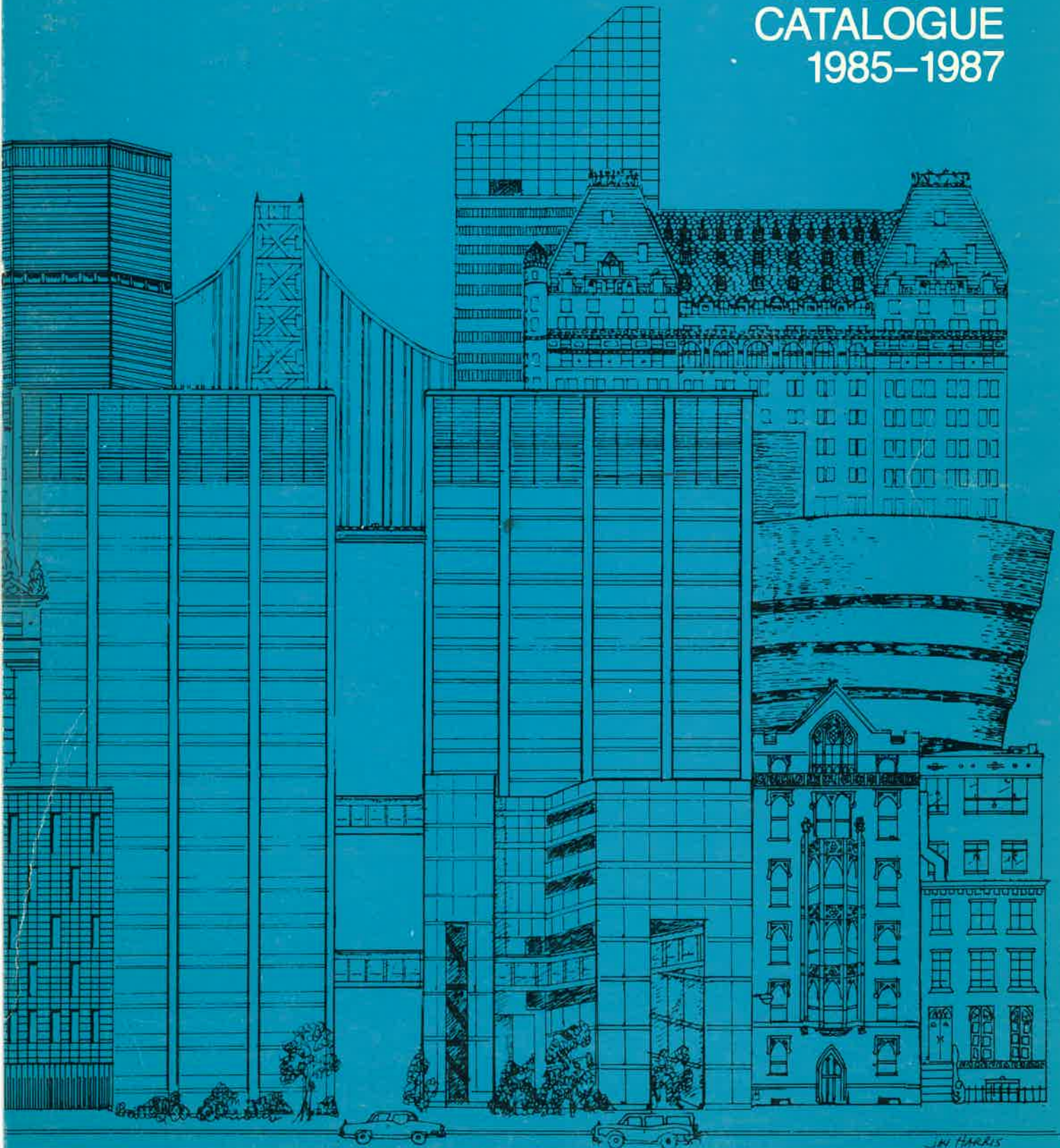


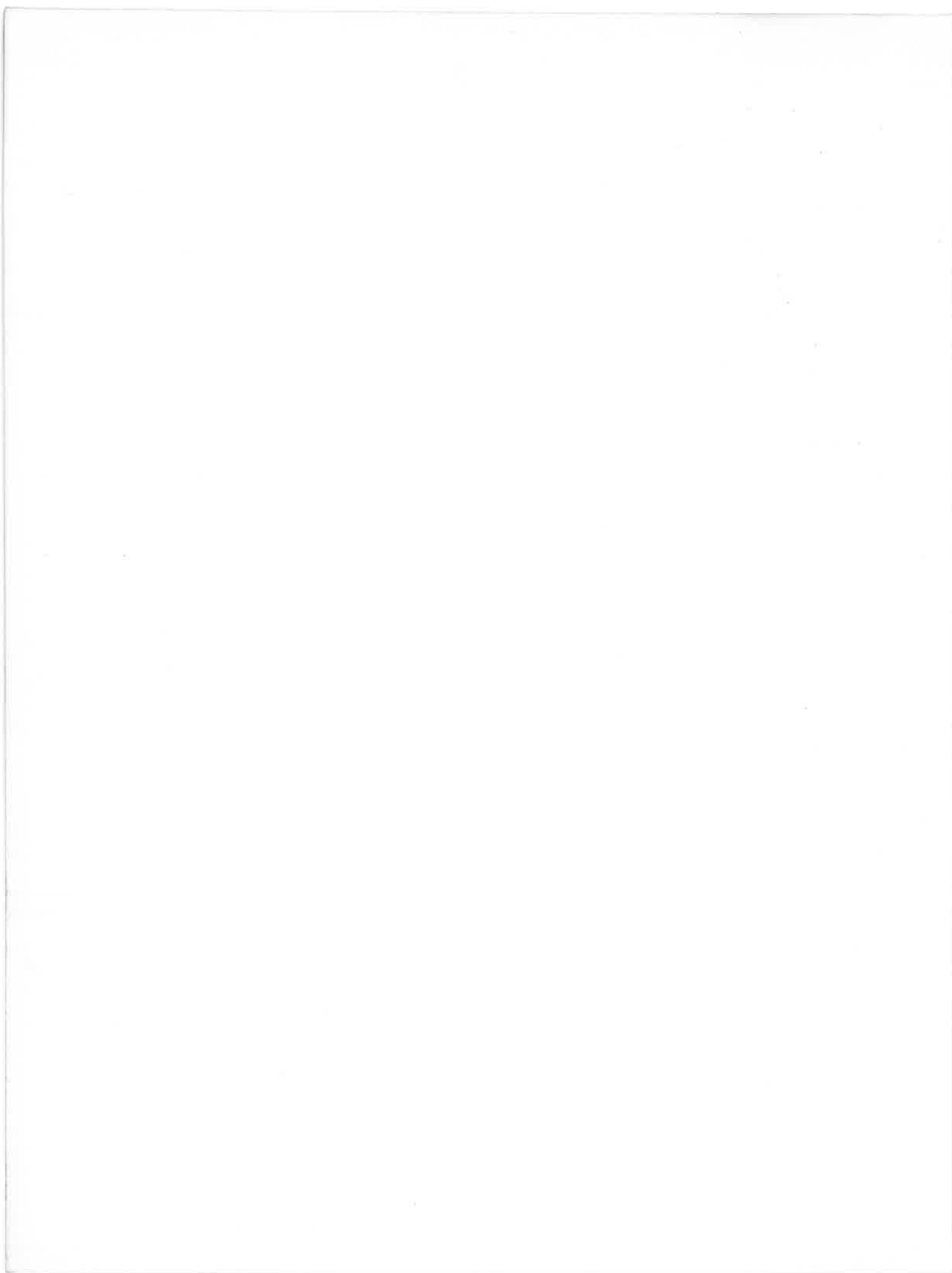
# HUNTER COLLEGE

of The City University of New York

## GRADUATE CATALOGUE 1985-1987



JAY HARRIS



# HUNTER COLLEGE

of The City University of New York

## GRADUATE CATALOGUE 1985 - 1987



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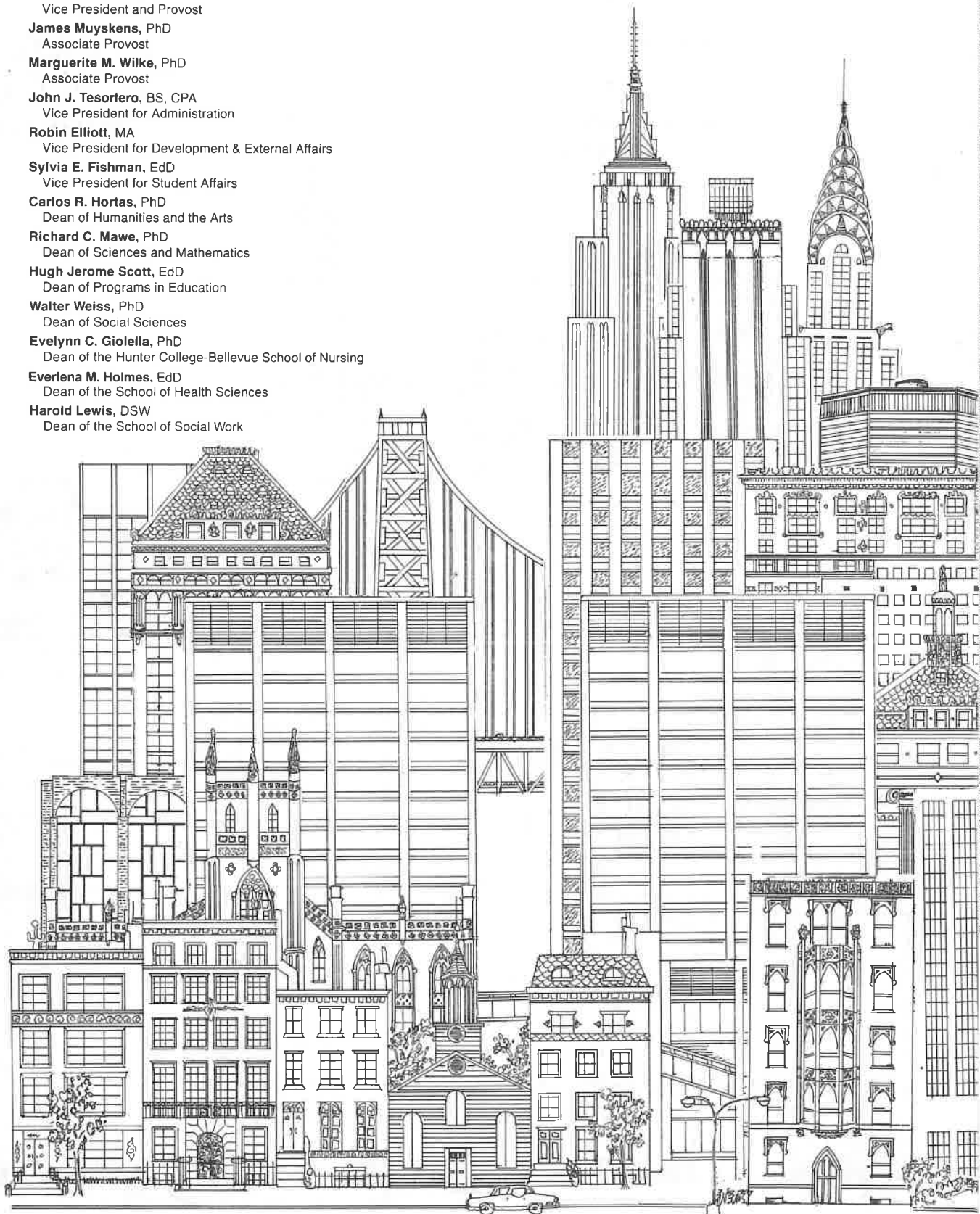
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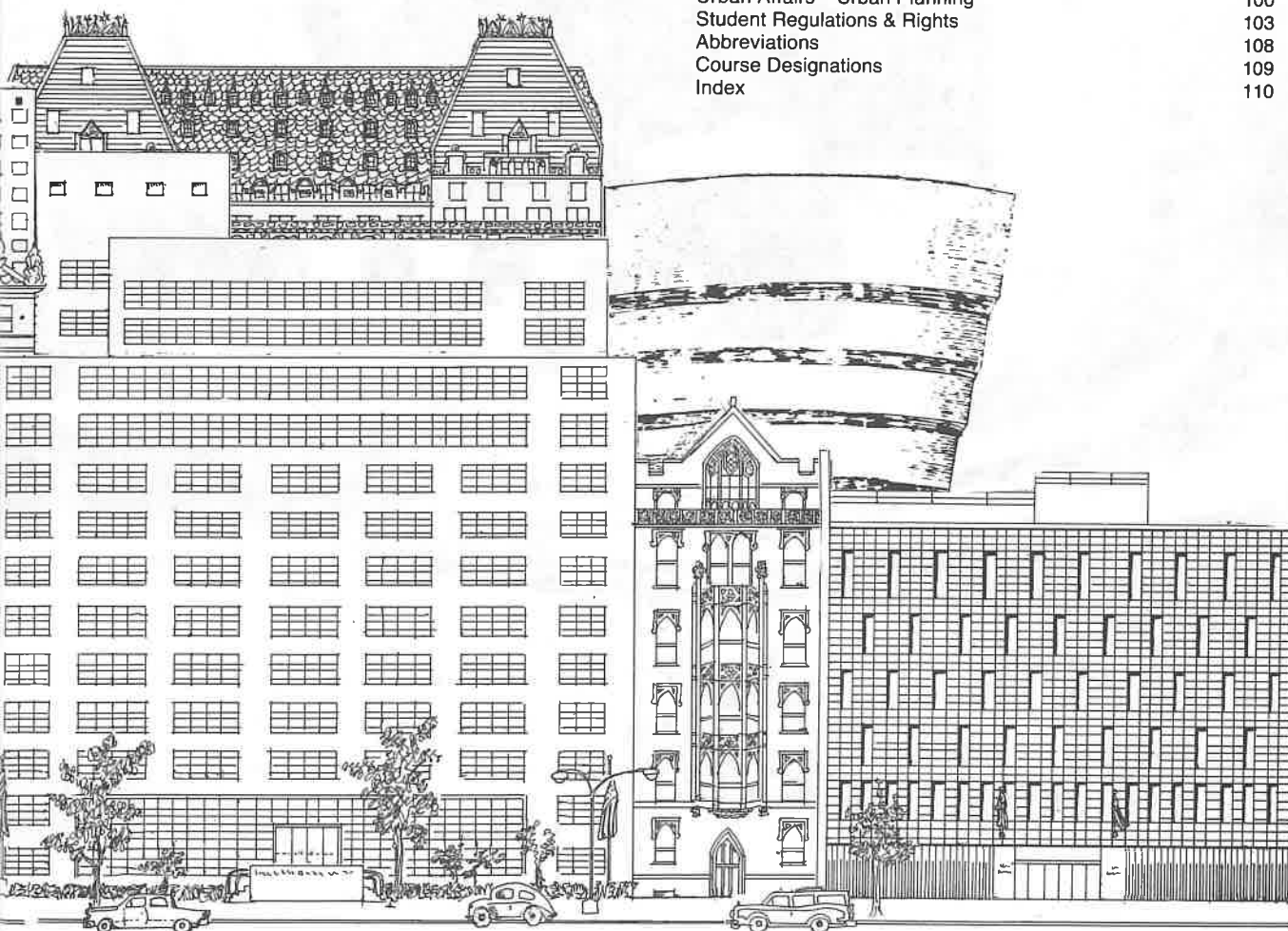
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*Graduate students in the Art Department setting up an exhibit, "Color Documents: A Presentational Theory," held in the new Hunter College Art Gallery in spring 1985. The students also contributed to the catalogue for the exhibit, which was one of six the department mounted in the gallery in 1984-85.*



## The City University of New York

The City University of New York (CUNY), bringing together all the city's senior and community colleges, was formed in 1961. It 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.

## Hunter College

Hunter College is the second oldest college in The City University of New York. Originally called Normal College, it was founded in 1870 by Thomas Hunter to educate young women who wished to become teachers. The institution took its present name in 1914. Its growth to its present size and complexity was gradual. Evening classes were begun in 1917. Graduate studies were introduced in 1921 for both women and men, and in 1964 the entire College became coeducational.

Today Hunter College comprises 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 18,000 graduate and undergraduate students is drawn from a rich diversity of races, ages, and creeds.

Located on Manhattan's Upper East Side, Hunter affords students easy access to the cultural, social, medical, and industrial life 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.

