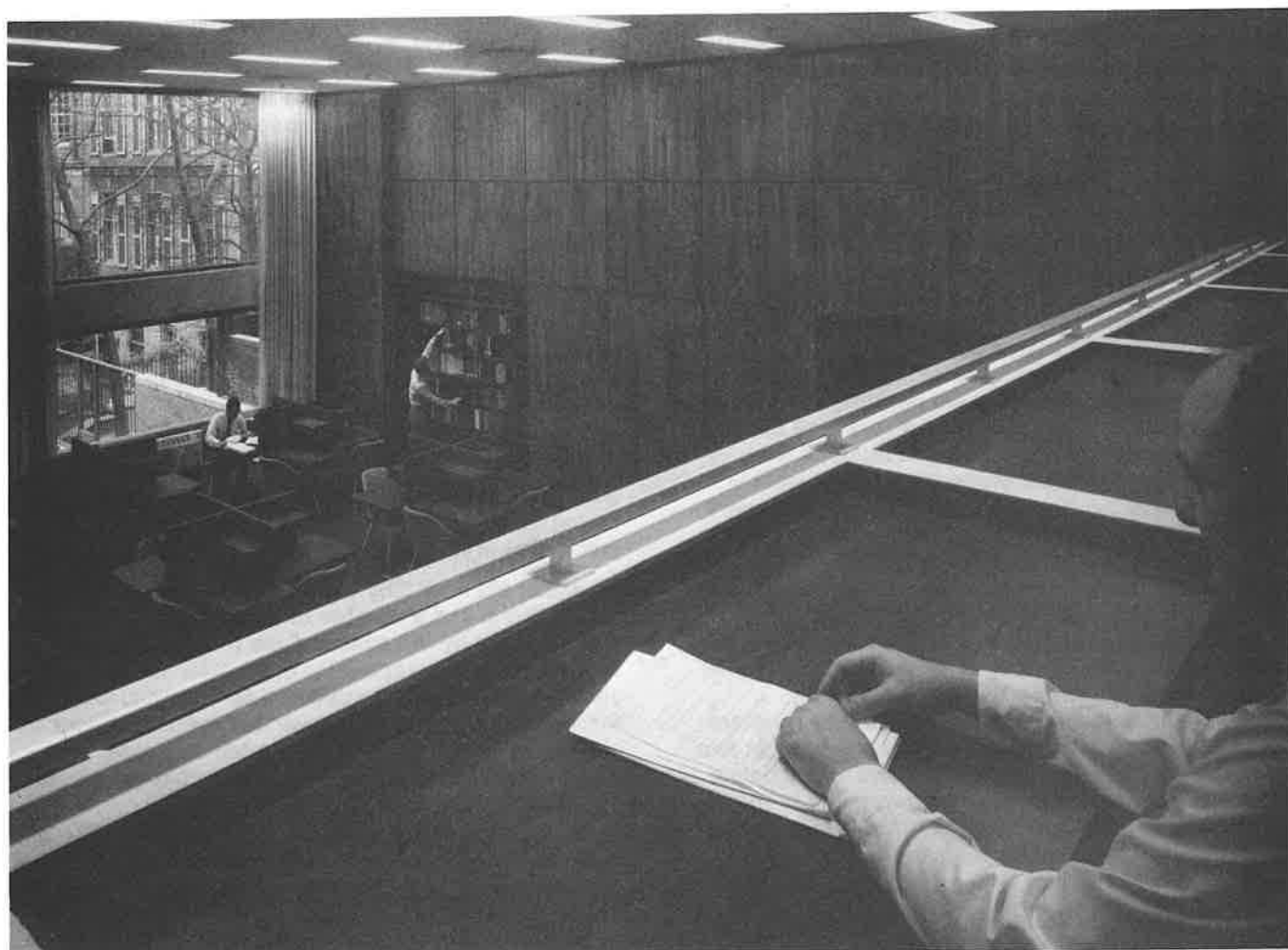
Elaine Marshack, Lecturer; MSW, Columbia University School of Social Work

Yolanda Mayo, Lecturer; MSW, Hunter College
Pauline Mei, Grant Assistant; MSW, Hunter College
Terry Mizrahi, Assistant Professor; MSW Columbia University School of Social Work
Joan K. Parry, Instructor, MSW, Adelphi University
Maria N. Rosenbloom, Lecturer; MSW, Adelphi University
Angela Ryan, Lecturer; MSW, Catholic University
Robert Salmon, Professor and Associate Dean; MSW, New York University, DSW Columbia Univ.
Florence S. Schwartz, Associate Professor; MSSW, Columbia University, EdD, Teachers College, Columbia University
Roger J. Sherwood, Assistant Professor; MSW, University of Illinois
Jesse Smith, Grant Associate; PhD, Cornell University
Michael J. Smith, Assistant Professor; MSW, University of Pennsylvania, DSW Columbia University School of Social Work
Rose Starr, Instructor; MSW, Columbia University School of Social Work
Malka Sternberg, Lecturer; MSSW, University of Pennsylvania
Diana Tendler, Associate Professor; MS, Columbia University, PhD, New York University
Florence Vigilante, Associate Professor; MSW, Columbia University, DSW, Yeshiva University

Joel Walker, Associate Professor; MSW, Columbia University School of Social Work
Irving Weisman, Professor; MSS, University of Buffalo, EdD, Columbia University
Harold H. Weissman, Professor; MSW, University of Pittsburgh, DSW, Columbia University School of Social Work
Marilyn Wilson, Grant Associate; MSW, Columbia University School of Social Work
Ruth Wolotsky, HEO Assistant; MPA, Baruch College

Associates of Faculty

Helen Rehr, DSW, Adjunct Clinical Professor; Edith J. Baerwald Professor of Community Medicine (Social Work), The Mount Sinai Medical Center
Gary Rosenberg, PhD, Adjunct Clinical Associate Professor; Director, Social Service Department and Associate Professor, Department of Community Medicine, The Mount Sinai Medical Center
Lawrence Goodman, MSW, Clinical Associate; Director of Social Work, Mental Retardation Institute, New York Medical College
H. Carlton Smith, MSW, Clinical Associate; Associate Director Social Work Department, Mental Retardation Institute, New York Medical College



MASTER OF SOCIAL WORK

The Hunter College School of Social Work (founded in 1956) offers a program leading to the degree of master of social work. This program was fully reaccredited by the Council on Social Work Education in 1979. The objective of the school is to prepare students for responsible and creative practice in all fields of social work. As the only public graduate school of social work in New York City, the school recognizes a special responsibility toward serving the urban community under social agency auspices.

The School believes that education for social work proceeds from a common core of values and knowledge incorporated into a practice skill. Basic courses forming the educational foundation for all students are offered in the following areas: social work in education; social work in family, youth and adult development; social work in health; social work in protection and social justice; and social work in world of work. Content in these courses includes orienting knowledge covering human and societal needs and resources; social welfare program design and policy; social work research with emphasis on accountability and evaluation; and methods of social work practice. Agencies in the various areas of practice provide the field experience for students, with qualified agency supervisors as field instructors. Elective courses are offered in the School of Social Work as well as in other graduate departments of Hunter College. Students participate with faculty and administration in policy formulation, curriculum development, and review of student performance.

The one-year residence program, established in September 1971, provides an alternative pattern of professional education for social work for a selected group of students. Individuals are eligible to apply if they have completed a minimum of two years of full-time successful employment as a social worker without a master's degree in a recognized social welfare institution. Students are permitted to take up to thirty hours of course work on a part-time basis in evening classes while remaining in full-time employment. In view of the student's years of work experiences in the field, the more usual requirement of two academic years of three days a week of field work has been changed in this program to four days a week of field work for one academic year. Usually the field work takes place in the agency in which the student has been employed. The program is designed particularly to provide access to the master of social work for students whose financial and family responsibilities make the two-year full-time program impractical. The program is usually completed in five semesters including summer work and an academic year in residence. As in all of the programs in the Hunter College School of Social Work, five years is the maximum period of time for the attainment of the degree.

The school aims to bring into the field graduates who are able to make responsible decisions and value

choices in a rapidly changing society. The development of competence in one or more of the practice methods (administration, casework, community organization, or group work) is expected.

Post-master's work in degree, certificate, and non-degree programs is available at the school. A Doctorate of Social Welfare is offered through the City University Graduate Center. Courses are taught by School of Social Work faculty at the School of Social Work building. Current certificate and non-degree advanced programs include:

Post-Master's Program in Advanced Clinical Social Work

Post-Master's Certificate Program in Aging

Post-Graduate Certificate in Social Work Administration

Post-Master's Program in Social Work Education and Field Instruction

Requirements for Admission

Applicants must hold a bachelor's degree from an accredited college. A background in the social sciences and related areas is desirable. Undergraduate performance should demonstrate intellectual capacity for graduate study. In selected instances, applicants may be required to take a Graduate Record Examination to further substantiate their abilities. Records of foreign students require special evaluation and should, therefore, be submitted as early as possible.