Hunter's cosmopolitan nature attracts a special kind of faculty, many of whom are working professionals. Practicing 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, psychologists explore behavior modification, literary critics examine Shakespeare and Camus, health professionals illustrate contemporary healing therapies, 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."

### Accreditation

Hunter College is accredited by 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.

## Graduate Programs

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

(Four-digit numbers represent Higher Education General Information Survey [HEGIS] codes)

### Humanities and the Arts

Art (Creative), MA, MFA	1002, 1002
Art History, MA	1003
English Literature, MA	1502
French, MA	1102
Italian, MA	1104
Music, MA	1004
(Composition, Music History, Performance)	
Music—Ethnomusicology, MA	1006
Spanish, MA	1105
Theatre & Film, MA	1007

### Sciences and Mathematics

Biochemistry, MA	0414
Biological Sciences, MA	0401
Computer Science, MA	(to be approved)
Geography, MA	2206
Mathematics, MA	1701
Physics, MA	1902

### Social Sciences

Anthropology, MA	2202
Economics, MA	2204
History, MA	2205
Psychology, MA	2001
Russian Area Studies, MA	0307
Social Research, MS	2208
Urban Affairs, MS	2214
Urban Planning, MUP	2214

### School of Health Sciences

Allied Health Services Administration, MS	1299
Communication Sciences, MA	1220
Audiology	
Speech Pathology	
Community Health Education, MPH	1214
Environmental Health Education, MS	1299
Nutrition, MS	1306
Teachers of Speech and Hearing Handicapped, MA	0815

### School of Nursing

Nursing, MS	1203.10
(Administration, Geriatric Practitioner, Medical-Surgical, Occupational Health, Psychiatric)	

### School of Social Work

Social Work, MSW	2104
Social Work Practice, Advanced Certificate	2104

### Programs in Education

Elementary Education, MSED	0802
(Arts & Humanities, Bilingual, Early Childhood, General Elementary, Gifted & Talented, Human Development & Learning, Individualized Program, Mathematics, Reading Teacher/Corrective Reading)	

College Counseling & Student Development, MA	0826
Dance Therapy, MS	1008
Guidance & Counseling (School Counselor), MSED	0826.01
Health Education, MSED	0837
Physical Education, MSED	0835
Rehabilitation Counseling, MSED	0819
Secondary Education, MA	

Offered in collaboration with the following departments or programs:

Art	0831
Biology	0401.01
Earth Science (Geology & Geography)	1917.01
English	1501.01
French	1102.01
Italian	1104.01
Mathematics	1701.01
Music	0832
Physics	1902.01
Social Studies	2201.01
Spanish	1105.01
Special Education, MSED	
Emotional Disturbance	0808
Hearing Impairment	0812
Learning Disabilities	0808
Mental Retardation	0808
Severe/Multiple Handicapped	0808
Visual Impairment	0812
Supervision & Administration, Advanced Certificate	0828
Teachers of Speech & Hearing Handicapped	0815
(a secondary education program in School of Health Sciences)	
Teaching English as a Second Language, MA	1508

### 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, biochemistry, biology, biomedical sciences, business, chemistry, comparative literature, criminal justice, earth and environmental sciences, 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 the Graduate School and on the senior college campuses.

## Admission to Graduate Programs

### General

An applicant for admission to Hunter College as a regular, matriculated student in any of 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. For admission to an Arts and Sciences graduate program, students are usually required to present at least 18 credits of

previous work in the area of specialization acceptable to the academic division and the school or department concerned.

4. **The Graduate Record Examination (GRE)**—both the general aptitude test and the advanced test (if offered) in the proposed field of graduate study—is required of all applicants to arts and sciences, health sciences, and nursing programs; it is not required for programs in education. (For admission to the School of Social Work, see appropriate section of this catalogue.) Applicants should write directly to Graduate Record Examination, Educational Testing Service, Box 955-R, Princeton, NJ 08541 for full information and arrangements to take the test. The GRE should be taken no later than February for September admission and October for February admission.
5. **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 should take the test 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, NJ 08541.

### Procedure

Application blank (and forms for letters of recommendation—3 for applicants to the communication sciences and allied health services administration programs and 2 for applicants to arts and sciences and other health sciences and nursing programs) should be obtained from the Office of Admissions, North Building, room 203, 695 Park Avenue, New York, NY 10021. Applicants for the School of Social Work should obtain admission forms from the School of Social Work, 129 East 79th St., New York, NY 10021; for dance therapy from Professor Claire Schmais, Hunter College, 425 East 25th St., New York, NY 10010.

The completed application, accompanied by an application fee of \$25, 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 ensure 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 advisor or coordinator of the program and the divisional dean.

### Admission Status

Applicants are admitted to graduate programs without regard to citizenship\* or residence under any one of the following categories:

1. **Matriculated** For matriculation, students must fulfill all the requirements for admission.
2. **Matriculated with conditions** Students whose undergraduate training is inadequate, but who are otherwise qualified, may be admitted with not more than 6 credits of conditions to an arts

and sciences, health sciences, or nursing program, and with not more than 12 credits of conditions to a program in education. Such students are expected to satisfy their conditions by eliminating all deficiencies within one year of matriculation if in an arts and sciences program, and within 3 semesters if in a program in education. (For other programs, check the appropriate section of this catalogue.)

3. **Non-matriculated** A formal application must be filed in the Office of Admissions, North Building, room 203, 695 Park Avenue, New York, NY 10021 approximately 4 weeks before registration. The application must be accompanied by a copy of a diploma or transcript showing conferral of the equivalent of at least an American bachelor's degree (for supervision and administration courses, at least a master's degree). Applicants who intend to qualify for NY State tuition rates must submit copies of 2 forms of proof of NY State residence (i.e., driver's license, voter registration card, lease, W-2 form, utility bill) for at least one year prior to the first day of classes. If the application and supporting material are acceptable, registration material will be sent with further instructions. This material and, usually, an additional copy of the academic record must be presented to the departmental advisor in order to obtain course approval.

Acceptance to non-matriculated status does not imply approval to take any specific course. This approval rests solely with the program advisor 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. For all programs in education, 9 credits must be presented with a minimum of 3.0 (3.3 for special education). 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 education, in order to complete teacher certification requirements, students who hold BA 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 of 3.0 in graduate work.

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

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 (check calendar for deadline dates). All transfer and/or approval of credits is subject to the approval of the departmental advisor and the regulations of 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 will be calculated in the grade point average.

\*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.

### Undergraduates

A Hunter College senior who is within 9 credits of completing the course requirements for the bachelor's degree and who has the approval of the appropriate Hunter department(s) may be admitted to a limited program of graduate work. Students should file applications for admission in the Office of Graduate Admission. (See calendar for deadline dates.) Graduate tuition rates for these courses will be charged when it is determined that the courses will not be used for the bachelor's degree.

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 chair 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 according to the timetable of the combined program without special permission. The program advisor will give the Registrar the names of those undergraduates who are qualified to begin the graduate portion of the program. These students pay undergraduate tuition and fees up to and including 128 credits. Thereafter, graduate courses are charged at the graduate rate. BA/MA students are governed by undergraduate rules.

### Readmission—Matriculated and Non-Matriculated Students

A student who, for any reason, has not been in attendance for one or more semesters must apply for readmission to the College unless he or she withdrew officially and/or received a refund for the prior semester.

Applications are available and may be filed in the Office of the Registrar, room 217, North Building. There is a \$10 nonrefundable application fee.

Students who are academically eligible (GPA at least 3.0) and who have no outstanding financial obligations to the College are generally approved for readmission, subject to space limitations in departments. Applications for readmission must be filed at least 2 months before the beginning of the semester in which the student plans to resume studies.

### Change of Degree Program

A matriculated student who wishes to change from one graduate curriculum to another within or outside a particular division is required to file formal application for change of curriculum in the Office of Admissions. A recommendation from the graduate advisor or coordinator of the original program must accompany the application for change of program.

### Courses Outside the Program

It is the responsibility of the graduate advisor to see that matriculated students do not register for any graduate courses outside of their program without written permission of the graduate advisor or coordinator of the program in which they are matriculated.

## Degree Requirements

A matriculated graduate student enrolled in 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 specialization may be credited toward the degree only with the approval of the graduate advisor. Full-time graduate students may enroll for no more than 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.

### Thesis

A master's thesis is usually required. After it is approved, the original and one copy of the thesis is deposited with the appropriate divisional office. It must be accompanied by a receipt from the Bursar's 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, are available from the graduate advisors' and the divisional deans' offices.

When the thesis approval form has been signed by the department graduate advisor and divisional dean, the original must be sent to the Degree Audit Unit of the Registrar's Office.

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 knowledge does not appear to be necessary or appropriate, the Graduate Course of Study Committee has granted an exception.

### Time Limit

The total time for completing all degree requirements from the beginning of matriculation is 4 years. (For programs in education, nursing, health sciences, and social work it is 5 years.) Courses exceeding the limit at graduation will not be included in degree credits unless approved by the department and the divisional dean.

### Enrollment

A student must be registered for the semester of graduation, either by maintaining matriculation (see p. 12) or registering for a course.

### Graduation

A formal application and certification form for graduation must be filed in the Office of the Registrar during the scheduled registration period in the semester in which the student expects to receive a degree or certificate. (Check the graduate calendar for deadline dates.)

## 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 10.)

### Tuition

	New York State Residents	Out-of-state Residents
Per credit .....	\$ 82.00	\$ 136.00
Per excess contact hour over credit value, each course .....	\$ 37.00	\$ 52.00
Semester maximum .....	\$950.00	\$1600.00

Estimated cost of books and supplies per semester for full-time students is \$150.

Students who now reside in NY State but who have had an address out of the state must submit proof of NY 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, NY 10021. If, at the time of registration, proof of NY State residence has not been approved, students must pay out-of-state tuition; if acceptable proof is submitted and subsequently approved by the Registrar's Office during the semester, a refund can be applied for from the Bursar's Office.

### Student Fee

A non-refundable student fee of \$7.85 is charged all students each semester (fall, spring) at registration.

### Other Fees (non-refundable)

Application (for matriculation and non-matriculation)—\$25 payable at the time of filing application for admission.
Late registration \$15
Schedule adjustment (no fee)
Change of program \$10
Maintenance of matriculation \$250.00—resident, \$403.00—out-of-state and foreign, per semester. (No student fee required.)
Absentee and special examinations \$15 for first exam each semester \$5 for each additional exam each semester \$25 per semester maximum
Duplicate identification card \$5
Comprehensive examination \$15 (teacher education program curricula only)
Thesis binding fee \$15 for binding the original copy of the master's thesis typed on bond paper. Two copies are left at the appropriate divisional dean's office—the original and a photocopy or typed duplicate of the original. (Special paper is not required for the second copy.)
Duplicate receipt \$1
Transcript of records \$4
Readmission \$10
Returned check processing \$15

Application for transcripts, certifications, and other statements relating to the student's record should be addressed to the Transcript Division of the Registrar's Office with correct remittance.

The application must 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 Hunter. The fee for the issuance of transcripts is waived when the transcript is to be forwarded from one unit of the City 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 catalogue 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 fees or tuition, payments already made to the College will be treated as a partial payment. Students will be notified of the additional amount due and of the time and method of payment.

### Refund Policy

Students may withdraw from courses (in person or by mail) by filing with the Bursar's Office a change of program form approved by the Registrar'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 dropped courses will be made in accordance with the following schedule (see calendar for specific dates):

	Fall and Spring Semester	Summer Session
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 student fee (where applicable) will be made in the event that either courses or a student's registration is cancelled by the College. Only in these circumstances, or in case of induction into the armed forces, Peace Corps, or VISTA, will the student fee be refunded.

## Financial Aid

North Building room 241

The Office of Financial Aid administers federal and state grant, loan, and work-study programs to assist students who need financial help to attend Hunter.

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 may be obtained from the Financial Aid Office, unless otherwise indicated.

### 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 \$25,000 for the previous calendar year. (Adjustments are made for number of family household members attending college full-time.)

Students are subject to Academic Progress and Program Pursuit. Specific details are available in the Financial Aid Office.

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 semester for which the student is applying, a US citizen or permanent resident, and a matriculated full-time student.

Assistance is given according to financial need. Awards at Hunter College range from \$50 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, NY 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 semester should apply immediately after acceptance. Application must be made annually. Completed applications should be mailed to: The University Application Processing Center, PO Box 136, Bay Station, Brooklyn, NY 11235.

### CUNY Graduate Tuition Waivers

A limited number of partial waivers are made available to graduate students annually. Because 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 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 8% (for first time borrowers) interest begins 6 months after graduation. An annual insurance premium of .25% of the amount of the loan and a 5% origination fee are payable in full at the time the check is issued.

Currently, all applicants with family income of \$30,000 or above are subject to a needs analysis; for 1985-86 it has been proposed that all applicants, regardless of income, will be subject to a needs analysis.

To be eligible, an applicant must be a US citizen or permanent resident and be registered for courses totaling at least 6 credits.

NYSHESC applications are available from participating banks. Applicants must submit the NYSHESC form and packet (available at Financial Aid) and appropriate income documentation to the Financial Aid Office. Applicants subject to needs analyses must also submit a completed CUNY Student Aid Form (CSAF).

### Auxiliary Loans to Assist Students (ALAS)

Graduate and professional students will be able to borrow the ALAS amounts in addition to their Guaranteed Student Loans. The total amount borrowed in any year cannot be greater than the cost of going to school in that year, minus all other financial aid received for the period of the loan. Costs that may be covered include tuition and fees, room and board, books, travel, and an allowance for personal expenses.

The annual interest rate is 14%. Students will be billed quarterly for interest payments while in school. There is an insurance premium—.50% for each year the student will be in school plus 6 months—payable at the time of disbursement. The bank may reduce the loan check by the amount of the premium. Repayment of the loan principal is deferred only while the student remains in full-time attendance at college.

Students may apply using the regular Guaranteed Student Loan Program application forms available from participating NY State lending institutions.

### National Direct Student Loan (NDSL)

The National Direct Student Loan (NDSL) is a federally funded 5% loan available to matriculated students enrolled for at least 6 credits per semester who are US 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. Repayment and accrual of interest on the unpaid balance do not begin until 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.

### 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 at the College or at public and non-profit agencies that have a current work-study contract with the University or Urban Corps. To apply for this program, students must be matriculated and enrolled for at least 6 credits. Eligibility depends on the student's need for employment to defray College expenses. With the approval of CUNY Central Office and/or Urban Corps, a recipient may work up to 20 hours a week while attending classes. 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.

### Emergency Loan Policy

The emergency loan program was established to assist students with immediate essential needs, such as carfare and lunch during the school day. The program makes provision for emergency loans to be given as a substitute for financial aid checks not available on distribution dates because of College error. Emergency loans cannot be given unless the student has a visible method of repayment. All loans must be repaid within 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 Hunter 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, charge accounts, medical expenses, utilities, rent, and similar items.
4. Security fees and real estate fees for apartments.
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 suitable alternatives.

Additional information is available in the Financial Aid Office and in the library under "Personal Reserve: Scafidi."

**Special Note:** The effective date of the above program descriptions is March 1985. Subsequent legislative changes by the US Congress could alter the conditions of these programs. Check with the Financial Aid Office for updated information.

### 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 advisors about such assistantships.

### Social Work Fellowships and Grants

A number of tuition grants are awarded by the School. In addition, various public and voluntary agencies provide financial assistance in the form of stipends, scholarships, fellowships, and traineeships.

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. 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, Hunter College School of Social Work, 129 East 79th St., New York, NY 10021.

### Traineeships in Nursing

Traineeships are offered through grants from the US Department of Health and Human Services. Information may be obtained from the Office of Nursing Academic Support Services, Hunter-Bellevue School of Nursing, 425 East 25th St., New York, NY 10010.

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

Some traineeships are available through grants from the US Department of Education.

For information concerning communication sciences grants, write to: Director, Communication Sciences Program, School of Health Sciences, 425 East 25th St., New York, NY 10010. For the rehabilitation counseling grants, write to: Coordinator, Rehabilitation Counseling Program, 695 Park Avenue, New York, NY 10021.

### Fellowships in Environmental Health Science

The School of Health Sciences has 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, 425 East 25th St., New York, NY 10010.

### Veterans

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

### Divisional Scholarships

Endowment funds, established in the name of former Hunter College faculty members, provide scholarships for graduate students:

The Beatrice Goldstein Konheim Graduate Scholarship in the Life Sciences

The Harry L. Levy Graduate Scholarship in the Humanities

The Mina S. Rees Graduate Scholarship in the Sciences and Mathematics

The Ruth G. Weintraub Graduate Scholarship in the Social Sciences

### The George N. Schuster Master's Thesis Award

Contact divisional offices for further information.



*Hunter's new buildings are designed so that students who want to work without distractions can always find a quiet corner.*

## 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 advisor after it is determined that the student has adequate prior preparation.

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

### Students Matriculated at Hunter Taking Courses at Other Institutions

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, at least one week prior to the date scheduled for filing permits at that unit or university, a written recommendation from their graduate advisors 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 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 semester should not register at another institution in courses for which they expect Hunter College credit unless they ascertain that the final grades will be sent from that institution to Hunter in advance of the date of commencement.

### Students Matriculated at Other Colleges of the City University

Students matriculated in a graduate program at any other branch of the City University who want to register for a course or courses

at Hunter College are required to file, prior to registration, a statement from the Registrar of their college certifying that they are matriculated in the graduate program, giving them permission to pursue specified graduate courses at Hunter College, and affirming that, upon satisfactory completion, the courses will be credited toward the degree at the home college.

Students who have registered in courses for the appropriate semester at their home colleges should also present their student receipts to Admissions, North Building, room 203.

### Maintaining Matriculation

A matriculated student who is not registered for any courses but is completing other degree requirements for graduation must complete the registration procedure by registering to maintain matriculation (see page 9 for maintenance of matriculation 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 advisor. Leaves are approved only for documented disabling illness, maternity, military service, or other unusual circumstances. Leaves may be approved up to a maximum of any 2 semesters (see Readmission, page 8).

Leave of absence forms may be obtained in the Registrar's Office, North Building, room 217.

### Unapproved Leaves

Students failing to register for a regular semester will be dropped automatically from the active student file. If they wish to return, they must apply for readmission. In all cases of non-attendance, students must still observe the time limitations for the master's degree (see page 8).

*Disabled students find Hunter classrooms readily accessible, and the College provides many services to welcome and assist students with disabilities.*



## General Information

### Change of Name or Address

Any change of name or address should be reported at once to the Office of the Registrar and to the appropriate graduate advisor. In the case of a change of address, the post office at the former address should be notified to forward the mail.

### Withdrawal from Courses

Any course from which a student officially withdraws after the 3rd week of courses and before Monday of the 7th 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 on or before the deadline. A student should notify the graduate advisor of any such course withdrawal.

After the 7th week of the term, all official withdrawals must have the approval of the graduate advisor 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 or equivalent course where required in the particular graduate program.
- WU = Unofficial Withdrawal (counts as failure).

In the School of Social Work the H, CR, NCR grading system is mandatory. These grades, which carry no quality points, 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 a B or an A. 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 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.

After the posting of grades, the Registrar's office will notify graduate advisors of students whose grades fall below 3.0. Those students will receive warning notices that they have one probationary semester within which to raise their GPAs. Students who fail to raise their averages sufficiently will be dropped from their programs.

### Minimum GPA for Graduation

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

A student's record is 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 students taking 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 that course work (other than final examination) was not completed. A penalty for lateness—a reduced grade in the incomplete course—may be assessed. INC grades must be removed within one year after the INC was entered by completing the course requirements. If not removed within one year, the grade remains INC permanently.

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.

Students are automatically classified as full-time during any given semester if they are taking 12 credits. They may be certified full-time if they are taking less than 12 credits but are pursuing additional academic work that is required for the degree and that amounts to full-time study, such as 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 ask their graduate advisors 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 semester.

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

### Notification

This catalogue is published less than annually, and some of the material may become outdated. For updated information, please contact the Office of Admissions or the specific school or 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 is 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

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:

- Curriculum
- Academic Requirements and Standards

#### Instruction and the Evaluation of Teaching 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 2 years. The elected officers of the Senate include the Chairperson, Vice-Chairperson, and 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 2 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 semester.

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. Members are 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.

#### Hunter College Ombudsman

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.

## Student Services and Facilities

### Academic Computing Services

Academic Computing Services maintains and operates a Remote Job Entry Site and a computer laboratory which interface with the CUNY University Computer Center over a high-speed data channel. The CUNY system includes 2 IBM 3081 computers and an IBM 3033 computer. The ACS data laboratory is equipped with 2 high-speed printers, CRT terminals which are multiplexed to the mainframe, and several IBM PC's. The facilities are available to faculty and students for instructional and research computing.

The laboratory also serves as a data archive; current holdings include major nationwide voting studies and cross-national surveys. ACS is the repository for data from the Inter-university Consortium for Political and Social Research.

Consulting on instructional and research projects is provided free of charge, and a documentation, manual and software library is maintained.

Academic Computing Services is located in North Building, room 1001; telephone: (212) 772-5525.

### Auditoria

**Hunter College Assembly Hall** The Hunter College Assembly Hall seats 2,185 and is suitable for concerts, lectures, films, commencements, and variety programs.

**Hunter College Playhouse** The Hunter College Playhouse seats 692 and has full stage facilities for theatrical and operatic productions, recitals, and chamber music performances.

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

### Career Counseling and Placement

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

Students who wish to use these services should file their credentials with the office and make an appointment 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.

Students who wish to have career counseling may make an appointment with a counselor at any time by coming to East Building, room 812, or calling (212) 772-4851 Monday through Friday from 9:00 am to 5:00 pm for an appointment.

### Center for Communication Disorders

The Center for Communication Disorders, at 425 East 25th St, room 133, provides a wide variety of diagnostic and therapeutic services for individuals with speech, language, and hearing disorders. These services are available to Hunter College students at reasonable fees.

A part of the School of Health Sciences, the Center is dedicated to an interrelated program consisting of clinical preparation of speech/language pathologists and audiologists, service to the community for persons with speech or hearing difficulties, and research in speech and hearing.

Appointments can be made at the Center or by calling (212) 481-4464.

### Disabled Student Services

Assistance is available to help give students with disabilities an accessible learning environment.

Services include early registration, counseling, advising, alternate testing, proctors, notetakers, volunteer readers, support groups for learning disabled and visually impaired students, and a Disabled Student Organization.

Equipment includes Visualtek (print enlarger), large print computer, large print typewriter, Versabril system, braille writer, 4-track tape recorders, and public phone amplifiers. Individual reading rooms are available on the 2nd floor of the Wexler Library in the East Building.

An opportunity for students with disabilities to have an experience working in the business sector is provided through a demonstration grant from the NY State Department of Education to Hunter's Department of Educational Foundations. For information, contact the Rehabilitation Counselor at 772-4731/4733.

The Department of Health and Physical Education conducts an adapted physical education program (Project Happy) for disabled

young adults on Saturdays from 11-3:00 pm at the Brookdale Campus, 425 East 25th Street. Swimming, bowling, wheelchair sports, and various other sports activities are available. Contact the department chair, West Building, room 1130, 772-4640.

### **General and Psychological Counseling**

It is not unusual for graduate students to experience problems which involve both their own search for identity and their relationships with other people. Speaking with a trained counselor for just a few sessions often can make a great difference. When appropriate, counselors will assist students to arrange for professional help outside the College. All meetings with counselors are confidential.

Appointments may be made with counselors in the Office of Student Services, East Building, room 1119.

### **Dormitory Facilities**

The Hunter College Residence Hall is located at 425 East 25th St. and houses 519 undergraduate and graduate students. All rooms are single occupancy and contain basic furnishings. Each floor has a main lounge, bathroom facilities, and a kitchen.

There is a \$60 application fee. For more information, contact the Residence Hall Office.

### **Graduate Students Association**

All registered graduate students except those who do not pay the student fee because they are "maintaining matriculation" are members of the Graduate Students Association (GSA) and may use the services provided by the Association, which include use of the graduate lounge and attendance at 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. Graduate students are encouraged to participate actively in the affairs of the association.

### **Hunter Galleries**

The Hunter College Art Gallery, located on the ground floor of the West Building, has periodic exhibitions of general interest to the College community. The gallery program concentrates on ideas and theory in the arts. Catalogues, with scholarly essays, are published to augment the exhibitions. All proposals should be addressed to the Gallery Committee, c/o the Department of Art.

A Student Gallery, with a program of MFA and BFA thesis shows, is located in Thomas Hunter Hall, room 106.

### **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.

### **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 laboratory is located in the North Building, room 1239.

### **The Jacqueline Grennan Wexler Library**

The Jacqueline Grennan Wexler Library—Hunter College's central library—occupies floors B2 through 7 of the East Building. Branch libraries are located at the School of Social Work and at the Brookdale Health Science Center. The central library of almost 500,000 volumes is entered at the 3rd floor walkway level. There one can find the circulation desk, the central on-line catalogue, and the reference collection. Reserve books, special collections, music books, and listening stations are on the 2nd floor. Education books and related teacher education materials are on the 1st floor. Current journals, along with appropriate indexes and abstracts, microforms, and government publications, are on the 4th floor, with bound journals on the 5th floor. Floors B2, B1, 6 and 7 hold the main book collection, arranged on open shelves. The library of the Center for Puerto Rican Studies is at the west end of the 7th floor.

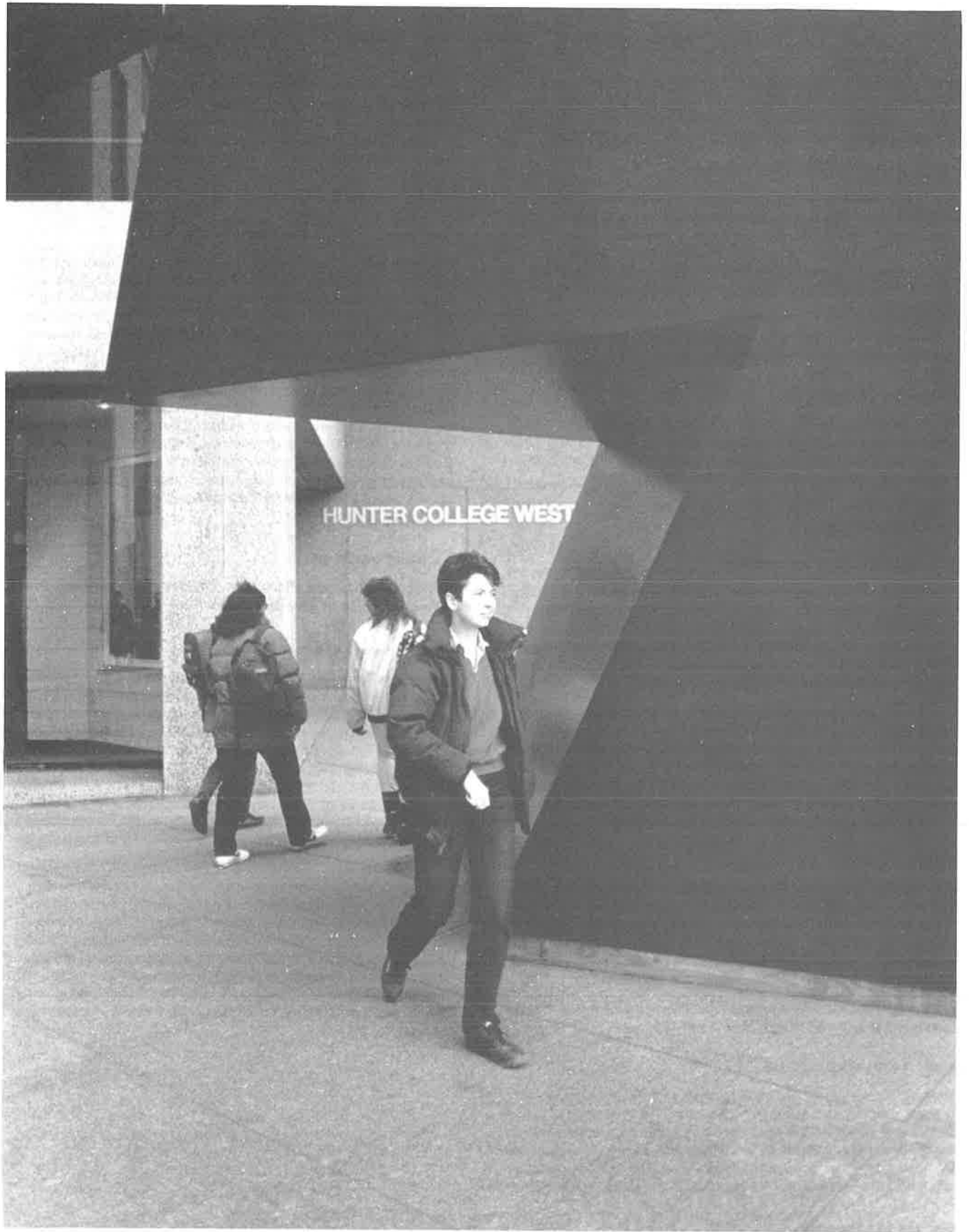
### **Teacher Placement**

The Office of Teacher Placement provides professional teacher placement services. For details, see p. 29.

### **Urban Research Center**

The Urban Research Center was established 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 clearinghouse 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, intergovernmental relations, urban ecology, and urban juvenile delinquency. 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.



*Partial view of sculpture by the late Tony Smith, noted sculptor and long-time Hunter College faculty member, which stands at the entrance to the new West Building. The works of well-known artists who taught or teach at Hunter, as well as those of illustrious alumni, are found throughout the campus.*

## Anthropology

**Chair** Daniel G. Bates, North Building room 723 phone 772-5410  
**Graduate Advisor** Thomas H. McGovern, North Building room 701

### FACULTY

**Daniel G. Bates**, Professor and Chair; PhD, Michigan; Ecological Studies, Economic and Political Anthropology, Middle East  
**Edward H. Bendix**, Professor; PhD, Columbia; Linguistics, Semantics, Creole Languages, Nepal  
**Johanna B. Cole**, Professor; PhD, Northwestern; Cultural Anthropology, Caribbean, Afro-American Studies, Women's Studies  
**Francis P. Conant**, Professor; PhD, Columbia; Cultural Anthropology, Ecology, Africa, Satellite Sensing of Subsistence Systems and Settlements  
**Carol R. Ember**, Professor; PhD, Harvard; Psychological Anthropology, Social Organization, Cross-cultural Research, Quantitative Methods  
**Melvin Ember**, Professor; PhD, Yale; Cultural Anthropology, Cross-cultural Research  
**Rena C. Gropper**, Professor; PhD, Columbia; Applied Anthropology, Medical Anthropology, Gypsies, South Asia, Tibet  
**Daniel R. Gross**, Professor; PhD, Columbia; Social Change, Ecological and Economic Studies, Latin America  
**Gregory A. Johnson**, Professor; PhD, Michigan; Archaeology, Complex Societies, Middle East  
**Susan H. Lees**, Professor; PhD, Michigan; Ecological Studies, Economic Anthropology, History of Anthropological Theory, Peasant Studies, Mesoamerica  
**Louise Lennihan**, Assistant Professor; PhD, Columbia; Agrarian Society, Economic Anthropology, Development, Social History, Africa  
**Thomas H. McGovern**, Associate Professor; PhD, Columbia; Archaeology, Paleocology, Faunal Analysis, Norse Inuit Cultures  
**Sally McLendon**, Professor; PhD, California, Berkeley; Linguistics, Stylistics, Text Analysis, North America  
**John F. Oates**, Associate Professor; PhD, London University; Physical Anthropology, Primatology, Ecology  
**Burton Pasternak**, Professor; PhD, Columbia; Kinship and Social Organization, Ecology, China  
**Alphonse Riesenfeld**, Professor Emeritus; PhD, University of Vienna; Experimental and Physical Anthropology, Archaeology, Oceania  
**Frederick Szalay**, Professor; PhD, Columbia; 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 general anthropology within the City University. The program has a commitment to a 4-field approach to graduate training, requiring a substantial background in ethnology, physical anthropology, anthropological archaeology, and anthropological linguistics, in order to prepare students for flexibility in future careers in research, teaching, and related fields.

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 MA students are accepted in PhD programs before completing requirements for the Hunter MA degree. Many students go on for training in the doctoral program in anthropology at the CUNY 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.

Students are encouraged to participate in faculty research, much of which is externally funded, providing limited opportunities for

part-time employment. Write or telephone the graduate advisor 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 cr beyond the BA degree.
2. The program of study must be chosen to fulfill a general knowledge in all 4 fields of the discipline: anthropological linguistics, anthropological archaeology, ethnology, and physical anthropology.
3. A comprehensive examination, testing MA candidates in all 4 fields. The examination is normally taken after completion of at least 24 cr.
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 course 45 hrs, including conferences, 3 cr. All students must consult with the graduate advisor before registering for any course.*

#### Ethnology

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

#### ANTH 702 Seminar in Ethnology

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

**ANTH 704 Field Research** Introduces 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 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** Analysis of cultural varying system of production and exchange with emphasis on sources of change in developing world.