Successful performance in graduate social work education requires emotional maturity and stability, interest in working with people, readiness to assume professional responsibilities, and satisfactory physical health. The applicant's knowledge of professional social work and/or experience in social work settings is an important consideration for admission. Applicants usually are required to participate in individual or group interviews.

Completed applications for admission should be submitted by the deadline date established by the School each year. All admissions are subject to limitation of available space in the school and placement in the field.

Financial aid from City University, the School of Social Work, and a number of government sources is administered by the school. Only those applicants who have been accepted for admission to the two-year program will be considered for financial aid. Information concerning the various forms of financial aid will be forwarded to all accepted students. Students may also apply directly to public or private agencies for grants or loans.

As a condition for registration for placement in the field, the student must have Health Insurance and Professional Liability Insurance. If the student does not have his/her personal Health Insurance, plans are available through Hunter College. In addition to

Health Insurance, Professional Liability Insurance is provided through a School group policy, and payment is made for this policy at the time of registration. The cost is modest, approximately \$10 to \$15 per year.

Inquiries and Application Applicants for full-time matriculation can obtain further information and admission forms from the Admissions Office, Hunter College School of Social Work, 129 East 79th Street, New York, New York 10021 (Phone: 212-570-5605).

Application forms and information regarding non-matriculation are obtained at the Office of Graduate Admissions, Hunter College, 695 Park Avenue, New York, New York 10021.

Staff is available at the School of Social Work on an appointment basis to advise non-matriculated students. Call 570-5605 for appointments or write to 129 East 79th Street, New York, N.Y. 10021, for additional information on courses available to non-matriculated students.

Maintaining Matriculation and Leaves of Absence

A matriculated student who has completed course work, but whose record includes incomplete grades should check regulations concerning maintenance of matriculation at the Registrar's Office.

Students must register for courses each semester in order to maintain their matriculated status. Otherwise, a leave of absence for a specific period must be requested and may be approved upon application to the School of Social Work Committee on Change of Status. Students returning from a leave must be readmitted by the Committee on Change of Status or the Admissions Committee.

Requirements for the Degree

A total of 60 credits is required for the master's degree. Students in the two-year program generally meet these requirements in four semesters of full-time study and students in the one-year residence program in five semesters in full- and part-time study. Consideration can be given to other plans for completing the course of study.

In the student's last semester, he/she is expected to complete a seminar which assists in the preparation of a major paper having as its central focus a practice issue of concern to the student. The paper requires the student to utilize research finding, scholarly works, and personal professional experience to consider how the current state of knowledge, current thinking on policy, and current approach to practice affect the resolution of the practice issue.

Up to 12 credits of prior acceptable graduate work (no more than 6 credits in non-social work areas), with a grade of B or better from an accredited program can be transferred toward degree requirements. A matriculated student who wishes to request credit

toward his/her degree for work taken prior to matriculation at Hunter College is required to apply for transfer of credit after his first term in attendance as a matriculant. This applies whether the work was taken at Hunter College as a non-matriculant or at another accredited institution.

New courses and changes in existing course work are initiated by various individuals and groups in the School, approved by the curriculum committees, the Dean, and the Senate. Additions to the curriculum for the ensuing year are published each fall in the School of Social Work Handbook. A copy of the program outline, which reflects any changes, is available on request.

Curriculum The School of Social Work curriculum is organized around five social functioning areas: Social Work in Education—Formal and Informal and Community Development; Social Work in Family, Youth and Adult Development; Social Work in Health; Social Work in Protection and Social Justice; Social Work in the World of Work.

These five social functioning areas are called concentrations. The concentration consists of a faculty coordinator; faculty members whose practice experience and expertise are in the social functioning area; the fieldwork agencies whose primary services and programs are in this area; and the students—both first and second year—who are placed in these agencies. The faculty groups for each concentration are selected not only for their expertise, but also in such a way that each concentration faculty group includes persons whose major teaching assignments are in: methods (administration, casework, community organization, group work); social policy and program design; human and societal need and resources; accountability and evaluation; and fieldwork.

Faculty assume the responsibility for the assignment of incoming and second-year students to their fieldwork agencies in one of the five concentrations. An assessment is made by faculty regarding the students' educational needs and interests. Faculty consultation then takes place with the available fieldwork agency settings, and an appropriate assignment is made.

Concentration faculty (both classroom and field) meet with students periodically during the course of the academic year. Generally speaking, each student's faculty adviser will be a member of the faculty of the concentration to which the student is assigned.

COURSE LISTINGS

Courses listed with an * are open to non-matriculated students. Prior approval of an adviser is required. For information call Ms. Elizabeth Landing at 570-5605. Courses are computed on the basis of hours per semester.

* SSW 701 Social Welfare Organization

* SSW 702 Law and Social Welfare

- SSW 703 Social Work Administration
- SSW 704 Seminar in Social Welfare
- * SSW 705 The Black Community and Social Welfare
- * SSW 705.1 The Puerto Rican Community and Social Welfare
- SSW 711 Human Behavior and the Social Environment
- SSW 712 Social Work in the Urban Community
- SSW 713 Human Behavior and the Social Environment
- SSW 715 Seminar in Psychodynamics
- SSW 716 Comparative Theories of Personality and Psychotherapy
- SSW 721 Social Casework I
- SSW 722 Social Casework II
- SSW 723 Social Casework III
- SSW 724 Social Casework IV
- * SSW 727 Social Work in Authoritative Settings
- SSW 731 Social Group Work I
- SSW 732 Social Group Work II
- SSW 733 Social Group Work III
- SSW 734 Advanced Group Development
- SSW 741 Community Organization and Planning I
- SSW 742 Community Organization and Planning II
- SSW 743 Community Organization and Planning III
- SSW 744 Community Organization IV: Strengthening Skills for Professional Practice
- * SSW 745 Supervision in Social Work
- SSW 746 Social Work Practice with Selected Age Groups and Family Constellations
- SSW 746.4 Social Work Practice with Children, Adolescents and Their Families
- SSW 746.5 A Multi-Method Approach to Social Work Practice with the Aged
- SSW 746.6 Social Work Practice: Family Treatment
- SSW 746.7 Services to Adolescents: Implications for Practice and Service Delivery
- SSW 751 Social Work Research
- SSW 752.1 Clinical Uses of Research
- SSW 752.2 Program Evaluation
- SSW 758 Tutorial
- SSW 758.3 Ethics
- * SSW 758.3 Social Work with Victims of Violence
- * SSW 758.3 Social Work with Holocaust Survivors
- SSW 758.61 Advanced Administration (Elective)
- SSW 758.62 Management of Social Agencies
- SSW 758.7 Reading in Innovative Social Work Practice
- SSW 761 Field Instruction I
- SSW 762 Field Instruction II
- SSW 763 Field Instruction III
- SSW 764 Field Instruction IV
- SSW 767 Field Instruction VII (O.Y.R. Students only)
- SSW 768 Field Instruction VIII (O.Y.R. Students only)
- * SSW 770 Alcohol and Drug Abuse: Social Work Intervention

FIELD INSTRUCTION

Field instruction is an integral part of the social work curriculum. Agencies used as field-training centers by the school are selected and approved by the school's fieldwork office, based upon the learning experience available to students, the personnel designated as student field supervisors in the agency, and other school requirements.

FIELD INSTRUCTION CENTERS

The following agencies were those used by the school in the 1980/81 academic year. They provide, however, an indication of the range of field work experiences available to students at the School of Social Work.