**ANTH 712 Hunters and Gatherers** Analyzes both modern and prehistoric foraging societies with particular emphasis on 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, objectives, methods, and achievements of cross-cultural research.

**ANTH 715 Cultural Ecology** Evolutionary view of 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** Cross-cultural aspects of development work in US and abroad. Theoretical foundations and practical aspects with emphasis on necessary ancillary skills.

**ANTH 720 Political Anthropology** 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 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 in depth some of the major ethnological problems arising in that region through readings, guided research, and discussion.

**ANTH 726 Ethnology of Africa**

**ANTH 727 Ethnology of Europe**

**ANTH 728 Ethnology of Near East**

**ANTH 729 Ethnology of Southeast Asia**

**ANTH 730 Ethnology of China and East Asia**

**ANTH 731 Ethnology of Caribbean**

**ANTH 732 Ethnology of Latin America**

**ANTH 734 Ethnology of South America**

**ANTH 735 Ethnology of North American Indians**

## Archaeology

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

**ANTH 751 Seminar in Archaeology** Each of the following advanced seminars deals with a set of theoretical and methodological topics related to current developments in archaeology:

**Regional Analysis** – a survey and discussion of approaches to the analysis of ancient settlement patterns.

**Faunal Analysis** – an introduction to methods and theoretical problems involved in the use of animal bone evidence for prehistoric economies.

**Analytical Methods** – an introduction to a range of methods of data management and analysis in archaeology; includes training in the use of microcomputers.

**Field Methods** – an introduction to the problems of practical field research design in archaeology and basic field techniques. Use of basic surveying equipment is covered, with extensive hands-on experience provided.

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

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

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

**ANTH 759 Archaeology of Europe**

**ANTH 760 Archaeology of Africa**

**ANTH 761 Archaeology of Near East**

**ANTH 762 Archaeology of New World**

**ANTH 763 Archaeology of Mesoamerica**

## Linguistics

**ANTH 770 Linguistics (Core Course)** 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 perm. inst.

**ANTH 773 Grammatical Analysis and Theory** Prereq: ANTH 770 or perm. inst.

**ANTH 775 Linguistic Field Techniques and Methods** Prereq: ANTH 770 or perm. inst.

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

**ANTH 777 Language and Culture** Role of language, dialect, and bilingualism in social life, including language of 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 viewpoint of biological anthropology, course examines environmental factors that affect distribution, growth, and senescence of human populations.

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

**ANTH 794 Primate Ecology and Behavior** Focuses on 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.

**ANTH 795 Primate Paleontology** Survey of primate evolutionary history using fossil evidence to interpret 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.

## Thesis

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

## Independent Study or Research

**ANTH 785, 786 Independent Study or Research in Anthropology** 3 cr each. Directed research in any of the 4 subdisciplines on topic chosen by student. Perm. inst and grad advisor required prior to registration.

## Art

**Chair** Sanford Wurmfeld, North Building room 1608 phone 772-4990  
**Graduate Advisors** Antoni Milkowski (Studio and TEP); Mary Moore (Art History), North Building room 1605 phone 772-5052/3

### FACULTY

#### STUDIO

**Roy DeCarava**, Professor; Cooper Union  
**Mark Feldstein**, Professor; MA, Hunter  
**Julius Goldstein**, Associate Professor; Brooklyn Museum School  
**Ron Gorchov**, Assistant Professor; Art Institute of Chicago  
**George Hofmann**, Associate Professor; Akademie der bildenden K nst.  
 Nuremberg, Germany  
**Ralph Humphrey**, Professor; Youngstown University  
**Robert Huot**, Associate Professor; BS, Wagner  
**Doris Kennedy**, Professor; MA, Hunter  
**Lyman Kipp**, Professor Emeritus; Pratt Institute  
**Vincent Longo**, Professor; Cooper Union  
**Antoni Milkowski**, Professor; BA, Kenyon  
**Robert Morris**, Professor; MA, Hunter  
**Douglas Ohlson**, Professor; BA, Minnesota  
**Anthony Panzera**, Associate Professor; MFA, Southern Illinois  
**Ray Parker**, Professor; MFA, State University of Iowa  
**Susan Peterson**, Professor; MFA, New York State College of Ceramics  
**Robert Swain**, Professor; BA, American University  
**Mac Wells**, Associate Professor; BA, Oberlin  
**Sanford Wurmfeld**, Professor and Chair; BA, Dartmouth

#### ART HISTORY

**Ulku Bates**, Professor; PhD, Michigan  
**Mirella D'Ancona**, Professor Emeritus; PhD, University of Florence, Italy  
**Wayne Dynes**, Associate Professor; PhD, NYU  
**Eugene Goossen**, Professor; Certificat, Facult  des Lettres, Sorbonne  
**Rosalind Krauss**, Professor; PhD, Harvard  
**Mary Moore**, Professor; PhD, NYU  
**Janet Rearick**, Professor; PhD, Harvard  
**Richard Stapleford**, Associate Professor; PhD, NYU  
**Lisa Vergara**, Associate Professor; PhD, Columbia

The Art Department's philosophy of the development of the art student's critical and analytical visual thinking 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 of its accessibility to the changing ideas and forms of contemporary art.

The following programs are offered: MFA in Creative Art, MA in Teacher Education, MA 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, 2 letters of recommendation, etc.) should be supplied as soon as possible. MFA and Teacher

Education applicants are not required, but are recommended, 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 must 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 also 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 Advisor, Studio/TEP, Department of Art, Hunter College, 695 Park Avenue, New York, NY 10021, immediately after they return their completed application to the Office of Graduate Admissions. Ten slides (as well as typed slide list) should be placed in a transparent presentation binder (9" x 12"). Each slide, as well as the binder, must 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 Teacher Education applicants. Applicants will be notified of their interview date. (Out-of-state applicants are not required, but are recommended, to attend an interview.)

**Art History** The applicant must have completed at least 18 credits of undergraduate courses in art history. Reading knowledge of a foreign language (French, German, or Italian) is required.

#### Departmental Requirements for the Degree

##### MFA in Studio Art (48 cr)

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 MFA Project, ARTCR 791.

##### MA in Art History (30 cr)

1. Candidates for the art history concentration may take up to 9 cr, 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 French, German, or Italian. The language examination is given in the fall and spring semesters. Dates to be posted.
4. Examination: A comprehension examination in the history of art is required of all candidates and is given in the fall and spring semesters. Dates to be posted.
5. ART H 799 Thesis Research (3 cr) is an elective.
6. No more than 9 cr may be taken at an outside institution (including the Graduate Center) for credit toward the MA in Art History. Permission of graduate advisor required.

##### MA Program for Secondary School Teachers of Art

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

1. 6 cr in the history of art: ART H 621 Modern Art I (3 cr) and additional credits to be selected.
2. 9 cr in studio art; ARTCR 601 Advanced Problems in Design (3 cr) is recommended.

3. ARTCR 790 Thesis Project (3 cr).
4. 6–9 cr in professional education courses (see p. 37).
5. 6 elective cr 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.

## COURSE LISTINGS

*Each course 45 hrs, 3 cr, unless otherwise noted.*

### Studio Courses

**ARTCR 601 Advanced Problems in Design** Studio for design with emphasis on contemporary concepts. Students are given opportunity to carry out problems in a specialized field of design.

**ARTCR 611, 612, 613 Advanced Painting I, II, III** Individual tutorial with full-time faculty member. MFA majors in painting only.

**ARTCR 621, 622, 623 Advanced Sculpture I, II, III** Development of creative expression in sculpture, including research projects in various media. Individual tutorial with full-time faculty member. MFA majors in sculpture only.

**ARTCR 625, 626, 627 Advanced Graphic Arts I, II, III** 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 latest experimental methods. Individual tutorial with full-time faculty member. MFA majors in graphics only.

**ARTCR 629 Combined Media** Explorations in various experimental media such as environmental, conceptual, film, video, etc. Individual tutorial with full-time faculty member.

**ARTCR 631, 632, 633 Advanced Photography I, II, III** Advanced projects in photography ranging from photojournalism through formal and experimental multimedia imagery. Individual tutorial with full-time faculty member. MFA majors in photography only.

**ARTCR 635, 636, 637 Advanced Ceramics I, II, III** Individual tutorial with full-time faculty member. MFA majors in ceramics only.

**ARTCR 640, 641, 642 Advanced Drawing I, II, III** A studio elective for MFA students.

**ARTCR 651, 652, 653 Seminar in Two-dimensional Art I, II, III** Coreq: to be taken simultaneously with 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), or ARTCR 640, 641, 642 (Advanced Drawing I, II, III). A weekly seminar to discuss students' work and related topics.

**ARTCR 655, 656, 657 Seminar in Three-dimensional Art I, II, III** Coreq: to be taken simultaneously with either ARTCR 621, 622, 623 (Advanced Sculpture I, II, III) or ARTCR 635, 636, 637 (Advanced Ceramics I, II, III). A weekly seminar to discuss students' work and related topics.

**ARTCR 661 Seminar in Combined Media** Coreq: to be taken simultaneously with ARTCR 629 (Combined Media). A weekly seminar to discuss students' work and related topics.

**ARTCR 750 Independent Study in Studio Art** 1, 2, or 3 cr. Prereq: perm. grad advisor. (Course restricted to TEP students)

**ARTCR 751 Special Topics in Studio Art** Special projects in photography, ceramics, color theory, three-dimensional form theory, and related topics.

**ARTCR 790 Thesis Project** 3 cr. Limited to matriculated students in MA and Teacher Education Programs. Prereq: perm. grad advisor.

**ARTCR 791 MFA Project** 6 cr. Limited to matriculated students in MFA program who have completed 42 grad cr. Independent research toward the MFA project under direction of faculty member.

### Lecture Courses

**ART H 602 Research Methods of Art History** Offered every sem. Training in bibliographical materials and research methods through examination of special problems in art history and writing of research paper.

**ART H 619 Greek Art** Offered Fa. Greek sculpture and painting from Geometric to Hellenistic period. Emphasis on masterpieces of Archaic, Classical, and Hellenistic eras.

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

**ART H 621 Modern Art I** Offered Fa. Origins and history of modern art in 19th century.

**ART H 622 Modern Art II** Offered Sp. Modern art in 20th century.

**ART H 623 Renaissance Art I** Offered Fa. Studies in art of 14th and 15th centuries.

**ART H 624 Renaissance Art II** Offered Sp. Studies in art of 16th century.

**ART H 625 Baroque Art** Offered Fa. Studies in art of 17th century.

**ART H 636 Chinese and Japanese Art** Offered Sp. Studies in Chinese and Japanese painting.

**ART H 637 Medieval Art I** Offered Fa. Studies in art of early Middle Ages.

**ART H 638 Medieval Art II** Offered Sp. Studies in art of later Middle Ages.

**ART H 641 Islamic Art** Offered Fa. Art and architecture of Islamic world from Spain to India.

### Seminars

**ART H 722 Seminar in Contemporary Art** Offered Fa. Research topics related to recent trends in modern art.

**ART H 724 Seminar in Renaissance Art** Offered Sp. Research topics from art of Renaissance.

**ART H 725 Seminar in Religious Iconography in Italian Renaissance** Not offered every sem. Renaissance themes and their origins in Medieval and Ancient literature.

**ART H 729 Seminar in American Art I** Offered Fa. Studies in art and architecture of Colonial and Federal periods.

**ART H 730 Seminar in American Art II** Offered Sp. Studies in art and architecture of 19th and 20th centuries.

**ART H 731 Early Netherlandish Painting** Offered Fa. Studies in art and architecture of 19th and 20th centuries.

**ART H 734 Theory and Criticism of Art** Offered every sem. Discussion of assigned readings from history of art criticism as background for consideration of problems in critical approach to contemporary art.

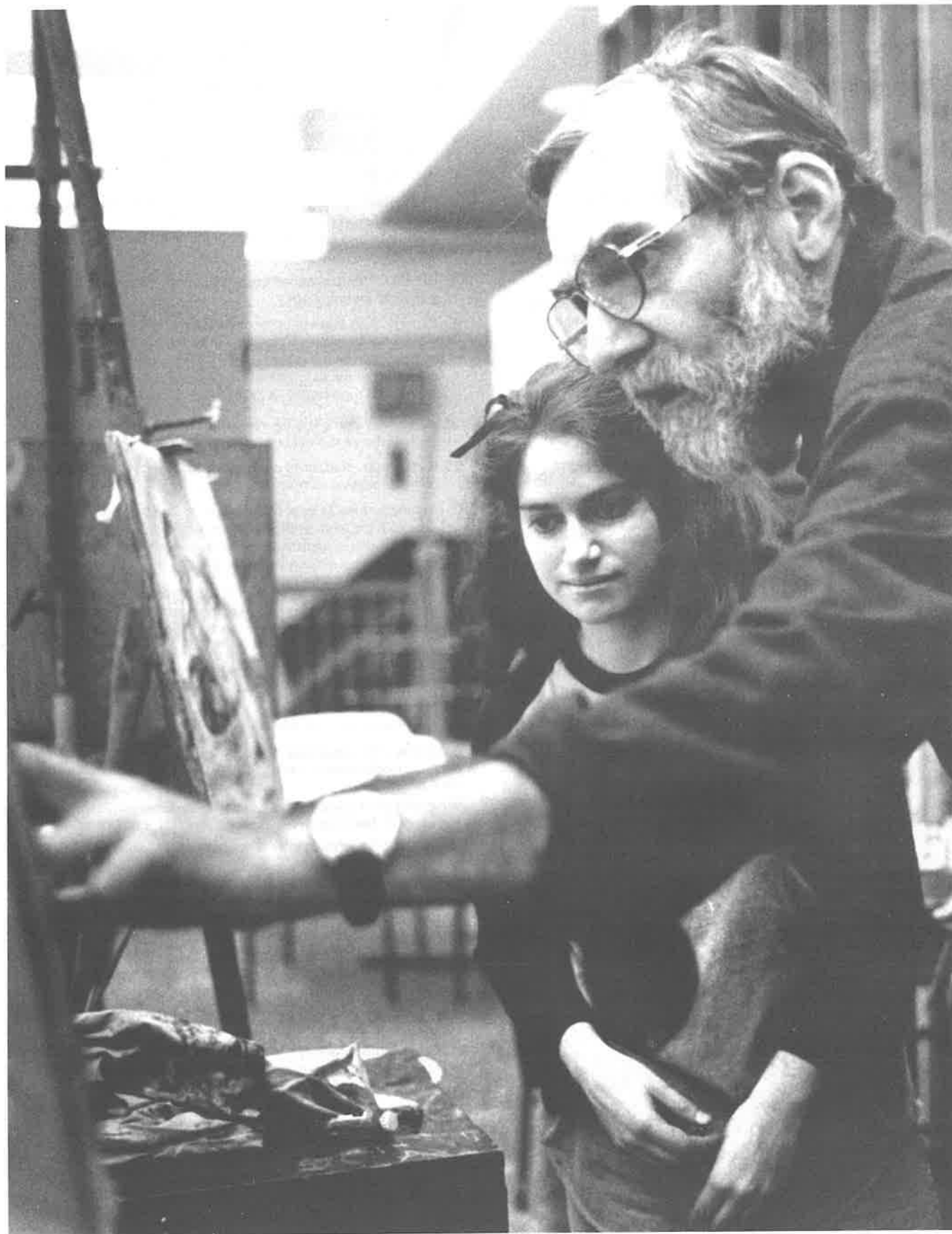
**ART H 760 Architecture and the City** Not offered every sem. Problems in history of the city and its architecture with emphasis on space and form relationships. Open to students in Master in Urban Planning program; may be credited toward either concentration.

**ART H 780 Special Topics in Art** Topics in recent years have included Art and Music, Pre-Columbian Structures of the Western Hemisphere, Art and Psychology, Art and Anthropology, Architecture of Italian Renaissance, Seminar on Giotto, Greek Vase Painting, Color Theory in Relation to Painting.

### Independent Research Courses

**ART H 755 Independent Study** 1–3 cr. Independent studies in history or theory of art under direction of faculty member.

**ART H 799 Thesis Research** 3 cr. Limited to matriculated MA students in art who have completed 20 grad cr. Independent research toward MA thesis under direction of faculty member.