Education—Formal/Informal and Community Development Concentration

Brooklyn College of CUNY
 Casita Maria Senior Citizen Program
 Children's Aid Society
 Chinatown Planning Council
 College For Human Services
 Citizens Advice Bureau
 Community Research Applications, Inc.
 East Harlem Block Schools
 Forest Hills Community Center
 Girls Club of New York
 Hunter College Counseling and Student Services
 Inwood House
 Jay Senior Center
 Herbert H. Lehman College — CUNY
 The League School
 Lexington School for the Deaf
 Mutual Aid Project, Inc.
 National Association of Social Workers
 New York City Board of Education
 New York City Housing Authority
 NYC Office of Congressman Solarz
 NYC Office of Council Member Ruth Messinger
 NYC Technical College
 Self-Help Community Services/Latimer Gardens
 Sisters of the Good Shepherd Residences, Inc.
 Stanley Isaacs Neighborhood Center
 State Communities Aid Association
 Union Settlement Association
 United Neighborhood Houses
 University Settlement
 YM-YWHA — 92nd Street
 YM-YWHA — Shore Front
 Youth Counseling League

Family, Youth and Adult Development Concentration

Abbott House
 Ackerman Institute for Family Therapy
 Alfred Adler Mental Health Clinic
 Association for Children with Retarded Mental Development
 Association for the Help of Retarded Children—New York City Chapter
 Bernard Fineson Developmental Center
 The Bridge
 Catholic Charities of Brooklyn
 Catholic Guardian Society
 Child Guidance Clinic of Greater Stamford
 Children's Aid Society
 Community Service Society Older Persons Service
 Corona-Elmhurst Child Guidance Center

Educational Model for Preventive Services to Teenagers Who are
Parents or Pregnant (Hunter College Project—
Henry Street Settlement)
Essex County Welfare Board (Newark, N.J.)
Family Counseling Service of West Essex
Fifth Avenue Center for Psychotherapy
Hamilton Madison House
Henry Street Settlement—Social Administration Project
James Weldon Johnson Center
Jewish Association for Services to the Aged
Jewish Board of Family & Children's Services
Jewish Child Care Association
Jewish Community Services of Long Island
Jewish Community Services of Westchester
Jewish Counseling & Service Agency
Jewish Guild for the Blind
Long Island Consultation Center
Lower East Side Family Union
Lutheran Community Services
Melville House
Metropolitan Center for Mental Health
Monmouth Family Center
Morrisania Neighborhood Family Community Health Center
New Hope Guild Center
New York Association for New Americans
New York Association for the Blind
New York City Department for the Aging
New York City Department of Social Services
New York Foundling Hospital
Rockland County Community Mental Health Association
St. Christopher's School/Jennie Clarkson Home
Salvation Army Foster Care
Self-Help Community Services
S.P.O.P.
Spence-Chapin Children's Services
Staten Island Children's Mental Health Center
Vacation & Community Services for the Blind
Young Adult Institute
Youth Consultation Service

Social Health Concentration

Bellevue Hospital Center
Beth Israel Hospital
Blythedale Children's Hospital
Bronx Municipal Hospital Center/Albert Einstein College of Medicine
Bronx Psychiatric Center
Brookdale Hospital Center
Brooklyn Hospital
Central Islip Psychiatric Center
Educational Model/Preventive Service to Teenagers Who are Parents
or Pregnant (Hunter College—Planned Parenthood)
Fair Oaks Hospital
Greater Harlem Nursing Home
Harlem Hospital Center
Harlem Valley Psychiatric Center
Health Insurance Plan of Greater New York
Hospital for Special Surgery
Jewish Home and Hospital for the Aged
Kings County Hospital Center
Kingsboro Psychiatric Center
Lenox Hill Hospital
Lutheran Medical Center
Maimonides Medical Center—Community Mental Health Center
Manhattan Children's Psychiatric Center
Manhattan Psychiatric Center
Memorial Hospital
Montefiore Hospital/Mosholu Community Center
Morrisania Neighborhood Family Care Center
Mt. Sinai Hospital Medical Center
New York Hospital—Manhattan Clinic
—Payne Whitney Clinic
—Westchester Division

New York Medical College—Mental Retardation Institute
New York State Commission on Quality of Care for the
Mentally Disabled
New York State Dept. of Mental Hygiene Psychiatric Institute
New York University Medical Center—University Hospital
—Urban Health Affairs
North Central Bronx Hospital
North Shore University Hospital
Project Pryme
Queens Field Instructional Center—Hillside Hospital
—Long Island Jewish Hospital
—North Shore Guidance Center
—Queens Hospital
—Samuel Field YM-YWHA
Rockland Psychiatric Center
St. Barnabas Hospital
South Beach Psychiatric Center
State University Hospital of New York—Downstate Medical Center
University Optometric Center—State College of Optometry
Veterans Administration—Montrose Hospital, Montrose, N.Y.
—Northport Hospital, Northport, N.Y.
—Out-Patient Clinic, Brooklyn, N.Y.
—Regional Out-Patient Clinic, New York City

Social Work in Protection and Social Justice Concentration

Abused Women's Aid in Crisis
Bronx Municipal Hospital, Comprehensive Alcoholic
Treatment Program
Covenant House
Greenwich House Counseling Center
Kings County Addictive Disease Hospital
Legal Aid Society
Lower East Side Service Center
New Rochelle Guidance Center
New York City Department of Probation
New York City Youth Board
New York Medical College
New York State Division for Youth
Pius XII School
Port Washington Community Council
Queensboro Society for Prevention of Cruelty to Children
St. Luke's Hospital Medical Center, Comprehensive Alcoholism
Treatment Program
South East Nassau Guidance Center
U.S. Probation and Parole Department
Westchester County Department of Mental Health—
Alcoholism Clinic
Westchester County Department of Probation

World of Work Concentration

Altro Health & Rehabilitation Services
AHRC New York League Work Center
Community Council of Greater New York
District Council 37—AFSCME
Federation Employment & Guidance
Fur, Leather & Machine Workers' Union—AFL-CIO
Federation of the Handicapped
Henry Street Settlement
ILGWU New York
Mental Health Association of Westchester
Montefiore Hospital Medical Center
Mount Sinai Consortium Employment Alcoholism Program
National Maritime Union
Police Athletic League
Soundview Community Health Center
Nassau County Department of Employment & Training
Working Women's Institute



Theatre and Film

Chairperson: Professor Edwin Wilson, Room 324,
Phone 570-5747

Graduate Adviser: Professor Marvin L. Seiger, Room 428,
Phone 570-5489

FACULTY

Ian R. Calderon, Associate Professor; MFA, Yale University

Mira Felner, Assistant Professor; PhD, New York University

Vera Mowry Roberts, Professor; PhD, University of Pittsburgh

Michael E. Rutenberg, Associate Professor; DFA, Yale University

Marvin L. Seiger, Professor; PhD, Indiana University

Patricia S. Sternberg, Assistant Professor; MA, Villanova University

E. Edwin Wilson, Professor; DFA, Yale University

MASTER OF ARTS

The MA program in theatre at Hunter College is planned and offered for persons with a bachelor's degree who wish a concentrated program of study in directing, playwriting, and/or history, theory, and criticism, as well as children's theatre and creative drama. Its object—in addition to the usual preparation for PhD matriculation—is to integrate knowledge with professional skills for practicing theatre persons of varying backgrounds and career goals. Individual counseling is an integral part of the program. The Hunter Playwrights Project (staged readings and/or productions with professional actors and directors) is part of the playwriting program.

Departmental Requirements for Admission

General admission requirements to the graduate program in the arts and sciences are observed.

Departmental Requirements for the Degree

Courses Each candidate shall complete an approved program of study of at least 30 credits which shall include THC 799 Thesis Seminar. Courses other than those in the Department of Theatre and Film may be applied toward the 30 credits with the approval of the graduate adviser, but may not exceed 9 credits.

Examination The student is required to pass a comprehensive examination in two of the following areas: directing and production; dramatic theory and criticism; playwriting; theatre history; developmental drama.

Thesis The candidate for the degree must present a master's thesis on a subject approved by the department and written in conjunction with THC 799 Thesis Seminar. With the approval of the department, a production of a full-length play plus a complete production book or a satisfactorily completed play-script may be submitted to fulfill the thesis requirement.

Doctor of Philosophy

The City University of New York offers a PhD program in theatre. See the Bulletin of the Graduate School for description of the PhD program and the complete list of courses. Students take their courses where they are offered, in any of the CUNY branches of the university and at the graduate center.

COURSE LISTINGS

THC 701 Theatre Research and Bibliography. 30 hrs. plus conf., 3 cr. Introduction to theatre research, bibliography, and critical methodology.

DRAMATIC THEORY AND CRITICISM

THC 702 History of Theatrical Theory and Criticism. 30 hrs. plus conf., 3 cr. Offered Fa. Study of major theorists and critics, including Aristotle, Hegel, Brecht, and Artaud.

THC 703 Development of Dramatic Structure I. 30 hrs. plus conf., 3 cr. Offered Fa. Analysis of the dramatic structure of representative major plays of the Greek, Roman, Medieval, and Renaissance playwrights.

THC 704 Development of Dramatic Structure II. 30 hrs. plus conf., 3 cr. Offered Sp. Analysis of the dramatic structure in representative major plays of Eighteenth to Twentieth Century playwrights.

THC 705 Theatre in Society. 30 hrs. plus conf., 3 cr. The study of the influence of social, philosophical, and religious concepts upon the content and form of modern theatre.