*Professor of art Ralph Humphrey critiques the work of a student in one of Hunter College's teaching studios. In addition to space at the College, some studio space is available for Hunter MFA candidates off campus.*

## Biochemistry

**Graduate Advisors** Harvey L. Ozer, Department of Biological Sciences, North Building room 800; Maria Tomasz, Department of Chemistry, North Building room 1232

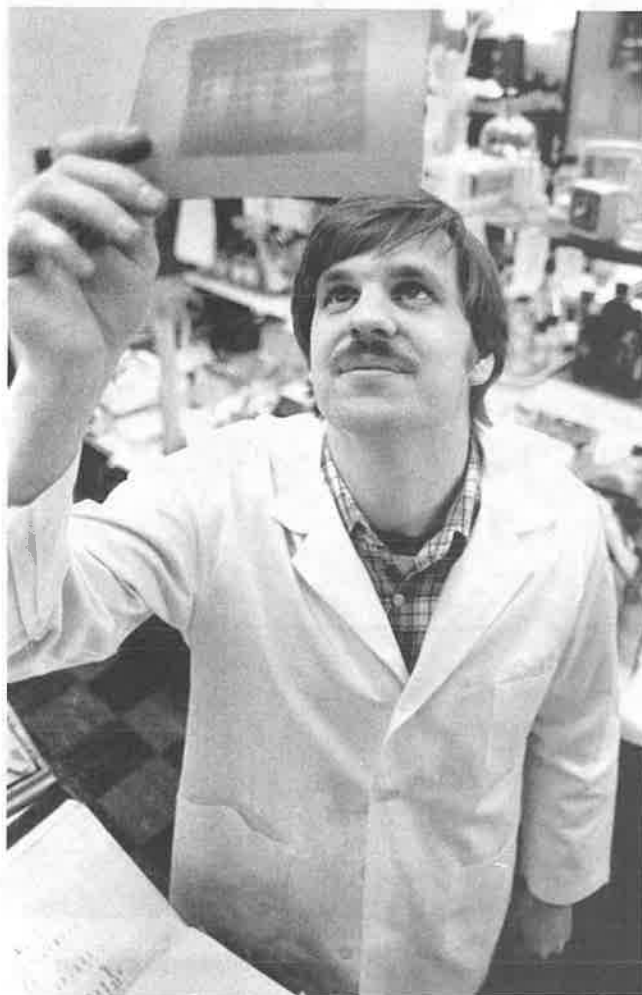
The interdisciplinary program in biochemistry is staffed by members of the Department of Biological Sciences and the Department of Chemistry.

The degree is offered either as a terminal degree or as the first year toward the PhD degree within CUNY. Both first-year courses and advanced courses are available at Hunter College and/or at the Graduate Center.

### Departmental Requirements for Admission

General admission requirements to Hunter's graduate programs 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 laboratory (one semester). Deficiencies may be made up during the first 3 semesters of graduate study.



### Departmental Requirements for the Degree

In addition to the general degree requirements in effect in the graduate programs in the arts and sciences, the student must complete the following courses:

1. BIOCHEM U710, U711
2. BIOCHEM 715.51, 715.52, 715.53, 715.54. These seminars must be taken during the first 4 semesters of the student's graduate training. A maximum of 4 cr 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 cr. 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 advisor.

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

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

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

### COURSE LISTINGS

*Each course 45 hrs, 3 cr, unless otherwise noted.*

**BIOCHEM U710 Advanced Biochemistry Lectures** Prereq: a 1-sem course in biochemistry or equiv and physical chemistry. Offered Fa at Graduate Center.

**BIOCHEM U711 (same as Biol 710.14) Basic Laboratory Techniques for Research in Biochemistry** 105 hrs lab and conf, 4 cr. Offered Fa.

**BIOCHEM 715.51, .52, .53, .54 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 writing a thesis as part of their requirements.

**BIO 710.13 Molecular Biology Lectures** 75 hrs, 5 cr. Prereq: 1 yr of organic chemistry. Offered Fa. Topics covered include structures and function of nucleic acids and proteins as well as bioenergetics.

**CHEM 640 Biochemistry I** Prereq: 1 yr of organic chemistry. Offered Fa. Proteins, enzymes, bioenergetics.

**CHEM 641 Biochemistry II** Prereq: CHEM 640 or BIO 710.13 or 300. Offered Sp. Metabolism, biochemical genetics, immunobiochemistry, hormones, muscle biochemistry.

*Graduate students in the Department of Biological Sciences can take part in research on the expression and replication of genes using methodologies that are in the forefront of molecular biology. The equipment shown to the right, which is used to obtain rapid information on the growth profile of cell populations, was purchased with funds donated by the Hunter Alumni Association.*

## Biological Sciences

**Chair** Joseph S. Krakow, North Building room 942

**Graduate Advisor** Rivka Rudner, North Building room 406A

**Minority Biomedical Research Support Advisor** James H. Wyche, North Building room 314

### FACULTY

**Winston A. Anderson**, Professor; PhD, Brown; Electron Microscopy

**Edward R. Balboni**, Associate Professor; PhD, Massachusetts; Bioenergetics

**Marcia D. Brody**, Professor; PhD, Illinois; Photosynthesis

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

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

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

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

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

**Ann S. Henderson**, Associate Professor; PhD, North Carolina; Developmental Biology

**Joseph S. Krakow**, Professor and Chair; PhD, Yale; RNA Synthesis

**Peter N. Lipke**, Associate Professor; PhD, California, Berkeley; Cell Surface Biochemistry

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

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

**Harvey L. Ozer**, Professor; MD, Stanford; Somatic Cell Genetics

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

**Shirley Raps**, Associate Professor; PhD, Illinois; Photosynthesis

**Rivka Rudner**, Professor; PhD, Columbia; Genetics

**Ezra Shahn**, Associate Professor; PhD, Pennsylvania; Thermodynamics

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

The Department of Biological Sciences has graduate and post-graduate 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, including 2 electron microscopes, a controlled and automated set of growth chambers for micro-organisms, cell culture facilities, and 2 animal rooms. A departmental machinist and electronics expert operate a fully equipped shop. There are approximately 30 PhD students in the department. An additional 30 candidates are engaged in full- or part-time MA programs.

All of the PhD students and many of the full-time students have teaching fellowships. Research fellowships are available under the Minority Biomedical Research Support Program (MBRS) 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 CUNY. Both introductory and advanced courses are available at Hunter College.

### Departmental Requirements for Admission

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

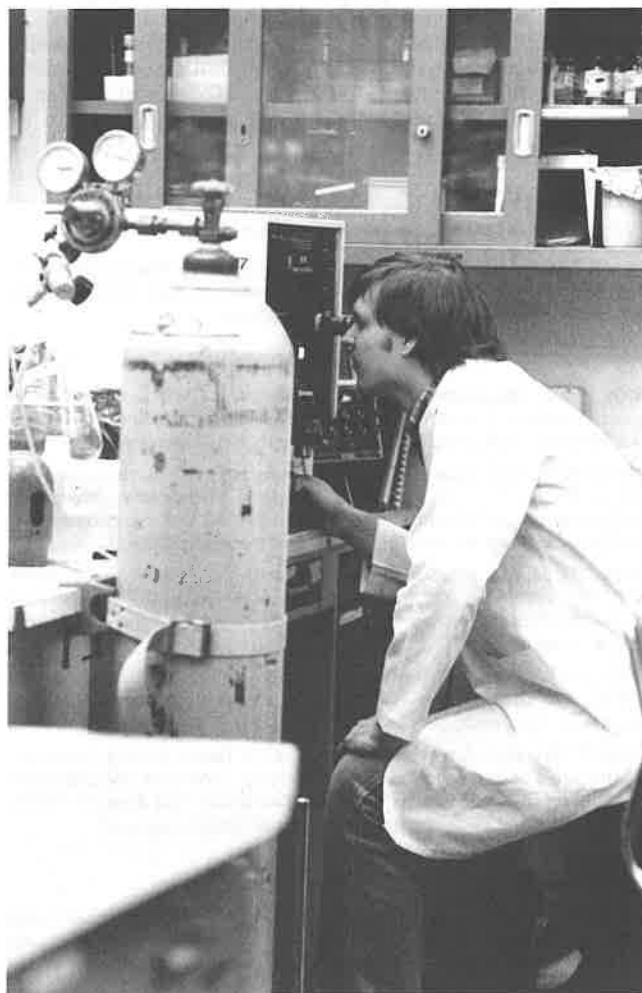
1. One year of organic chemistry, including laboratory.
2. One year of college physics.
3. One year of calculus.
4. An undergraduate major in biology, botany, physiology, zoology, chemistry, or physics. A minimum of 18 credits in the area of specialization should be presented. (Chemistry or physics majors 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 is planned with the graduate advisor so that it is concentrated in one of the following major areas: molecular biology, cell physiology, genetics, developmental biology, animal or plant physiology, or biophysics.

#### Required Courses

- BIOL 700.05 Genetics
- BIOL 710.13 Molecular Biology Lecture
- BIOL 714.01 Cell Biology
- BIOL 750.03 Developmental Biology



Up to 4 credits of tutorial are accepted toward the degree. Only one 600-level course (e.g., in another science such as biochemistry) may be credited toward the degree.

**Foreign Language** The candidate must demonstrate a reading knowledge of one foreign language. The languages are normally French and German or computer science language.

**Comprehensive Examination and Thesis** Students may fulfill requirements for the MA through either of the following plans:

#### Plan A

A minimum of 30 credits of course work plus a passing grade in a comprehensive written examination in 4 of the required areas. The comprehensive examination is given only in September. If the student passes with a grade of 40 or better, he or she can be admitted automatically to the PhD program.

#### 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 in research. The thesis must be approved by the student's advisor, 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, genetics, cell physiology, cell biology, 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

Each course 45 hrs, 3 cr, unless otherwise noted.

Prior to registration, students must obtain the approval of the instructor and/or graduate advisor 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. Prereq: 1 yr of organic chemistry. Offered Fa. Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; energy transformations.

**BIOL 710.14 Molecular Biology Laboratory** 105 hrs lab and conf, 4 cr. Coreq: BIOL 710.13 or comparable course in biochemistry. Offered Fa. Current procedures for study of cell metabolism; cell surfaces and recombinant DNA techniques; proteins, protein, and nucleic synthesis.

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

**BIOL 770.06 Fine Structure of Cells: Laboratory** 30 hrs lec demon, 90 hrs lab, 4 cr. Prereq: perm. inst. Offered Fa. 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. 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. Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression.

**BIOL 750.03 Developmental Biology** Prereq or coreq: BIOL 710.13 and 714.01. Offered Sp. Embryonic development, gametogenesis, fertilization, induction, cell differentiation, and neoplasia.

#### Physiology and Biophysics

**BIOL 720.01 Animal Physiology** 60 hrs, 4 cr. Prereq: BIOL 710.13 and 714.01. Physiological adaptations, neural and chemical control, circulation, respiration, salt and water metabolism, temperature regulation.

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

**BIOL 730.01 Plant Physiology** Prereq: BIOL 710.13 and 714.01 or equiv. Physiological processes in plants: permeability, absorption, solute translocation, nutrition, respiration, photosynthesis, and metabolism.

**BIOL 740 Introduction to Biophysics** Prereq: BIOL 710.13 and 714.01 and perm. inst. 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. inst.

#### Population Biology

**BIOL 705.03 Evolution** Mechanisms and processes of evolution, population genetics, speciation, and mega-evolutionary processes.

**BIOL 760.03 Ecology** Dynamics, development, and distribution of biotic communities and their component species.

## Chemistry

**Chair** David K. Lavalley, North Building room 1407

**Graduate Advisor** Klaus Grohmann, North Building room 1402

### FACULTY

**Edward J. Barrett**, Professor; PhD, Columbia; Organic Chemistry  
**David L. Beveridge**, Professor; PhD, Cincinnati; Physical Chemistry  
**Michelle S. Broido**, Assistant Professor; PhD, California, San Diego; Biophysical Chemistry  
**Joseph J. Dannenberg**, Professor; PhD, California Institute of Technology; Organic and Physical Chemistry  
**Jack C. Day**, Assistant Professor; PhD, California, Los Angeles; Organic Chemistry  
**Max Diem**, Associate Professor; PhD, Toledo; Physical Chemistry  
**Richard W. Franck**, Professor; PhD, Stanford; Organic Chemistry  
**Dixie J. Goss**, Assistant Professor; PhD, Nebraska; Biophysical Chemistry  
**Klaus Grohmann**, Associate Professor; Dr. rer. nat., Heidelberg; Organic Chemistry  
**William E. L. Grossman**, Associate Professor; PhD, Cornell; Analytical Chemistry  
**Charles E. Hecht**, Professor; PhD, Chicago; Physical Chemistry  
**David K. Lavalley**, Professor and Chair; PhD, Chicago; Inorganic and Bioinorganic Chemistry  
**Robert L. Lichter**, Professor; PhD, Wisconsin; Organic Chemistry  
**Louis Massa**, Professor; PhD, Georgetown; Physical Chemistry  
**Angelo Santoro**, Professor; PhD, Kansas; Organic Chemistry  
**William Sweeney**, Associate Professor; PhD, Iowa; Physical Biochemistry  
**Maria Tomasz**, Professor; PhD, Columbia; Biochemistry  
**M. H. J. Wijnen**, Professor; DSc, Louvain; Physical Chemistry

### MASTER OF ARTS

An MA in chemistry is no longer offered, but the department participates with the Department of Biological Sciences in an interdisciplinary program leading to an MA in biochemistry (see biochemistry listing).

## DOCTOR OF PHILOSOPHY

Students are encouraged to apply directly to the PhD program, which is offered through the CUNY Graduate Center. PhD dissertation research is carried out in the Hunter College Department of Chemistry. Contact the graduate advisor for further information.

## COURSE LISTINGS

**CHEM 620 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** Hrs to be arranged, variable credit.

**CHEM U810.1-810.4 Research for Doctoral Dissertation** Credits variable.

The courses listed below are offered at the CUNY Graduate Center. Consult the Graduate Center's course schedule for times and instructors. *Each course is 45 hrs, 3 cr.*

**CHEM U710 Advanced Inorganic Chemistry**

**CHEM U730 Polymer Chemistry**

**CHEM U740 Advanced Methods of Chemical Analysis**

**CHEM U750 Advanced Organic Chemistry I (Physical Organic)**

**CHEM U751 Advanced Organic Chemistry II (Organic Synthesis)**  
Prereq: CHEM U750 or perm. executive officer.

**CHEM U752 Quantum Organic Chemistry** Prereq: CHEM U750 and U760.

**CHEM U760 Introductory Quantum Chemistry**

**CHEM U761 Spectroscopy** Prereq: CHEM U760 or equiv.

**CHEM U770 Chemical and Statistical Thermodynamics**

For 800-level courses see the *Bulletin of the Graduate School*.

## Classics

**Chair** Tamara M. Green, West Building room 1425 phone 772-4960

Some members of the Hunter College Classics Department participate 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 42nd Street, New York, NY 10036. Phone 790-4477 or 4285.

## Communications

**Chair** John D. H. Downing, North Building room 334 phone 772-4949

The Department of Communications plans to offer an MA in communications beginning in September 1986. For information about the proposed program of study, contact Prof. J.D.H. Downing, Hunter College, 695 Park Avenue, New York, NY 10021.

## Economics

**Chair** Marjorie Honig, West Building room 1524 phone 772-5400  
**Graduate Advisor** Laura Randall, West Building room 1504

## FACULTY

**Deborah Black**, Assistant Professor; PhD, NYU; Corporate Finance, Microeconomic Theory, Money & Banking

**Howard Chernick**, Associate Professor; PhD, Pennsylvania; Public Finance, Urban Economics

**Martine Duchatelet**, Associate Professor; PhD, Stanford; Industrial Organization, Operations Analysis

**Herbert G. Geyer**, Professor; PhD, Goethe University; Public Finance, Macro- & Microeconomic Theory

**Marjorie Honig**, Professor and Chair; PhD, Columbia; Labor Economics, Income Distribution & Transfer Policy

**Paul S. Kirshenbaum**, Associate Professor; PhD, NYU; Statistics, Mathematical Economics

**Laura R. Randall**, Professor; PhD, Columbia; Latin American Economic Development, Economic History, Political Economy of Oil

**Cordelia Reimers**, Associate Professor; PhD, Columbia; Labor Economics, Income Distribution & Transfer Policy

**Robert Shakotko**, Associate Professor; PhD, Minnesota; Labor Economics, Health Economics

**Sangdal Shim**, Assistant Professor; PhD, Minnesota; Econometrics, Macroeconomics, Money & Banking

**Bernard Shull**, Professor; PhD, Wisconsin; Money & Banking, Monetary Theory, Government Regulation

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

## MASTER OF ARTS

Hunter's expanding master's degree program in economics equips students with analytic tools that can be directly applied to business and public policy. Because the program integrates economic theory, quantitative methods, and practical application, Hunter MAs regularly move into interesting, well-paid positions in business, government, and international organizations. They are equally prepared to enter PhD programs at top-ranking universities.

Under the direction of professors who combine distinguished academic credentials with wide experience in economic research and applications, students studying for an MA at Hunter may participate in such major on-going projects as: the changing nature of financial and securities markets; comparative budget policies; earnings of immigrants and minority groups; the political economy of oil; taxation and the regional economy; and social security and public welfare.

## Departmental Requirements for Admission

In addition to the general requirements for graduate admission to Hunter, the following departmental requirements must be met: 15 credits of undergraduate courses in economics, and 2 letters of recommendation from college teachers, one of whom must be a member of an economics department. The 15 credits in economics must include 6 in principles of economics, and 3 each in the following courses or their equivalents: Techniques of Economic Analysis (ECO 220), Economic Statistics (ECO 320), and a semester of either intermediate microeconomic theory or intermediate macroeconomic theory (ECO 301 or 302).

### Departmental Requirements for the Degree

Of the 30 credits required for the degree, 24 must be devoted to courses in economics. All candidates are required to complete ECO 701 (Economic Analysis), 703 (Income Determination), and 722 (Econometrics). The degree can be earned in 2 ways:

1. Completion of 27 credits of course work and 3 credits of Thesis Research. Students must submit a satisfactory master's thesis written under the supervision of a member of the economics faculty.
2. Completion of 30 credits of course work. Students must prepare a supervised research paper in 2 of their courses, exclusive of ECO 701, 703, and 720, and earn at least a B plus on each paper.\*

\*Subject to approval of Board of Trustees.

### DOCTOR OF PHILOSOPHY

The PhD program in economics is based at the City University Graduate Center. Students in that program who wish to complete the MA at Hunter College may transfer up to 12 credits. See *Bulletin of the Graduate School* for a description of the PhD program and the complete list of courses.

### Program for Secondary School Teachers

**ECO 600 Contemporary Economics: Analysis and Policy** 45 hrs including conf. 3 cr. Intensive review and application of core economic theory; policy analysis and case studies. Not credited toward MA in economics.

#### Not Offered 1985-87

**ECO 652 Economic Aspects of Environmental Control: Social vs Private Returns**

**ECO 671 Principles of Accounting I**

**ECO 672 Principles of Accounting II**

**ECO 676 Economics of Federal Taxation**

**ECO 685 Business Law**

**Additional Offerings** Students in the Teacher Education Program who meet the prerequisites specified for courses listed below will be permitted to enroll in such courses with the approval of the graduate advisor.

### COURSE LISTINGS

*Each course 45 hrs, including conferences, 3 cr, unless otherwise noted.*

**ECO 701 Economic Analysis I** Prereq: ECO 220 or equiv. Offered Fa. Supply and demand analysis; economics of households and firms; determination of factor prices under varying market structures.

**ECO 702 Economic Analysis II** Prereq: ECO 701. Special price formation problems; stability criteria; polyperiodic allocation theory; capital theory; welfare economics; general equilibria.

**ECO 703 Income Determination** Prereq: ECO 220 or equiv. Offered Fa. Determinants of national income, output, and employment, including business cycle theories and public and private policies to stabilize employment and prices.

**ECO 704 Systems of Economic Measurement** Systems of economic measurement, estimation, and computation of income flows and asset values for micro- and macroeconomic units.

**ECO 705 Development of Economic Thought** History of economic doctrines from mercantilists to recent economic theory.

**ECO 710 Monetary Theory and Policy** Factors determining demand for and supply of money; theories of rate of interest; issues of monetary policy.

**ECO 711 Banking and Financial Structure** Factors determining banking and financial structure in US. Issues involving financial crises and bank failure, allocation of financial resources, regulation and competition.

**ECO 715 Public Finance** Prereq: ECO 701. 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** Prereq: ECO 320 or undergrad statistics course with perm inst. Offered Fa. Probability theory; random variables and probability distributions; expected values; sampling and sampling distributions; evaluation of a test; statistical estimation; hypothesis testing.

**ECO 722 Econometrics** Prereq: ECO 220 or 3 cr linear algebra (Math 113) and ECO 720. Offered Sp. Econometric methods for single equation models. OLS, GLS, and problems with heteroscedasticity; discrete dependent variables and distributed lags.

**ECO 725 Economics of Consumption** Determinants of consumption and savings; microeconomic analysis of consumption; integration of consumption theory and microeconomic analysis.

**ECO 730 Economic Development** Theories of economic development; constraints on economic policies faced by developing nations; economic policy choices and results.

**ECO 731 American Economic History** Evolution of American economy since colonial period. Rise of manufacturing, urbanization, and role of government; trends in resource mobilization, allocation, productivity, and distribution.

**ECO 735 Urban Economics** Economic analysis of form and functioning of big cities. Analyses of location of economic activity within metropolitan areas and market for land; analyses of major urban policy issues, including housing, transportation, urban poverty, urban public finance.

**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, regional integration.

**ECO 745 Labor Economics** Economic theory and research on differences in employment and compensation (e.g. effects of demographic characteristics, human capital, labor unions, income maintenance policies).

**ECO 747 Income Distribution and Public Policy** Economic foundations of social insurance and income maintenance programs, objectives and achievements in relation to individuals, firms, and economy.

**ECO 750 Comparative Economic Systems** Capitalism and other methods of organizing economic activity; emphasis on price system and central planning.

**ECO 751 Economic Development of Latin America** Economic theories, policies, and world conditions influencing economic policies and economic development of Latin American nations.

**ECO 755 Business Enterprise and Public Policy** Examination of policy influences on business decision-making and operation in "mixed" economy. Relationships between market structure, business conduct, and market performance.

**ECO 760 Operations Analysis** Use of analytical tools and concepts of economics in making rational decisions in operations management with inclusion of risk and uncertainty.

**ECO 785 Internship** Internships with organizations engaged in economic research. Students write a research paper under direction of said organization and concomitant supervision of instructor. Open to MA students who have completed at least 15 cr of grad work; may be taken only once.

**ECO 790 Independent Study** Prereq: perm inst and grad advisor. Intensive study of special field of economics under supervision of member of grad faculty.

**ECO 795 Economics Seminar** Special topic and research in economics. May be repeated for credit by perm chair or grad advisor.

**ECO 798 Thesis Research** Preparation of acceptable MA thesis under faculty supervision. Credit not granted until thesis is accepted.

#### May Not Be Offered 1985-87

**ECO 700 Techniques of Economic Analysis**

**ECO 706 Contemporary Economic Thought**

**ECO 723 Time Series and Forecasting**

**ECO 732 European Economic History**

**ECO 749 Collective Bargaining and Arbitration**

## Programs in Education

**Dean** Hugh J. Scott, West Building room 1000  
**Associate Dean** Nancy Bordier, West Building room 1000  
**Office of Educational Services** Marvin R. Wayne, West Building room 1000  
**Teacher Placement** Sally-Anne Milgrim, West Building room 1001  
**Graduate Advisor** Marvin R. Wayne, West Building room 1000  
**Teacher Certification** West Building room 1000

### Departmental Chairs

**Curriculum and Teaching** Harold Judenfriend, West Building room 1023  
**Educational Foundations** Louise Fox, West Building room 1016  
**Health & Physical Education** Susan Higgins, West Building room 1121  
**Special Education** Lester Mann, West Building room 913

## FACULTY

### Curriculum and Teaching

**Miriam Balmuth**, Professor; PhD, NYU; Educational Psychology, Developmental & Remedial Reading  
**Elaine C. Block**, Professor; PhD, Wisconsin; Curriculum Development, Art Education  
**Nancy Bordier**, Associate Professor; PhD, Columbia; Educational Policy Analysis and Management  
**David Cooper**, Professor; EdD, Stanford; English Education  
**Joan Dye**, Professor; EdD, NYU; Curriculum Development & Supervision in TESOL  
**Nancy Frankfort**, Professor; EdD, NYU; English as Second Language  
**Maureen L. Herman**, Associate Professor; EdD, Columbia; Mathematics Education  
**Harold Judenfriend**, Professor and Chair; PhD, Connecticut; Administration & Supervision  
**Lisa R. Kuhmerker**, Associate Professor; PhD, Yale; Moral Development & Education  
**Elizabeth Phelan Lawlor**, Associate Professor; EdD, Columbia; Science Curriculum, K-12  
**Sally-Anne Milgrim**, Professor; PhD, NYU; English & English Education  
**John Niman**, Professor; PhD, Columbia; Math & Math Education  
**Herbert Perr**, Associate Professor; MA, Hunter; Art & Art Education  
**Migdalia Romero**, Lecturer; MA, NYU; Linguistics & Bilingual Education  
**Bernice L. Samaloni**, Professor; PhD, Illinois; Curriculum Development  
**Nancy O. Schueler**, Professor; EdD, Columbia; Children's Literature  
**Hugh J. Scott**, Professor and Dean, Programs in Education; EdD, Michigan State; Administration  
**Richard Smolens**, Associate Professor; EdD, Columbia; Methods in Social Studies & Math  
**Andre L. Thibodeau**, Associate Professor; EdD, Boston; Developmental & Remedial Reading  
**Jose Vasquez**, Professor; MA, Columbia; Language in Education, Policy & Administration  
**Sinai M. Waxman**, Professor; PhD, NYU; Language Learning

### Educational Foundations

**Joan Buxbaum**, Associate Professor; PhD, Columbia; Communication Skills, Theories & Supervision in Counseling  
**Harry J. Clawar**, Associate Professor; PhD, Temple; Tests & Measurements  
**Judith Dederick**, Professor; PhD, Columbia; Developmental Psychology  
**Louise Fox**, Associate Professor and Chair; PhD, Columbia; Psychology of the Gifted  
**Lawrence Goldstein**, Associate Professor; PhD, NYU; Life-cycle Psychology  
**David Julian Hodges**, Professor; PhD, NYU; Cultural Anthropology  
**Jack T. Huber**, Professor; PhD, Columbia; Personality & Counseling Theory

**Marion Klutch**, Associate Professor; EdD, NYU; Individual & Group Counseling  
**Vera Kwochka**, Associate Professor; EdD, Columbia; Tests & Measurements  
**Harold Ladas**, Professor; PhD, Columbia; Educational Evaluation & Research  
**Maurice M. Martinez**, Associate Professor; PhD, Michigan; Social Systems  
**Harry L. Miller**, Professor; EdD, Columbia; Sociology of Urban Schools  
**John O'Neill**, Associate Professor; PhD, Syracuse; Rehabilitation Research  
**Alfred B. Pasteur**, Professor; PhD, Northwestern; Group Processes  
**Ramon Sanchez**, Associate Professor; EdD, Columbia; Philosophy of Education  
**Linda W. Scheffler**, Associate Professor; PhD, Michigan; Counseling Techniques  
**Stanley J. Segal**, Professor; PhD, Michigan; Career Development  
**Margot Tallmer**, Professor; PhD, Yeshiva; Adult Development  
**Marvin R. Wayne**, Associate Professor; EdD, NYU; Academic Management  
**Fred Wertzer**, Assistant Professor; EdD, Columbia; Family Counseling  
**Marguerite M. Wilke**, Professor; PhD, NYU; Administration  
**Gloria Wolinsky**, Professor; EdD, Columbia; Professional Education & Cognitive Development  
**Karen Wyche**, Assistant Professor; PhD, Missouri & Columbia; Child Development  
**Edward J. Yarosz**, Associate Professor; EdD, Rutgers; Group Work in Counseling  
**Sue R. Zalk**, Professor; PhD, Yeshiva; Women's Studies

### Health & Physical Education

**Ronald H. Brown**, Professor; EdD, Boston University; Curriculum Development and Teaching Methodology  
**Thomas R. Burke**, Associate Professor; EdD, Columbia; Exercise Physiology and Adapted Physical Education  
**Elliot Derfler**, Associate Professor; MA, Columbia; Curriculum Development and Teaching Methodology  
**Franklyn R. Greenberg**, Associate Professor; EdD, Temple; Curriculum Development and Emergency Medical Care  
**Richard C. Havel**, Professor; EdD, Columbia; Administration and Sports Studies  
**Susan Higgins**, Associate Professor and Chair; EdD, Columbia; Motor Learning and Movement Analysis  
**Nana Koch**, Assistant Professor; MA, Adelphi; Dance Therapy & Movement Observation  
**Mary Lefkarites**, Assistant Professor; PhD, NYU; Human Sexuality, Women's Health Studies  
**Robert Schleihauf**, Assistant Professor; EdD, Columbia; Biomechanics  
**Claire Schmais**, Professor; PhD, Union; Dance Theory & Practice  
**Anthony Scolnick**, Assistant Professor; DPE, Springfield; Athletic Administration and Sports Psychology

### Special Education

**Nicholas Anastaslow**, Professor; PhD, Stanford; Language Development of Normal and Exceptional Children  
**Ellis I. Barowsky**, Associate Professor; PhD, CUNY; Neuropsychology of Developmental Disabilities  
**Shirley Cohen**, Professor; PhD, Columbia; Families of the Handicapped  
**Rosemary Gaffney**, Associate Professor; PhD, CUNY; Language Acquisition of Young Deaf Children  
**Katherine Garnett**, Associate Professor; EdD, Columbia; Assessment and Curriculum Development for the Learning Disabled  
**Marsha Lupl**, Assistant Professor; EdD, Columbia; Working with Mentally Retarded and Their Families  
**Lester Mann**, Professor and Chair; PhD, North Carolina; Disabilities, Movement  
**Rosanne K. Silberman**, Associate Professor; EdD, Columbia; Visually Handicapped, Multiply Handicapped  
**Julia Wu**, Associate Professor; PhD, Ohio State; Children with Emotional Disorders and Autistic Behavior

Graduate programs in education are 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 education. They are 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 programs reflect the underlying principle that the education of teachers is an integral process involving both the preservice preparation of the new teacher and continuing study by the provisionally qualified teacher who, while working in the field, is aware of further professional needs. Accordingly, all phases of the graduate education programs 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 the building of competence for research in educational and academic problems. Most programs lead to the NY State permanent certificate.

The Division of Programs in Education at Hunter College is a national leader 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, which provide resources for demonstration and for direct observation of children from nursery school through the 12th grade, have an international reputation for exploration of programs for gifted children. Their facilities are also available for student teaching, internships, and research related to the primary function of the schools. In addition, a number of public schools in New York City cooperate with Hunter College as "affiliated schools" for research, demonstration, teacher preparation, and in-service education.

The graduate Division of Programs in Education comprises the departments of Curriculum and Teaching, Educational Foundations, Health & Physical Education, and Special Education.

The boxed guide to Programs in Education shows the degrees and programs offered by the Division.



*Professor Nancy Frankfort, coordinator of the Teaching English as a Second Language program, demonstrating a pronunciation teaching technique. In 1985-86 the program attracted students from some 15 countries as well as American citizens preparing to instruct learners whose native language is not English.*

## A GUIDE TO PROGRAMS IN EDUCATION

### Department of Curriculum & Teaching and Department of Educational Foundations

MS in Elementary Education with specialization or concentration in:

Arts and Humanities p.31	Human Development & Learning p.34
Bilingual p.31	Mathematics p.34
Early Childhood p.32	Corrective Reading (Reading Teacher K-12) p.34
General Elementary p.32	Individualized Program p.30
Gifted & Talented p.32	

MA in Secondary Education (Teacher Education Program—TEP, see p.37), offered in collaboration with the following departments or programs:

Art	Mathematics
Biology	Music
Earth Science (Geology & Geography)	Social Studies (Economics, History, Political Science, Russian Area Studies)
English	Speech & Hearing Handicapped (School of Health Sciences)
French	
Italian	

### Department of Curriculum & Teaching

MA in Teaching English as a Second Language p.37  
Corrective Reading (Reading Teacher K-12) p.34  
Sixth-year Certificate in Supervision & Administration p.39

### Department of Educational Foundations

MA in College Counseling & Student Development p.40  
MSEd in Guidance & Counseling (School Counselor) p.41  
MSEd in Rehabilitation Counseling p.42

### Department of Health & Physical Education

MSEd in Physical Education p.44  
MSEd in Health Education p.45  
MS in Dance/Movement Therapy p.46  
MS/MSW in Dance/Movement Therapy and Social Work (dual degree program) p.47

### Department of Special Education

MSEd in Teaching the Deaf p.47  
MSEd in Teaching the Blind and Visually Handicapped p.47  
MA in Teaching the Speech & Hearing Handicapped (see p.59)  
MSEd in Teaching Special Education with specializations pp. 48–49

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, the programs described in this section of the catalogue have been approved by the NY State Department of Education for permanent certification.