THC 710 Studies in Dramatic Genre. 30 hrs. plus conf., 3 cr. Theories and changing forms of traditional theatrical genres: tragedy, comedy, tragi-comedy, farce, melodrama. May be repeated for credit.

THC 711 Theatre Criticism. 30 hrs. plus conf., 3 cr. An analysis of practical modern criticism.

HISTORY

THC 751 History of Theatre I. 30 hrs. plus conf., 3 cr. Offered Fa. The study of the development of the composite arts of the theatre and their interaction in production, from their origins to 1700.

THC 752 History of Theatre II. 30 hrs. plus conf., 3 cr. Offered Sp. The study of the development of the composite arts of the theatre and their interaction in production, from 1700 to the present.

THC 753 History of the American Theatre. 30 hrs. plus conf., 3 cr. The theatre in the United States from Colonial times to the present, with emphasis upon its importance as a social and cultural force.

HISTORY

THC 760 Studies in Theatre History and Production. 30 hrs. plus conf., 3 cr. Intensive study of the history and theory of one of the component arts of the theatre. Subjects announced in advance. May be repeated for credit.

DIRECTING AND PRODUCTION

THC 754 Contemporary Styles of Production. 30 hrs. plus conf., 3 cr. Theories in style and method of dramatic production.

THC 755 Visual Elements of Theatre I. 30 hrs. plus conf., 3 cr. Offered Fa. The study and practice of the director's and playwright's conceptual approach to the visual requirements of plays.

THC 756 Visual Elements of Theatre II. 30 hrs. plus conf., 3 cr. Prereq: THC 755. Offered Sp. The study and practice of scene and lighting design with special emphasis on their value to the director as important interpretative tools.

THC 785 Theories and Styles of Acting. 45 hrs., 3 cr. Intensive study in the theories and techniques of acting, with emphasis upon historical and modern styles.

THC 791 Advanced Directing and Rehearsal. 45 hrs., 3 cr. Offered Fa. The study of problems in play direction, with practice in presentation of scenes and plays.

THC 792 Special Problems in Directing. 45 hrs., 3 cr. Prereq: THC 791. Offered Sp. The interrelation of director and playwright through project work on original scripts.

DEVELOPMENTAL DRAMA

THC 776 Creative Dramatics. 45 hrs., 3 cr. Offered Fa. Theory and technique of guiding children in creativity through dramatizing stories, poetry, life experiences.

THC 777 Theatre for Youth. 45 hrs., 3 cr. Offered Sp. The study of dramatic literature for children and its production for child audiences. Actual participation in the production of plays for children.

DEVELOPMENTAL DRAMA

THC 778 Sociodrama. 45 hrs., 3 cr. Prereq: Perm. Inst. Theory and methods of role-playing and role-reversal techniques for group social situations.

THC 779 Participation Theatre for Child Audiences. 45 hrs., 3 cr. Prereq: THC 776 or Perm. Inst. The conception, organization, and development of ensembles which use a variety of direct and indirect methods of involvement for and with child audiences.

PLAYWRITING

THC 790 Problems in Play Analysis. 30 hrs. plus conf., 3 cr. The study of the structural elements of the play essential to the playwright and the director.

THC 793 Playwriting I. 45 hrs., 3 cr. Offered Fa. The study of the problems of playwriting based on the student's own work with special emphasis on scenes and the one-act form.

THC 794 Playwriting II. 45 hrs., 3 cr. Prereq: THC 793. Offered Sp. The writing and criticism of original material with emphasis on the full length form.

THC 795 Seminar in Playwriting and Directing. 45 hrs., 3 cr. Prereq: THC 794 or THC 792. Designed for playwrights at work on new scripts and for directors desirous of staging original material. May be repeated for credit.

THC 796 Film Writing. 45 hrs., 3 cr. The study of problems of writing for film. Students will be required to prepare original scripts for class critique.

INDEPENDENT RESEARCH AND SPECIAL PROBLEMS

THC 720 Independent Research. 1, 2, or 3 cr. Hrs. to be arranged. Perm. Inst. Directed program of reading, research, or a creative presentation under the supervision of a graduate faculty member.

THC 725 Special Problems. 30 hrs. plus conf., 3 cr. Problems in specialized areas of theatre. May be repeated for credit.

THESIS

THC 799 Thesis Seminar. 3 cr. Individual research under supervision, leading to the thesis or thesis equivalent.

Urban Affairs—Urban Planning

Chairperson: Professor Peter D. Salins, Room 304,
790 Madison Avenue, Phone 570-5594

Graduate Program in Urban Planning

Program Director and Adviser: Professor Donald G. Sullivan,
Room 304, 790 Madison Avenue, Phone 570-5596

Graduate Program in Urban Affairs

Program Director and Adviser: Professor Hans B.C. Spiegel,
Room 311, 790 Madison Avenue, Phone 570-5595

FACULTY

Bertram Gross, Distinguished Professor; MA, University of Pennsylvania; Planning Theory and Policy Formulation

Herbert Hyman, Professor; PhD, Brandeis University; Health and Social Planning

Steven Johnston, Instructor; PhD candidate, Columbia University; Urban Design and Transportation

Edwin Margolis, Associate Professor; JD, New York Law School; Planning Law and Fiscal Planning

William Milczarski, Assistant Professor; PhD, University of Michigan; Environmental Planning and Methodology

Stanley Moses, Associate Professor; PhD, Syracuse University; Education and Manpower Planning

Peter Salins, Professor; PhD, Syracuse University; Land Use and Urban Design

Hans Spiegel, Professor; EdD, Columbia University; Community Development

Donald Sullivan, Professor; PhD, Cornell University; Housing and Neighborhood Preservation

Robert Weaver, Professor Emeritus; PhD, Harvard University; Housing and Legislation

The Department of Urban Affairs offers two graduate programs: one leading to the master of urban planning degree and the other leading to the MS in urban affairs.

MASTER OF URBAN PLANNING

The professional curriculum is recognized by the American Planning Association. An MUP from Hunter is the first step toward APA membership and full professional status. The planning program provides its students with wide opportunities to direct their own paths of study and develop their own careers. Our curriculum is diverse and flexible, open to change and experimentation. Opportunities for professional internships and independent projects are readily available. Planning students are expected to master analytical and statistical skills, to grasp the fundamentals of land use, and to gain an understanding of various aspects of urban policy formulation.

While we stress interdisciplinary training, we also encourage our students to specialize—to develop an expertise in such areas as land use, housing, transportation, and health care. And though our course offerings are broad, spanning all areas of planning

activity—physical and social, fiscal and environmental, metropolitan, regional, and national—we are continually developing our areas of concentration to enable our students to enter the real world with the most marketable of skills. As fieldwork interns, our students have worked for city and suburban planning agencies, with neighborhood housing groups, on the staffs of planning journals, and in community development organizations. In addition, the department has developed its own field work projects: student-directed planning-policy bus tours of New York, a campaign to foster the regeneration of the West Bronx, and planning projects in Chelsea, Clinton, Lower Manhattan, and Staten Island. For many students, these opportunities have led to full-time employment after graduation. Many of our students have also seen their course-related articles published in journals and books.

A joint master's in urban planning/juris doctor degree is available through a cooperative program with Brooklyn Law School. Students must take 45 credits in the planning program and are awarded a MUP after the third year of joint study, a JD after the fourth.

Requirements for Admission to the Planning Program

Applicants must meet the general college admission requirements. In addition to the GRE General Aptitude Test, applicants may, if they wish, take the GRE advanced test in the field of their choice. In addition to the general requirements for admission, applicants should present 12 undergraduate courses in the social sciences. Applicants will be considered with varied undergraduate majors. Professional and voluntary experience in planning-related activities is desirable. It is advisable for prospective candidates for admission to arrange for a personal interview with the program adviser.

Departmental Requirements for the MUP Degree

The graduate program in urban planning involves a two-year course of full-time study (60 credit hours) leading to the degree of master of urban planning. The program is geared to training urban planning and policy formulation professionals to fill staff and administrative positions in public, non-profit, and private agencies in all relevant policy sectors at the local, state and national levels.

The courses listed below are required for the MUP degree. In some instances a student may select from among courses within area requirements. Forty-five of 60 credits must be elected in courses offered within the Hunter College graduate program in urban planning. The remaining 15 credits, upon approval of the director, may be elected in subjects related to planning. A total of 12 credits is specifically required for 3 credits in *Physical Planning*: URBP 706 Elements of Land Use Planning.

3 credits in *Analytical Skills*: URBP 704 or P 726 (Planning Methods I and II). In addition all students

not proficient in statistics are placed in *URBP 787. Statistical Concepts for Urban Planners*.