To matriculate in most programs, students must present the equivalent of provisional certification. The graduate program, built upon pre-matriculation requirements, meets NY State standards for permanent certification. Students interested in securing the NY State certificate should make an appointment to see the certification advisor in the Office of Educational Services. US citizenship is required for permanent certification. Students must make application for permanent certification through the office of the Registrar.

**Teacher Center** The Teacher Center offers workshops on materials and methods for elementary teachers and for teachers of the gifted and talented. Hunter faculty and invited consultants help participants develop and apply ideas for instruction. Students can earn 1, 2, or 3 credits by attending the center; persons caring to audit any session are welcome.

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

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

**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.\* The Graduate Record Examination is not required. (For specific requirements, see individual programs.)

All candidates must meet the following specific requirements:

#### 1. Common Professional Requirements

Completion of a basic course or courses in each of the following 4 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 professional courses appropriate for elementary education approved by the appropriate College authority.

**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

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

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

- B. In the field of special education, the satisfactory completion of an acceptable sequence of professional courses appropriate for elementary education 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 matriculation with conditions under the following circumstances:

1. Deficiencies do not exceed 12 cr.
2. Work to remove conditions must begin in the first semester and be completed in no more than 3 consecutive semesters.

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

Students wishing to enroll in student teaching must apply to the Student Teaching Office 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 conditions 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 a matriculant, students should obtain the form requesting a waiver of the student teaching requirement and mail it to the principal(s) of the school(s) in which they have taught or are currently teaching. Principals should return this form directly to the Office of Educational Services with a statement certifying to the amount of the applicant's teaching experience and the quality of his/her teaching services.

#### **Matriculation in Individualized MS in Education Programs**

Special programs may be planned for qualified students who are not seeking NY State certification and whose professional needs are better satisfied by a more individualized curriculum than those listed for the MS in education.

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 records will be evaluated to determine whether they are qualified to undertake graduate study in education at Hunter.

#### **Degree Requirements**

A minimum of 36 credits earned in graduate courses in an approved curriculum with a minimum GPA of 3.0 in both graduate courses and conditions. Because most courses in education require either previous or concurrent full-time teaching experience, students should *not* expect to complete the master's degree requirements in one year's full-time attendance immediately after taking the 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 chair or advisor about the comprehensive examination, the thesis requirements, or contribution in the field at least one year in advance of the expected date of graduation.

**Master's Thesis** In curricula where a thesis is required, the student must file 2 approved copies with the chair 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." A candidate permitted to offer a thesis or contribution in the field should present the finished copies to the department chair or advisor concerned in time for the chair or advisor 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 should consult the appropriate page of this catalogue for requirements in areas of specialization.

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 a master's degree in the Division of Education must complete their program within a maximum of 5 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 the 36 credits normally required for the degree. Course credits more than 5 years old when the degree is to be awarded are not applicable to the degree.

**Graduation** All applicants for graduation must file a formal application for graduation in the Office of the Registrar 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 12 credits of graduate work in any semester; 12 credits constitute a full program. Students who work full time may take no more than 6 credits of graduate work in any semester except with permission. Most graduate courses in education are offered after 4:00 pm to meet the needs of students who are employed.

#### **Status and Tuition**

Students enrolled in courses which are part of a curriculum leading to the master's degree in the Division must have the status of either matriculant or non-matriculant. All students, whether matriculated or non-matriculated, must pay the regular tuition and consolidated fee.

Applicants with a master's degree who meet the matriculation requirements may be enrolled as degree candidates in a graduate education program only if the new 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 Division of Education. Students who have been matriculated for the master's degree in the Division may, on approval, transfer to a different curriculum leading to that degree.

Students admitted to candidacy in an advanced certificate program (supervision & administration) have the status of regular tuition-paying matriculants.

#### **Transfer and/or Approval of Credit**

Students may apply in the Office of Admissions for transfer of graduate credit for courses satisfactorily completed at other accredited institutions, as well as for approval of credit for courses taken at Hunter College as a non-matriculant.

The following limitations apply.

- No more than 12 cr will be allowed for courses completed elsewhere than at Hunter College.
- At least half the credits in both subject-matter content courses and the professional content courses required for the master's degree or advanced certificate must be taken at Hunter College.
- The course or courses for which transfer and/or approval of credit is sought must have been completed within 5 years preceding the time when the degree will be awarded.
- Application for transfer and approval 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" at 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 cr which may be transferred to his/her Hunter record.
- Students who are admitted or readmitted after having taken courses as non-matriculants must make application for approval of transfer of those credits to the matriculated record.
- Grades of less than satisfactory graduate performance (i.e., C or below) in courses taken at institutions other than Hunter College may not be transferred.
- A grade of C for approved courses taken as a non-matriculant at Hunter College will not be acceptable for approval of credit toward the graduate degree.

### Non-Matriculated Students

Qualified students who do not initially meet requirements of matriculation 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 or her 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.

No more than 9 credits earned as a non-matriculant at Hunter may be approved for transfer to the record of a student accepted as a matriculant.

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 undergraduate credits as a non-matriculant in teacher education, subject to availability of space and provided they maintain a minimum GPA of 3.0 in their work.

\*Candidates for matriculation for an MS in Special Education are required to have an average of B+ (3.3) in a minimum of 9 graduate credits in special education.

### MS IN ELEMENTARY EDUCATION (36 or 45 cr)

The MS in Elementary Education is a 2-track program offering the student alternative methods to complete the degree: Program A is a 36-credit program for students with an undergraduate background in elementary education; Program B is a 45-credit program for students who are conditioned for 12 or more undergraduate courses in elementary education.

Both programs are competency-based and meet all certification and licensing requirements for elementary and early childhood education as required by New York City and the NY State Education Department.

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

Programs A and B Basic Requirements (18 cr)*			Credits
EDUC 700	Art of Effective Teaching, Emphasis Social Studies		3
EDFDN 703	Advanced Social Foundations		3
EDFDN 710	Advanced Educational Psychology		3
EDFDN 721	Educational Evaluation		
or			
EDFDN 722	Educational Tests and Measurements		2
EDUC 724	Advanced Studies in Teaching Elem. Math		2
EDUC 726	Science Instruction in Elem. School—Advanced Course		2
EDUC 730	Advanced Studies in Teaching Reading and Language Arts		3

\*Except for the Bilingual Education Program (19 cr). See requirements under Bilingual Education, below.

### Program A (36 cr track)

In addition to the 18 credits of basic requirements, students in Program A take one of the following specializations:

#### Arts and Humanities (12 cr)

<b>Advisement</b> Office of Educational Services, West Building room 1000			Credits
THC 776	Creative Dramatics		3
EDUC 727	Teaching Music in Elem. School		3
EDUC 729	Children's Art		3
EDUC 737	Literature in Elem. School		3

After taking 9 cr from above, students take the following required course:

EDUC 775	Aesthetic Education of the Child	3
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#### Bilingual Education

**Coordinator** José Vásquez, West Building room 925

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 on developing in the participants a high level of professional com-

petency 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 graduate programs in education.

#### Basic Requirements for the Bilingual Education Program (19 Cr)

		Credits
EDUC 700	Art of Effective Teaching, Emphasis Social Studies	3
EDFDN 753	Advanced Social Foundations	3
EDFDN 760	Advanced Educational Psychology	3
BILED 780	Research and Evaluation	3
EDUC 724	Advanced Studies in Teaching Elem. Math	2
EDUC 726	Science Instruction in Elem. School—Advanced Course	2
EDUC 730BE	Advanced Studies in Teaching Reading and Language Arts	3

#### Additional Required Courses (11 cr)

		Credits
BILED 701	Principles and Practices in Bilingual Education	3
BILED 778	Practicum in Audio-lingual Methods for Teachers in Bilingual Programs	2
BILED 779	Multicultural Education	3
EDESL 783	Teaching English as a Second Language	3

#### Electives (6 cr)

Restricted Electives from LING 773, BILED 771, 777. 3

Approved Electives from ANTH 777, EDESL 781, EDUC 720.21, 720.22, 720.23, 776, 785, 786, EDESL 700(BE), ENGL 505. 3

### COURSE LISTINGS

Each course 45 hrs, including conferences, 3 cr, unless otherwise noted.

**BILED 701 Principles and Practices in Bilingual Education** 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** 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** 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** Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing social studies.

**BILED 780 Bilingual Education Inquiry: Research and Evaluation** Research and evaluation paradigms, formative and summative, process and product evaluation relevant to bilingual education programs.

#### Early Childhood Education (12 cr)

**Advisement** Office of Educational Services, West Building room 1000

Students may concentrate in advanced child development, curriculum of the preschool and kindergarten-primary levels, and administration and supervision of early childhood programs.

#### Required Courses (6 cr)

		Credits
EDUC 710	Workshop in Early Childhood Education	3
EDUC 711	Seminar in Early Childhood Education	3

and 6 cr from the following:

EDUC 712	Teaching of Music in Early Childhood Programs	3
EDUC 713	Seminar in Administration and Supervision in Early Childhood Education	3
EDFDN 717	Affective and Cognitive Development—Birth to Age 3	3
EDFDN 718	Affective and Cognitive Development Age 3 to 6	3

#### General Elementary Education (12 cr)

**Advisement** Office of Educational Services, West Building room 1000

12 cr from the following:\*

		Credits
EDUC 727	Teaching Music in Elem. School	3
EDUC 728	Art for Elem. School Teachers	3
or		
EDUC 729	Children's Art	3
EDUC 737	Literature in Elem. School	3
EDFDN 714	Group Processes in Educational Settings	3
EDFDN 719	Advanced Child Development	3

\*One appropriate elective course can be substituted under advisement.

#### Teaching Gifted and Talented (15 cr\*)

**Advisor** Louise Fox, East Building room 1306

In conjunction with its Campus Schools, Hunter offers a unique concentration in the teaching of gifted and talented children at both the elementary and secondary levels.

All courses are open to qualified students as electives, for inservice training, or for post-master's work in either elementary or secondary education.

#### Required Courses (9 cr)

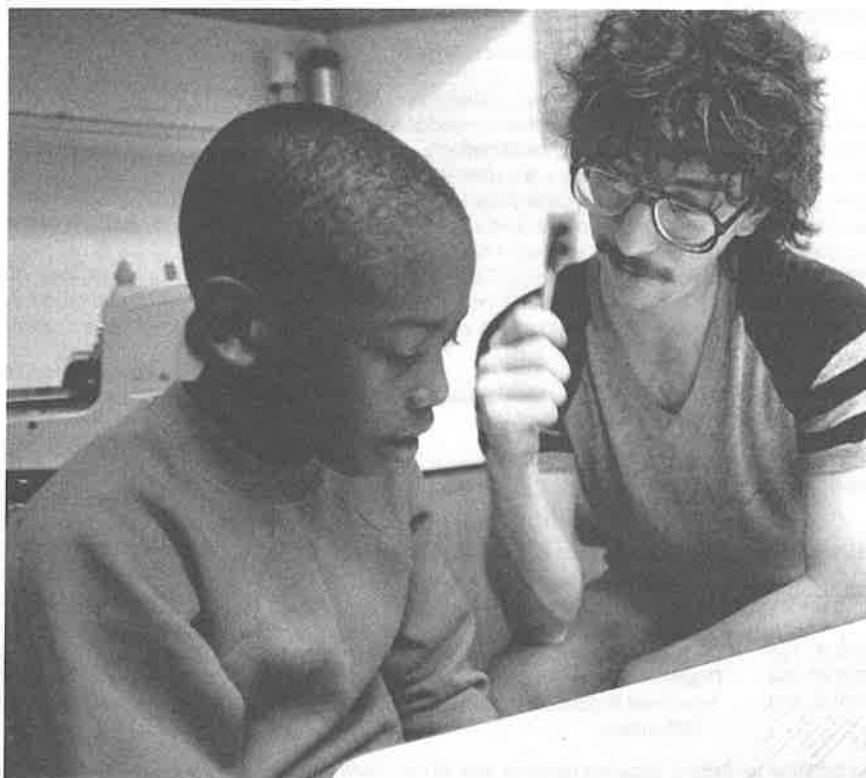
		Credits
EDFDN 730	Identification of Gifted and Talented	3
EDFDN 731	Theories of Creativity—Models of Teaching Gifted and Talented	3
EDUC 720.61	Curriculum Development for Teaching Gifted and Talented	3

6 cr to be taken from the following, including at least 3 cr in field-work in a gifted and talented teaching setting:

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

\*Students with teaching experience in a gifted and talented setting may be exempted from some of the 15 cr.

At right, a Hunter College student teacher works individually with a pupil at Public School 50 in East Harlem in Manhattan. A number of New York City public schools cooperate with Hunter College as "affiliated schools" for research, demonstration, teacher preparation, and in-service education. Below, another student teacher from Hunter supervises work in the first grade classroom at the Hunter College Campus Elementary School. The Hunter College Campus Elementary and High Schools are known internationally for their programs for gifted children.



**Corrective Reading (Reading Teacher K-12) (18 cr)****Coordinator** Miriam Balmuth, West Building room 929

This 18-credit sequence is intended to develop reading teachers with special competence for corrective/remedial reading. It can also lead to NY State provisional certification as a reading teacher (K-12). Students enrolled in any education-related master's degree program or students who have completed any education-related master's degree may enroll in the specialization and receive dual certification. (Examples of combinations available with dual certification are: Elementary Education and Corrective Reading; Secondary Education and Corrective Reading; Special Education [any field] and Corrective Reading; TESL and Corrective Reading.)

Prior permission from the coordinator is required for enrollment in EDUC 733, 734, 735, and 736.

**Required Courses**

		Credits
EDUC 730	Advanced Studies in Teaching of Reading and Language Arts	3
EDUC 731	Reading Instruction in Elem. 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 Correction of Reading Difficulties	3

In addition to these 5 required courses, one of the following is to be elected with advisement

EDUC 737	Literature in Elem. School	3
EDUC 755	Teaching of Reading in Secondary School Curriculum	3
EDUC 756	Reading Material for Adolescents	3

**Human Development and Learning (12 cr)****Advisement** Office of Educational Services, West Building room 1000

For students who would like to obtain a thorough understanding of children's behavior—cognitive, affective, social, and physical.

4 courses from the following with the approval of an advisor:

		Credits
EDFDN 714	Group Processes in Educational Settings	3
EDFDN 717	Affective and Cognitive Development—Birth to Age 3	3
EDFDN 718	Affective and Cognitive Development—Age 3 to 6	3
EDFDN 719	Advanced Child Development	3
EDFDN 730	Identification of Gifted and Talented	3
COUNS 710	Foundations II: Personality and Counseling Theories	3

**Mathematics Education, N-6 (9 cr)****Advisor** Maureen Herman, West Building room 920**Required Courses**

		Credits
EDUC 740	Mathematics for Children	3
EDUC 741	Development of Mathematical Concepts in Children (N-6)	3
EDUC 742	Workshops in Elem. School Mathematics (N-6)	3

**Electives** Remaining credits to complete the 36-cr Program A are taken from electives.

**Conditions** Students who are assigned undergraduate courses to meet entrance conditions may take comparable graduate courses but may not apply these credits to their MS degree.

**Program B (45 cr track)**

In addition to the 18 credits of basic requirements, students in Program B will take those courses listed below which they have not taken on the undergraduate level. Equivalent courses may be granted credit. All Program B students should design their programs with an advisor.

**Course Requirements** for those in 45-cr program, based on undergraduate record—up to 23 cr

		Credits
EDFDN 704	For students with no undergraduate Social Foundations or equivalent. (Prerequisite for EDFDN 705 or EDFDN 706)	3
EDFDN 719	Child Development, for students with no undergraduate courses in educational psychology and child psychology. (Prerequisite for EDFDN 710.)	3
EDUC 704	Teaching Developmental Reading, for students with no undergraduate reading methods course. (Prerequisite for EDUC 730.)	3
EDUC 705	Basic Math and Science Instruction in Elem. School, for students with no undergraduate math and/or science methods course. (Prerequisite for EDUC 724 and 726.)	3
EDUC 709	Workshop in Drug Abuse for Teachers	1
EDUC 727	Teaching of Music in Elem. School	3
EDUC 728	Art for Elem. School Teachers	3
EDUC 746	Supervised Internship	4

**Specializations** Students in Program B who have sufficient elective credits available after fulfilling the above requirements may take one of the specializations listed under Program A.