3 credits in *Theory and Process*: One course in the theory, law, or practice of planning (*URBP 700, 720, 742, 743, 751, 787*).

3 credits in *Policy Planning Areas*: One course in a functional specialization, including housing, transportation, health, manpower development, or education (*URBP 750, 735, 755, 737, 733*).

Students are encouraged to elect fieldwork internships in a variety of public and private planning agencies as part of their professional training. In addition a 6 credit comprehensive planning studio is offered to second-year students to simulate professional practice and the methods of plan preparation.

MASTER OF SCIENCE IN URBAN AFFAIRS

The master of science in urban affairs is an intensive one-year curriculum leading to the MS degree. The program emphasizes the acquisition of an interdisciplinary knowledge of urban processes; it attempts to improve participants' capacities of contributing to the solution of contemporary urban problems in a variety of program management and program development positions.

The program entails prescribed courses offered by the Department of Urban Affairs (21 credit hours including an urban development workshop) and electives which the student and his adviser choose from related disciplines which will constitute a "field of concentration" that is tied to career objectives (15 credit hours). The program can be completed within two semesters and a summer, thus permitting persons presently engaged in urban work to earn a master's degree during a one-year leave of absence before returning to their positions. Part-time study can also be arranged. It is expected that career-entry students will find employment in public and private programs including neighborhood development organizations, municipal agencies, community corporations, junior and senior colleges, religious organizations, and business and industry. The program also affords students unique training before or after graduate study in related discipline specializations or professional schools.

Requirements for Admission to the Urban Affairs Program

Applicants must meet the general college admission requirements. In addition to the GRE General Aptitude Test, applicants may, if they wish, take the GRE advanced test in the field of their choice. Applicants must present at least 12 undergraduate credits in the social sciences. Students with other relevant undergraduate majors or non-academic experiences may, after consultation with the graduate adviser, request admission with special conditions.

Departmental Requirements for the MS Degree

1. A minimum of 36 credits beyond the bachelor's degree.
2. Required course work for the degree includes the following 21 credits:
 - 3 credits in Structure of the Urban Community, *URBP 702*
 - 12 credits in Urban Development Workshop, *URBA 790.50* and *URBA 790.51*
 - 2 credits in Urban Affairs Seminar, *URBA 791*
 - 4 credits in Fieldwork, *URBA 792*
3. Each student and his academic adviser will establish an elective field of concentration for a minimum of 15 credits. Such courses are not limited to the Department of Urban Affairs or even to the Division of Social Sciences. Where feasible, and with special permission, students will be able to arrange course work at other colleges.
4. Each student will be required to submit, and to obtain approval of, at least two formal reports in writing, in lieu of a master's thesis, in connection with two of the required courses. These reports will be used to evaluate the student's competence in urban problem solving and in articulating his own career and study plans.

COURSE LISTINGS

URBP 700 Theory of Planning. 45 hrs. including conf., 3 cr.

URBP 701 History of Planned Urban Development. 45 hrs. including conf., 3 cr.

URBA 702 The Structure of the Urban Community. 45 hrs. including conf., 3 cr.

URBP 704 Planning Methods I. 45 hrs. including conf. 3 cr.

URBP 705 Urban Design Methods. 45 hrs. including conf., 3 cr.

URBP 706 Elements of Land Use. 45 hrs. including conf. and fieldwork, 3 cr.

URBP 707 Urban Design Theory. 45 hrs. including conf., 3 cr.

URBP 708 Environmental Planning. 45 hrs. including conf., 3 cr.

URBP 709 Law of Environmental Planning. 45 hrs. including conf., 3 cr.

URBA 720 Analysis and Formulation of Public Policy. 45 hrs. including conf., 3 cr.

URBP 722 Economic Planning. 45 hrs. including conf., 3 cr.

URBP 724 Social Planning. 45 hrs. including conf. and fieldwork, 3 cr.

URBP 725 Urban Planning and the Black/Puerto Rican Communities. 45 hrs. including conf., 3 cr.

URBP 726 Planning Methods II. 45 hrs. including conf., 3 cr.

URBP 727 Workshop in Social Planning. 60 hrs., 3 cr.

URBP 729 Planning of Community Function—Public Safety. 45 hrs. including conf., 3 cr.

URBP 731 Regional Planning. 45 hrs. including conf., 3 cr.

URBP 733 Planning for Urban Education. 45 hrs. including conf., 3 cr.

URBP 735 Planning for Urban Transportation. 45 hrs. including conf., 3 cr.

URBP 737 Manpower Planning and Urban Development Policy. 45 hrs. including conf. and fieldwork, 3 cr.

URBP 740 Coordinated Planning of Services, Facilities, and Budgets. 45 hrs. including conf. and fieldwork, 3 cr.

URBP 742 Law of Land Use Regulation. 45 hrs. including conf., 3 cr.

URBP 743 Contemporary Law for Urban Planners. 45 hrs. including conf., 3 cr.

URBP 744 Fiscal Aspects of Planning. 45 hrs. including conf., 3 cr.

URBP 745, 746, 747, 748 Fieldwork. Each 90 hrs., 3 cr.

URBP 750 Fundamentals of Housing. 45 hrs. including conf. and fieldwork, 3 cr.

URBP 751 Planning Process Seminar. 45 hrs. including conf. and fieldwork, 3 cr.

URBP 752 Transportation Workshop. 45 hrs. including conf., 3 cr.

URBP 753 Housing and Urban Development Seminar. 45 hrs. including conf. and fieldwork, 3 cr.

URBP 755 Administration and Planning of Health Services. 45 hrs. including conf., 3 cr.

URBP 756 Welfare Planning Seminar. 45 hrs. including conf., 3 cr.

URBP 757 Issues in Health Planning. 45 hrs. including conf., 3 cr.

URBP 758 Seminar and Workshop for Planning Health Facilities. 60 hrs., 3 cr. Prereq: URBP 755.

URBP 760, 761, 762, 763 Comprehensive Planning Studio. Each 120 hrs., 6 cr.

URBP 781, 782, 783, 784 Independent Research. Each 90 hrs., 3 cr.

URBP 787 Selected Topics in Urban Planning and Urban Affairs. Each 45 hrs. including conf., 3 cr.:

URBP 787.50 Land Use Workshop

URBP 787.51 Site Planning

URBP 787.52 Computer Applications in Planning

URBA 787.53 Statistical Conception in Urban Affairs and Planning

URBP 787.54 Comparative International Planning

URBP 787.56 Health Systems Workshop: Planning

URBP 787.57 Health Systems Workshop: Implementation

URBP 787.58 Politics of Health

URBP 787.60 Workshop in Neighborhood Preservation

URBP 787.61 Health Regulation

URBP 787.63 Graphical Communication for Urban Planners

URBP 787.64 Site Planning Workshop

URBP 787.65 Urban Public Budgeting

URBP 787.66 Planning for the Elderly and Disabled

URBP 787.68 Energy Planning and Policy Seminar

URBP 787.71 Health Finance

URBP 787.70 Real Estate Economy for Urban Planners

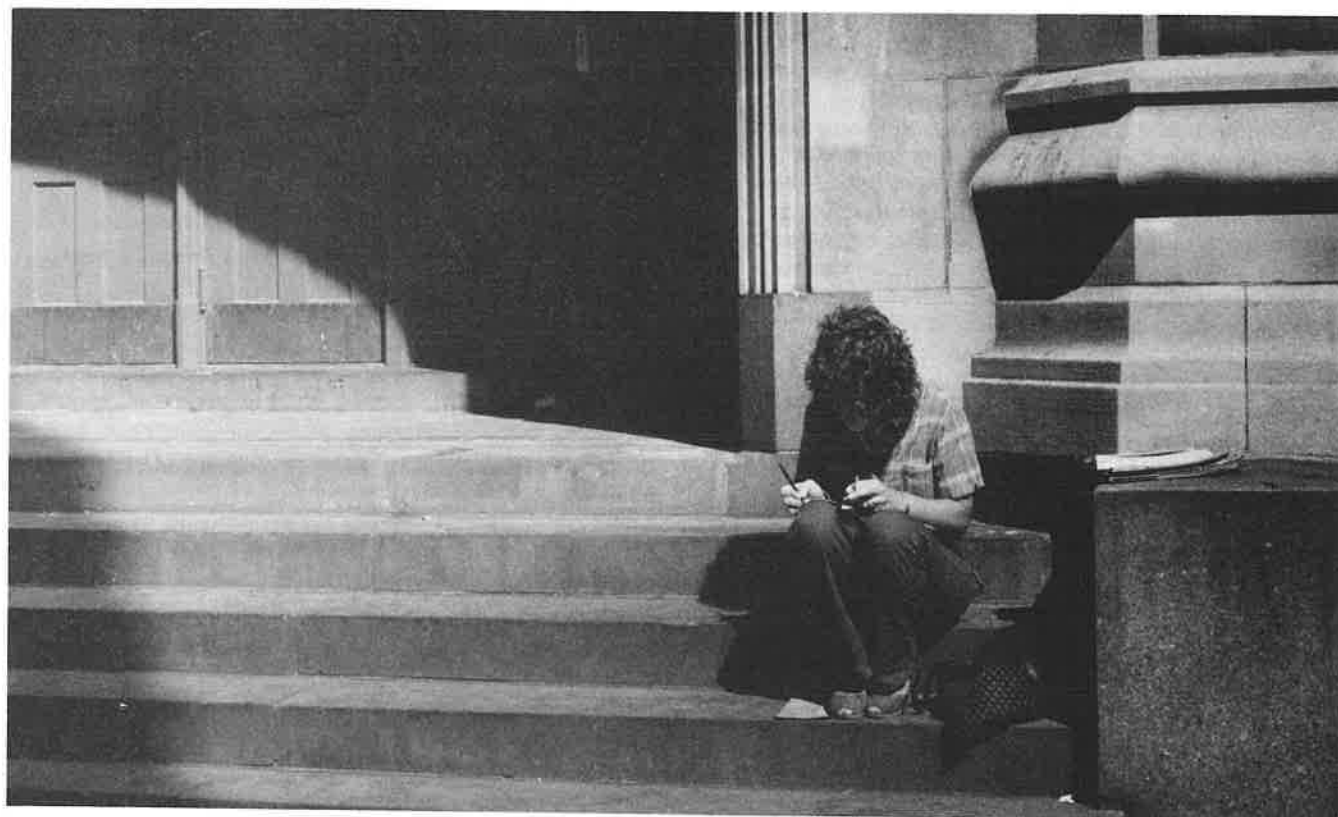
URBP 787.74 Urban Spatial Theory

URBP 787.75 Economic Issues in Health Care

URBA 790.50, .51 Urban Development Workshop, Each 90 hrs., 6 cr.

URBA 791 Urban Affairs Seminar, 30 hrs., 2 cr.

URBA 792 Fieldwork, 160 hrs., 4 cr.



Student Regulations and Rights

Statement on the Rights of Students

The Hunter College Senate voted endorsement of the following statement on September 24, 1974:

PREAMBLE

"Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. . . . Freedom to teach and freedom to learn are inseparable facets of academic freedom."

Students "have a distinctive role. . . which qualifies them to share in the responsible authority on campus; the exercise of the authority is part of their education. . . . Joint efforts among all groups in the institution—students, faculty, administration, and governing board—is a prerequisite of sound academic government. . . . Joint effort, to be effective, must be rooted in the concept of shared authority. The exercise of shared authority in college and university government, like the protection of (student and faculty) academic freedom, requires tolerance, respect, and a sense of community."

"The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community."

Student's rights are not limited by what is enumerated in this statement. The purpose of the statement is to outline some basic principles and guidelines, many of which are now met. Specific implementation will have to be continuously adjusted as conditions in the college change.

I. Academic and Personal Files

1. Improper disclosure, even within the college, of academic, personal, and disciplinary records is a serious invasion of privacy. To minimize risk of improper disclosure, academic, personal and disciplinary records should be kept in separate files.

2. All files may be made available only to specially authorized college staff. Express consent of the student involved is otherwise required.

3. Academic records and transcripts should contain only information about scholastic achievement.

4. No records should be kept which reflect the political and off-campus activities or beliefs of students.

5. Non-current medical and disciplinary records should be periodically destroyed.

6. Students have the right to periodically review their academic, medical and disciplinary records and to appeal for removal of items improperly included. If the appeal fails the student has the right to append a written rebuttal to the record.

II. Classroom, Grades, Etc.

1. Students have the right, within the limits of available facilities, to pursue any course of study for which they are eligible according to college standards.

2. In order to permit eligible students unhindered access to courses, the costs of required materials should be kept within reasonable limits.

3. Students have the right to know, at the start of each course of study, the basis to be used by the instructor in determining grades.

4. Students' grades should be based solely on academic criteria, not on opinions or conduct in matters unrelated to academic standards.

5. Students should have the opportunity to take reasoned exception to facts or points of view offered in any course of study, but

they are responsible for meeting the academic standards of any course of study for which they are enrolled.

6. Students should have the protection through formally established procedures against prejudiced or capricious academic standards and evaluations.

III. Participation in Academic Affairs

1. Students have the right, individually and collectively, to express their views on matters of general interest to the student body, including institutional policy, curriculum and personnel decisions.

2. Students have the right to participate in the formulation and application of institutional policy affecting academic and student affairs.

3. Students should share in the formation of policies regarding degree requirements, courses and curriculum, academic grading systems, standards of academic standing, and calendar arrangements.

4. Students should have the opportunity, individually and collectively, to assess the value of a course and to express their views on the form and conduct of a class which they have taken.

5. The results of an institutional mechanism used for students to assess courses and faculty, such as evaluation questionnaires, should be accessible to all members of the college community, and should be weighed in all decisions affecting faculty status and curriculum.

IV. Extra-Curricular Activities

1. Students should be free to form and join associations to promote their common interests.

2. Students have the right to express their opinions, individually and collectively, and to support causes in a manner that does not disrupt the orderly operation of the college.

V. Standards of Conduct

1. Students should participate in the formulation of standards of behavior which are considered essential to the educational mission and community responsibilities of the college.

2. The code of conduct, as a set of regulations and procedures, should be clearly stated and published in a handbook or other generally available set of institutional regulations.

3. In all cases, disciplinary procedures should protect the student from capricious and prejudicial application of the rules of conduct. Such procedures should also satisfy the requirements of procedural due process, including written notice with details of charges, sufficient time to prepare a defense, right to assistance in the defense, right to cross-examine witnesses and to present evidence, and the right to appeal the decision.

THE CITY UNIVERSITY OF NEW YORK BOARD OF TRUSTEES

The by-laws of the board of trustees of CUNY include an article which pertains to student life and conduct. It is reprinted below for your information.

ARTICLE XV - STUDENTS*

Section 15.0 PREAMBLE. Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgement and to engage in a sustained and independent search for truth.

*For graduate students at the Graduate Division, the President of the Graduate Division shall, insofar as practicable, establish procedures, consistent with this Article to implement the provisions thereof. The sections on student activity fees shall apply to the Graduate Division.

Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination based on racial, ethnic, religious, sex, political, and economic differentiations.

Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom; if these rights are to be secure, then students should exercise their freedom with responsibility.

Section 15.1 CONDUCT STANDARD DEFINED. Each student enrolled or in attendance in any college, school or unit under the control of the board and every student organization, association, publication, club or chapter shall obey the laws of the City, State and Nation, and the bylaws and resolutions of the board, and the policies, regulations, and orders of the college.

The faculty and student body at each college shall share equally the responsibility and the power to establish subject to the approval of the board more detailed rules of conduct and regulations in conformity with the general requirement of this article.

This regulatory power is limited by the right of students to the freedoms of speech, press, assembly and petition as applied to others in the academic community and to citizens generally.

Section 15.2 STUDENT ORGANIZATIONS. a. Any group of students may form an organization, association, club or chapter by filing with the duly elected student government organization of the college or school at which they are enrolled or in attendance and with an officer to be designated by the faculty of the college or school at which they are enrolled or in attendance (1) the name and purposes of the organization association, club or chapter, (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary.

However, no group, organization or student publication with a program against the religion, race, ethnic origin or identification or sex of a particular group or which makes systematic attacks against the religion, race, ethnic origin or sex of a particular group shall receive support from any fees collected by the college or be permitted to organize or continue at any college or school. No organizations, military or semi-military in character, not connected with established college or school courses, shall be permitted without the authorization of the faculty and the duly elected student government and the board.

b. Extra-curricular activities at each college or school shall be regulated by the duly elected student government organization to insure the effective conduct of such college or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in bylaw 15.1. Such powers shall include:

1. The power to charter or otherwise authorize teams (excluding intercollegiate athletics), publications, organizations, associations, clubs or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend or revoke any charter or other authorization for cause after hearing on notice.

2. The power to delegate responsibility for the effective implementation of its regulatory functions hereunder to any officer or committee which it may appoint. Any aggrieved student or group whose charter or other authorization has been refused, suspended or revoked may appeal such adverse action by such officer or committee of student government to the duly elected student government. On appeal an aggrieved student or group shall be entitled to a hearing following the due process procedures as set forth in section 15.3. Following such hearing the duly elected student government shall have the authority to set aside, decrease or confirm the adverse action.

c. Any person or organization affiliated with the college may file charges with the office of the dean of students** alleging that a student publication has systematically attacked the religion, race, ethnic origin or sex of a particular group, or has otherwise contravened the laws of the City, State or Nation, or any bylaw or

resolution of the board, or any policy, regulation or order of the college, within a reasonable period of time after such occurrence. If the dean of students determines, after making such inquiries as he/she may deem appropriate, that the charges are substantial, he/she shall attempt to resolve the dispute, failing which he/she shall promptly submit the charges to the faculty-student disciplinary committee for disposition in accordance with the due process procedures of section 15.3 hereof.

If the committee sustains the charges or any part thereof against the student publication, the committee shall be empowered to (1) reprimand the publication, or (2) recommend to the appropriate funding bodies the withdrawal of budget funds. The funding body shall have the authority to implement fully, modify or overrule the recommendations.

d. Each college shall establish a student elections review committee in consultation with the various student governments. The student elections review committee shall approve the election procedures and certify the results of elections for student governments, and student body referenda.

Section 15.3 STUDENT DISCIPLINARY PROCEDURES. a. Any charge, accusation, or allegation which is to be presented against a student, and, which if proved, may subject a student to disciplinary action, must be submitted in writing in complete detail to the office of the dean of students promptly by the individual, organization or department making the charge.

b. Notice of the charge shall be personally delivered or sent by the dean of students to the student at the address appearing on the records of the college, by registered or certified mail and shall contain the following:

1. A complete and itemized statement of the charges being brought against the student including the rule, bylaw or regulation he/she is charged with violating, and the possible penalties for such violation.

2. The time, the date (which shall be as soon as practicable) and the place of meeting with a counselor from the office of the dean of students or a qualified faculty member designated by the dean of students.

3. The student shall be advised of his/her rights in the proceeding and possible consequences. Specifically the notice shall include:

A. A warning that anything he/she may say at this meeting may be used against him/her at a non-college hearing; therefore, he/she may have legal counsel present to advise him/her.

B. A statement of his/her right to remain silent without assumption of guilt.

C. A statement that the counselor is precluded from testifying in a college hearing regarding information received during the interview.

c. At the meeting with the counselor in the office of the dean of students or qualified faculty member designated by the dean of students, the following procedure shall be in effect:

1. An effort will be made to resolve the charges by mutual agreement and where warranted to agree on the disciplinary action to be taken.

2. The counselor, if an agreement is reached, shall report his/her recommendation to the dean of students for affirmation and the complainant shall be so notified.

***Throughout these bylaws in any college or unit where the title "Dean of Students" does not exist, the same shall refer to the officer performing the functions which would otherwise be performed by a Dean of Students.*

3. If no agreement is reached, or if the complainant or the student so requests, or if the student fails to appear, a hearing will be scheduled before the faculty-student discipline committee.

d. The student shall be informed in writing by registered or certified mail or by personal service of the hearing with sufficient particularity of the charges and of the time and place of hearing. Notice of at least five school days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing. The notice shall advise the student of his/her right to have legal counsel and witnesses participate at the hearing.

e. At the hearing, before the faculty-student discipline committee, the following procedure shall apply:

1. The specific charges shall be read to the student. If the student admits the charges are true, he shall be given an opportunity to explain his/her actions before the committee shall decide on the penalty. If the student denies the charge or is silent, the hearing must continue, the accusing party proceeding first. Both sides may introduce evidence and cross-examine witnesses.

2. The college shall make a record of each disciplinary hearing by some means such as a stenographic transcript, a tape recording or the equivalent. A disciplined student is entitled upon request to a copy of such a transcript without cost.

3. The student shall have the option to a closed hearing and the right to request an open public hearing. However, a majority of the committee shall have the right to hold a closed hearing when an open public hearing would adversely affect and be disruptive of the committee's normal operations.

f. The student shall be sent a copy of the committee's decision which shall be final subject to the student's right of appeal.

g. The faculty-student disciplinary committee shall consist of three faculty and three student members plus a chairperson. The faculty members shall be selected by lot from a panel of six elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status and the student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the college shall be eligible to vote. In the event that the student or faculty panel, or both are not elected, the president shall have the duty to select the panel or panels which have not been elected. No member of the committee shall serve more than two consecutive terms. The chairperson of the committee shall be selected by the committee from among the remaining members of the panel and shall have the power to vote in case of a tie. A quorum shall consist of at least two students and two faculty members. Persons who are to be participants in the hearing as witnesses or have been involved in preferring charges or who may participate in appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the hearing panel. A lawyer from the general counsel's office of the board may be present to act as legal advisor to the committee.

Section 15.4 APPEALS. An appeal from the decision of the faculty-student disciplinary committee may be made to the president who may confirm or decrease the penalty but not increase it. His/her decision shall be final except in the case of dismissals or suspension for more than one term. An appeal from a decision of dismissal or suspension for more than one term may be made to the appropriate committee of the board. Any appeal under this section shall be made in writing within fifteen days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or board committee as the case may be. If the president is a party to the dispute, his/her functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor.

Section 15.5 SUSPENSION OR DISMISSAL. The board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with

the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution.

A president or full dean may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw section 15.3 to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the college shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the college shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

Section 15.6 THE UNIVERSITY STUDENT SENATE. There shall be a university student senate responsible, subject to the board, for the formulation of university-wide student policy relating to the academic status, role, rights and freedoms of the student. The authority and duties of the university student senate shall not extend to areas of interest which fall exclusively within the domain of the student governments of the constituent units of the university. Consistent with the authority of the board of trustees of CUNY in accordance with the education law and the bylaws of the board of trustees of CUNY, the university student senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules and procedures, for its internal administration and for such other matters as is necessary for its existence. The university student senate shall have the full rights and responsibilities accorded student organizations as provided in these bylaws. The representatives to the university student senate shall be elected by their respective constituencies.

Section 15.7 COLLEGE GOVERNANCE PLANS. The provisions in a duly adopted college governance plan shall supersede any inconsistent provisions contained in this article.

Section 15.8 STUDENT GOVERNMENT ACTIVITY DEFINED. A student government activity is any activity operated by and for the students enrolled at any unit of the university provided, (1) such activity is for the direct benefit of students enrolled at the college, (2) that participation in the activity and the benefit thereof is available to all students enrolled in the unit or student government thereof, and (3) that the activity does not contravene the laws of the City, State or Nation, or the published rules, regulations, and orders of the board of trustees of CUNY or the duly established college authorities.

Section 15.9 STUDENT GOVERNMENT ACTIVITY FEE DEFINED. Student government activity fee is that portion of the student activity fee levied by resolution of the board which has been established for the support of student government activities. The existing student government activity fees now in effect shall continue until changed.

Section 15.10 STUDENT ACTIVITY FEE. a. Student activity fees, including student government activity fees collected by a college of the university shall be deposited in a college central depository and allocated by an approved college association. A college association shall be considered approved for purposes of this section if (1) its charter or certificate of incorporation and bylaws are approved by the president and filed with the secretary of the board of trustees of CUNY, and (2) no less than one-half of the members of the college association and of its governing board are students in good standing enrolled at the college, and (3) the student membership of the college association and its governing board is elected by the student body on a basis which approximates representation proportional to the contribution to student activity fee income from the members of each student government or the student membership is selected by the respective student governments on the same basis.

b. The college and the college association and student governments shall employ generally accepted accounting and investment procedures in the management of all funds. All funds for support of student activities are to be disbursed only in accordance with approved budgets and be based on written documentation. The requisition for disbursement of funds must contain two signatures; one, the signature of a student with responsibility for the program; the other the signature of an approved representative of the body governing the budget process of the student activity fee or portion thereof.

All revenues generated by student activities funded through student activity fees, including student government activity fees, shall be deposited to the credit of the body governing the budget process of the student activity fee or portion thereof and not retained by the group or club running the program except where specific authorization has been granted by the governing body.

c. Student government activity fees shall be allocated by the duly elected student government or each student government where more than one duly elected student government exists, for its own use and for the use of student organizations, as specified in section 15.2 of these bylaws, provided, however, that the allocation is based on a budget approved by the duly elected student government after notice and hearing.

d. Where more than one duly elected student government exists, the college association shall allocate the student government activity fees to each student government in direct proportion to the amount collected from the members of each student government.

e. The president of the college shall have the authority to veto any student activity fee including the student government activity fee allocation, which in his or her opinion requires further clarification or contravenes the laws of the city, state or nation or any bylaw or resolution of the board, or any policy, regulation, or order of the college. The veto shall not be based on differences of opinion regarding the wisdom or worth of such planned activity. If the college president chooses to exercise a veto, he or she shall consult with the general counsel and vice chancellor for legal affairs and promptly communicate his/her decision to the allocating body.

f. A referendum proposing changes in the student activity fee shall be initiated by a petition of at least 10% of the appropriate student body and voted upon in conjunction with student government elections.

1. Where a referendum seeks to earmark student activity fees for a specific purpose or organization without changing the total student activity fee, the results of the referendum shall be sent to the college association for implementation.

2. Where a referendum seeks to earmark student activity fees for a specific purpose or organization by changing the total student activity fee, the results of such referendum shall be sent to the board by the president of the college together with his/her recommendation.

Section 15.11 DISCLOSURE. a. The college president shall be responsible for the full disclosure to each of the student governments of the college of all financial information with respect to student activity fees.

b. The student governments shall be responsible for the full disclosure to its constituents of all financial information with respect to student government activity fees.

c. The college association shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to all of its activities, including auxiliary enterprises.

d. For purposes of the foregoing paragraphs, full disclosure shall mean the presentation each semester of written financial statements which shall include, but need not be limited to, the source of all fee income by constituency, income from other sources creditable to student activity fee accounts, disbursements, transfers, past re-

serves, surplus accounts, contingency and stabilization funds. Certified independent audits performed by a public auditing firm shall be conducted at least once a year.

RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER PURSUANT TO ARTICLE 129A OF THE EDUCATION LAW

The tradition of the university as a sanctuary of academic freedom and center of informed discussion is an honored one, to be guarded vigilantly. The basic significance of that sanctuary lies in the protection of intellectual freedoms: the rights of professors to teach, of scholars to engage in the advancement of knowledge, of students to learn and to express their views, free from external pressures or interference. These freedoms can flourish only in an atmosphere of mutual respect, civility and trust among teachers and students, only when members of the university community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom and the sanctuary of the university campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the university has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of The City University of New York.

With respect to enforcement of these rules and regulations we note that the Bylaws of The City University provide that:

THE PRESIDENT. The president, with respect to his/her educational unit, shall:

"a. Have the affirmative responsibility of conserving and enhancing the educational and general academic excellence of the college under his/her jurisdiction. . . ."

"c. Be the advisor and executive agent of the board and have the immediate supervision with full discretionary power in carrying into effect the bylaws, resolutions and policies of the board, the lawful resolutions of any of its committees and the policies, programs and lawful resolutions of the several faculties and students where appropriate.

"d. Exercise general superintendence over the concerns, officers, employees and students of his/her college. . . ."

I. RULES

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he/she interfere with the institution's educational process or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.

3. Unauthorized occupancy of University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation and use of University/college equipment and/or supplies.

4. Theft from or damage to University/college premises or property, or theft of or damage to property of any person on University/college premises is prohibited.

5. Each member of the academic community or an invited guest has the right to advocate his/her position without having to fear abuse, physical, verbal, or otherwise from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds, shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.

6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or facilitates, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

7. Disorderly or indecent conduct on University/college-owned or -controlled property is prohibited.

8. No individual shall have in his/her possession a rifle, shotgun or firearm or knowingly have in his/her possession any other dangerous instrument or material that can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution. Nor shall any individual have in his possession any other instrument or material which can be used and is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college.

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

II. PENALTIES

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-9 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.

2. Any tenured or non-tenured faculty member, or tenured or non-tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-9 shall be subject to the following range of penalties: warning, censure, restitution fine not exceeding those permitted by law or by The City University, or suspension with/without pay pending a hearing before an appropriate college authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities. In addition, in the case of a tenured faculty member, or tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-9 shall be entitled to be treated in accordance with applicable provisions of the Education Law or Civil Service Law.

3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under substantive Rules 1-9 shall be subject to ejection, and/or arrest by the civil authorities.

4. Any organization which authorized the conduct prohibited under substantive rules 1-9 shall have its permission to operate on campus rescinded.

Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

APPENDIX

SANCTIONS DEFINED:

A. ADMONITION. An oral statement to the offender that he/she has violated university rules.

B. WARNING. Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more severe disciplinary action.

C. CENSURE. Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any university regulation within a period stated in the letter of reprimand.

D. DISCIPLINARY PROBATION. Exclusion from participation in privileges or extracurricular university activities as set forth in the notice of disciplinary probation for a specified period of time.

E. RESTITUTION. Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

F. SUSPENSION. Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.

G. EXPULSION. Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.

H. COMPLAINT TO CIVIL AUTHORITIES.

I. EJECTION.

RESOLVED, That a copy of these rules and regulations be filed with the Regents of the State of New York and with the Commissioner of Education.

RESOLVED, That these rules and regulations be incorporated in each college bulletin.

RULES AND REGULATIONS FOR STUDENTS PURSUANT TO ARTICLE 224A

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he/she is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his/her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his/her religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he/she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his/her availing himself/herself of the provisions of this section.

6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his/her rights under this section.

6a. A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the listing of available courses

7. As used in this section, the term "institution of higher education" shall mean schools under the control of the board of trustees of the State University of New York or of the board of trustees of the City University of New York or any community college.

FEDERAL STATUTES AND ADMINISTRATIVE REGULATIONS

The University is required by certain Federal statutes and administrative regulations to publish the following statements:

Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and Part 86 of 45 C.F.R., the University does not discriminate on the basis of sex in the conduct and operation of its education programs or activities (including employment therein and admission thereto). Inquiries concerning the application of Title IX and Part 86 of 45 C.F.R. may be referred to the University's Legal Affairs Office (Room 315, Hunter College, 695 Park Avenue, N.Y. 11021, telephone 212-570-5079), or to the Director, Office of Civil Rights (Region II), 26 Federal Plaza, New York, N.Y. 10007.

Hunter College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions, policies, scholarship and loan programs, and athletic and other University administered programs.

Consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and Part 84 of 45 C.F.R., the University does not discriminate on the basis of handicap in admission or access to, or employment in, its programs and activities. Section 503 of the Rehabilitation Act of 1973 requires affirmative action to employ and advance in employment qualified handicapped workers.

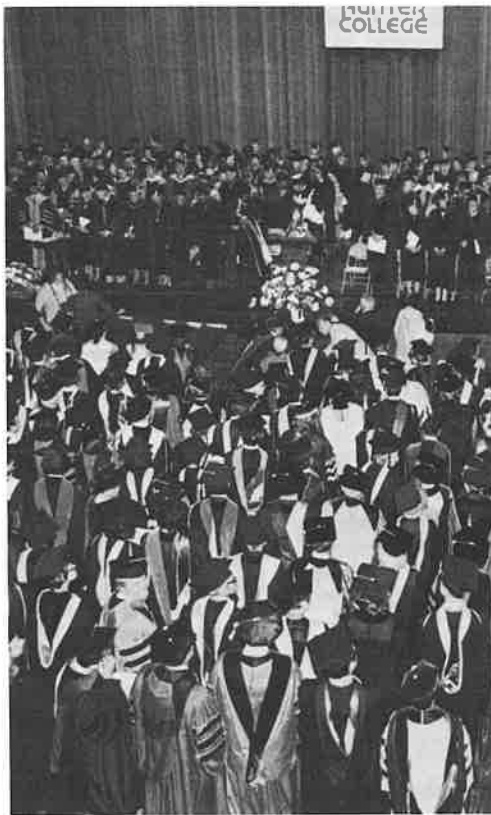
The University in addition desires to call attention to other laws and regulations that protect employees, students, and applicants.

Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination on the basis of race, color, or national origin in programs or activities receiving Federal financial assistance. Title VII of the Civil Rights Act of 1964, as amended, prohibits employment discrimination because of race, color, religion, sex, or national origin. Executive Order 11246, as amended, prohibits discrimination in employment because of race, color, religion, sex, or national origin and requires affirmative action to ensure equality of opportunity in all aspects of employment.

The Equal Pay Act of 1963 prohibits discrimination on the basis of sex in rates of pay. The Age Discrimination Act of 1967, as amended, prohibits discrimination in employment on the basis of age.

Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, prohibits job discrimination and requires affirmative action to employ and advance in employment (1) qualified Vietnam era veterans during the first four years after their discharge and (2) qualified disabled veterans throughout their working life if they have a 30 percent or more disability.

Hunter College's policy relating to the confidentiality of student records is in keeping with the "Family Educational Rights and Privacy Act of 1974 as Amended." Information about a student (or former student) will not be released without the request or consent of the student other than in the exceptions stated in the Federal Act. A student is also accorded the right to inspect and review his/her education records. A summary of the University's Student Records Policy is published in the Student Handbook and the Student newspaper's first November edition. A copy of the complete policy statement may be obtained in the Office of Legal Affairs, Room 315.



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