**Electives for Programs A and B** In addition to courses listed in the specializations, the following electives are available:

**COUNS 700, 705**

EDUC 701, 703, 717, 720.01\*, 720.02, 720.03, 720.21\*, 720.22, 720.23, 720.52, 722, 723, 725, 736, 743, 744, 770, 771, 776, 777, 785, 786

EDFDN 704, 705, 706, 708, 771\*, 772, 773

\*A maximum of 3 cr may be applied to the degree.

The following 2 courses are available to all students should they select them as electives to fulfill the Special Education requirement of the New York City Board of Education:

EDSPC 700	Handicapped in Society	3
EDSPC 721.58	Methods of Teaching Students with Disabilities in the Mainstream	3

**CURRICULUM AND TEACHING COURSE LISTINGS**

Each course 45 hrs, 3 cr, unless otherwise noted.

**EDUC 700 The Art of Effective Teaching with Emphasis on Teaching Social Studies** Entry course. Study of components of teaching that embrace all curriculum areas.

**EDUC 701 Seminars in Teaching Children and Youth from Depressed Urban Areas** Seminar for teachers: specific teaching and learning problems. Topics to be announced each sem.

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

**EDUC 704 Teaching Developmental Reading** Development of knowledge, skills, and attitudes in teaching of reading in elementary school.

**EDUC 705 Basic Math and Science Instruction in Elementary School** Planning math and science instruction in elementary school. Focuses on type of instructional strategies that foster growth of concepts, mastering of skills, and growth of positive attitudes in areas of math and science.

**EDUC 706 Teaching the Child with Learning Disabilities** 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 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 709 Workshop in Drug Abuse for Teachers** 15 hrs, 1 cr. Experiential and theoretical course combining preventive education philosophy and implications for positive mental health with theories of drug and substance abuse, identification, and referral.

**EDUC 710 Education Workshop in Early Childhood Education** Situations and problems arising in actual school experience.

**EDUC 711 Seminar in Early Childhood Education** Research in child development and curriculum planning in early childhood education. Students engage in field research.

**EDUC 712 Teaching of Music in Early Childhood Programs** Current techniques of teaching music; study of instructional materials for 3- to 7-year-olds with emphasis on needs of urban children.

**EDUC 713 Seminar in Administration and Supervision in Early Childhood Education** Fundamental principles underlying administration of program, budget, and personnel problems in institutions for young children. Open to elementary education students.

**EDUC 717, 718 Workshops in Teaching of Foreign Languages in Elementary Schools** Each 30 hrs, 2 cr. Objectives, materials, and methods in teaching foreign languages through literature.

**EDUC 719 Aspects of French Culture for Teachers in Elementary Schools** Background material for use in social science studies. 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 720.52 Curriculum Materials Development: Teaching Social Studies Through Art.** Using the arts to teach social studies concepts and values. The arts of selected societies will be studied in depth.

**EDUC 720.61 Workshop in Curriculum Materials Development: Teaching the Gifted and Talented** Development of objectives, materials, and methods; materials evaluation for teaching gifted and talented.

**EDUC 722 Education Workshop for Elementary School Teachers** 30 hrs, 2 cr. Dealing with situations and problems that arise in actual school experiences.

**EDUC 723 Learning of Values in School** 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 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 725 Advanced Studies in 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 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 Elementary School** 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 Children's Art** Development of image-making among preschool and elementary children; ways in which a child's pictures reveal his understanding of his world.

**EDUC 730 Advanced Studies in Teaching of Reading and Language Arts** Teaching and learning problems in developmental reading and oral and written expression in elementary school. New practices and recent research.

**EDUC 730BE Advanced Studies in Teaching of Reading and Language Arts—Bilingual** Teaching and learning problems in developmental reading and oral and written expression in elementary school. New practices and recent research in bilingual settings.

**EDUC 731 Reading Instruction in Elementary Schools: Advanced Course** Prereq: EDUC 730 or perm. inst. Research on reading process and reading instruction. Programs of instruction and current problems.

**EDUC 732 Diagnostic and Remedial Reading Techniques** Overview of approaches and techniques used to assess and ameliorate reading problems.

**EDUC 733 Diagnosis of Reading Difficulties** Prereq: EDUC 731; perm. coord. Factors related to supervised diagnosis of reading achievement and related language skills of reading disability cases.

**EDUC 734 Practicum in Correction of Reading Difficulties** Prereq: EDUC 733; perm. coord. Theoretical considerations and procedures in supervised treatment of reading difficulties; diagnosis and treatment of reading disability cases.

**EDUC 735 Advanced Practicum in Correction of Reading Difficulties** Prereq: EDUC 734; perm. coord. Advanced approaches in treatment of pupils with reading difficulties. Supervised diagnosis and treatment.

**EDUC 736 Workshop in Development and Utilization of Specially Adapted Reading Materials** Prereq: perm. coord. Studies of readability of text material in language arts and other subject areas. Adaptation or writing under supervision of materials.

**EDUC 737 Literature in Elementary School** Survey of literature for elementary schools with emphasis on use of such material in classrooms.

**EDUC 740 Mathematics for Children** Relationship of current theories of child development for teaching mathematics and current mathematics curricula.

**EDUC 741 Development of Mathematical Concepts in Children (N-6)** Developmental levels of mathematical concepts through work of Piaget and others. Individual projects with children.

**EDUC 742 Workshop in Elementary School Mathematics (N-6)** Individualized projects in developing teaching materials for children using a variety of media.

**EDUC 743 Mathematics Remedial Techniques for Elementary Schools** Development of appropriate remedial teaching techniques in mathematics. Use of diagnostic and prescriptive measures.

**EDUC 744 Microcomputers in Mathematics Education (K-VI)** Microcomputer applications in elementary school math curriculum. Intro to programming in LOGO, BASIC, PASCAL. Authoring language—PILOT.

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

**EDUC 746 Supervised Internship** 4 hrs, 4 cr. Matriculants assigned to classroom for student teaching experience. College and public school staff share supervision. Accompanying seminar. (Includes 300 clock hrs student teaching.)\*

**EDUC 750 Education Workshop for Secondary School Teachers** Dealing with situations and problems that arise in actual school experiences.

\*Applicants for supervised internship must apply during the preceeding term. Students should watch fall announcements of application conferences in West Building room 1000.

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

**EDUC 752 Historical Development of Secondary School Curriculum** Seminar in historical development of secondary school curriculum. Rationale of curriculum areas in experience of secondary students.

**EDUC 755 Teaching of Reading in Secondary Schools** Review and analysis of methods and materials for teaching developmental content area and critical reading in secondary schools.

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

**EDUC 757 Problems of Teaching Music in Secondary School: Advanced Course** Study of structure of music programs and curricula. Evaluation of materials; teaching techniques; music appreciation. Urban youth.

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

**EDUC 759 Comparative Analysis of English and French** Descriptive study of American English and French; sound system, language patterns, and vocabulary of both languages.

**EDUC 760 Advanced Student Teaching Internship for Secondary School Teachers** 90 hrs, 2 cr. Increased participation in teaching and other school activities. Acceptable standards in respect to health, character, and personality; command of written and oral English.

**EDUC 771 Microcomputers in Elementary School (K-VI)** Intro to reading and writing computer languages used in elementary education, including LOGO and PILOT. Selection of hardware and software. Simulation and investigative learning.

**EDUC 770 Education of the Gifted** Gifted children, their nature, development problems, and curricular needs. Workshop and case study.

**EDUC 775 Aesthetic Education of the Child** Study of field of aesthetic education in elementary school. Emphasis on nature of aesthetic experience, role of arts and humanities and their integration into elementary school curriculum.

**EDUC 776 The Biology Curriculum in the Elementary School** Developmental approach to the selection of biological concepts and principles for the elementary school science curriculum.

**EDUC 777 The Physical Science Curriculum in the Elementary School** Study of the fundamental principles and concepts of the physical sciences and how they can be taught in elementary school.

**EDUC 781 Workshop in Curriculum Materials Development in ESL** Development of curriculum materials and activities that implement current research and provide for learners at different levels in varied settings.

**EDUC 782 Workshop in Adult Education in ESL** Exploration into characteristics of adult ESL learners and into settings and programs to meet their educational needs.

**EDUC 785 Language in Education I** Insights from linguistics into beginning reading, second dialect acquisition, language problems of inner city students, language and culture of minorities.

**EDUC 786 Language in Education II** Prereq: intro course in linguistics or perm. advisor. Individual projects and fieldwork in selected and current problems in educational linguistics in inner city elementary and secondary schools.

**EDUC 790 Mass Media in Education** Techniques for planning, selecting, using, and evaluating mass media in light of research, objectives, and student needs.

**EDUC 791 Technological Resources for Teaching and Learning** Techniques for planning, selecting, using, and evaluating technological systems and aids.

**EDUC 792 Audio-Visual Instruction for Classroom Teacher** 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

*Each course 45 hrs, 3 cr, unless otherwise noted.*

**EDFDN 520 Basic Statistics** 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. Introduction to social, historical, philosophical, and psychological foundations of education in urban America.

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

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

**EDFDN 703 Advanced Social Foundations** Contemporary educational scene in urban society examined in relationship to social change, historical development, and current philosophies of education.

**EDFDN 704 Anthropology in Contemporary American Education** Concerns and issues in American education in light of anthropological theory and method.

**EDFDN 705 Philosophy of Education** Critical examination of postulates underlying interpretations of education, including naturalistic, idealistic, pragmatic, and realistic views.

**EDFDN 706 History of American School** Growth of public education in the US emphasizing interrelationships between educational trends and intellectual, political, and economic developments.

**EDFDN 707 European Backgrounds of American Education** Intellectual and institutional origins of American education; educational interchange between US and Europe in 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-à-vis cultural settings.

**EDFDN 709 Public Policy and Public Education** Formation of public policy and dynamics of change affecting school population, finance, curriculum, and teacher personnel.

**EDFDN 710 Advanced Educational Psychology** 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** Interpersonal behavior that characterizes group life; psychology of group membership; relation between group process and teaching-learning.

**EDFDN 717 Affective and Cognitive Development—Birth to Age 3** Principles and theories of child development from infancy to early preschool age. Understanding behavior to foster optimum development.

**EDFDN 718 Affective and Cognitive Development—Age 3 to Age 6** Consideration of preschool child both as individual with developing personality and intellectual processes and as social entity.

**EDFDN 719 Advanced Child Development** 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, writing of objective test items, methods of evaluating tests, and consideration of standardized instruments.

**EDFDN 725 Seminar in Educational Research** Examination and evaluation of current research and of methods employed. Formulation of research problem including background, hypotheses, procedures, evaluation, and critique.

**EDFDN 726 Educational Research Applied to Urban Schools** Analysis of educational research, dealing with programs and problems in urban schools; implications of research findings.

**EDFDN 730 Identification of Gifted and Talented** Theories of intellectual development; nature of intelligence; procedures for identifying gifted and talented children.

**EDFDN 731 Theories of Creativity—Models of Teaching Gifted and Talented** Approaches to teaching of 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** Observational and instrumental methods in group and individual assessment; remedial techniques appropriate for various disabilities.

**EDFDN 742 Teaching Learning Disabled Children** 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** Review of current research and emerging practices in teaching socially disadvantaged children and youth. Topics are announced each semester.

**EDFDN 753 Advanced Social Foundations—Bilingual Program** Contemporary educational scene in urban society examined in relationship to social change, historical development, and current philosophies of education in bilingual settings.

**EDFDN 754 Migration Groups in Metropolitan Areas** Problems of adjustment confronting minority groups in large urban areas with particular reference to Hispanics in New York City and Northeast.

**EDFDN 760 Advanced Educational Psychology—Bilingual Program** Current psychological theory and research related to learning motivation, cognition, and pupil-teacher relationships in bilingual settings.

**EDFDN 762 Analysis of Instruction via Principles of Learning** Analysis of instructional process based upon comprehensive examination of current theories and research on learning.

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

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

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

## MA—SECONDARY EDUCATION CURRICULA

**Advisor** Joan Dye, West Building room 1004

Offered with departments in other divisions.

The general pattern for the master's degree for teachers in secondary schools is: 7–8 credits in professional content, 18 credits in subject-matter and 4–5 credits in electives. In some curricula more than 18 credits in subject-matter are required; in others additional credits may be taken as electives in education and in the student's major and related areas.

**Matriculation Requirements** See p.29.

**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

		Credits
EDFDN 702	School and Community	2
EDFDN 703	Advanced Social Foundations	3
EDFDN 705	Philosophy of Education	3
EDFDN 706	History of American School	3

### Area 2: Measurement and Evaluation

EDFDN 721	Educational Evaluation	2
EDFDN 722	Educational Tests and Measurements	2

### Area 3: Curriculum and Teaching

EDUC 720.57	Workshop in Curriculum Materials Development: Secondary Experimental Program	3
EDUC 731	Reading Instruction in Elementary Schools: Advanced Course	3
EDUC 755	Teaching of Reading in Secondary Schools	3

The 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. See department listings for details.

Art	Romance Languages
Biological Sciences	Social Studies (see offerings under anthropology, economics, geology & geography, history, political science, Russian area studies, sociology)
English	
Geology & Geography	
Mathematical Sciences	
Music	
Physics	

## MA—TEACHERS OF THE SPEECH AND HEARING HANDICAPPED

This program (see p.59) is offered in the School of Health Sciences, 425 East 25th Street, New York, NY 10010.

## MA—TEACHING ENGLISH AS A SECOND LANGUAGE

**Coordinator** Nancy Frankfort, West Building room 1025

The TESL program is designed to meet the needs of those 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 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 second language acquisition, in the structure of American English, in related psychological, anthropological, and sociological aspects, as well as in the methods and materials of instruction.

Students who wish to qualify for NY State certification as a teacher of English to speakers of other languages should follow the 36-credit MA program; others can take the 30-credit program.

### Requirements for Admission (30 cr program)

This program is open to graduates holding baccalaureate degrees from approved colleges who meet standards for matriculation in Hunter College educational programs, including 3 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 NY State certification in an area other than teaching English as a second language should confer with the program advisor and may be required to take additional courses to meet certification requirements.



*Gerard Piel, president elect of the American Association for the Advancement of Science and former publisher of Scientific American, addressing a symposium on "Science in the Liberal Arts Curriculum" organized by the Division of Sciences and Mathematics in May 1985.*

### Requirements for the Degree

1. A minimum of 30 cr beyond the bachelor's degree, as outlined below.
2. A comprehensive examination or a master's essay.
3. Reasonable fluency in a foreign language.

### Sequence

		Credits
LING	701 Introduction to General Linguistics I	3
EDESL	786 Phonetics of American English	3
ENGL	505 Structure of English Language	3
LING	773 Theory and Research in Second Language Acquisition	3
ANTH	777 Language and Culture	3
EDESL	783 Teaching English as a Second Language	3
EDESL	784 Fieldwork in English as a Second Language	3
EDESL	780 Seminar in Educational Research*	3
	Electives	6

\*Required of those who choose to write a master's essay.

### Recommended Electives in Education

BILED 701, 771, 777  
 EDFDN 702, 703, 704, 705, 706, 710, 719, 721  
 EDUC 730, 731, 737, 755, 781, 782

Other electives may be selected with the approval of the program advisor.

### Requirements for Admission (36 cr program)

1. A baccalaureate degree from an approved college.
2. A 2.7 undergraduate average.
3. 12 cr of study in a language and culture other than English (or the equivalent).

Applicants who do not meet all the requirements for admission may, in certain instances, be admitted by special permission and be allowed to make up deficiencies.

### Requirements for the Degree

1. A minimum of 36 cr beyond the baccalaureate degree, as outlined below.
2. A comprehensive examination or master's essay.
3. English language proficiency.

### Sequence

		Credits
LING	701 Introduction to General Linguistics 1	3
EDESL	786 Phonetics of American English	3
ENGL	505 Structure of English Language	3
LING	773 Theory and Research in Second Language Acquisition	3
ANTH	777 Language and Culture	3
EDESL	783 Teaching English as a Second Language	3
EDUC	781 Curriculum Materials Development in ESL	3
BILED	701 Principles and Practices in Bilingual Education	3
EDFDN	710 Advanced Educational Psychology	3
	or	
EDFDN	719 Advanced Child Development	
EDFDN	703 Advanced Social Foundations	3
	or	
EDFDN	704 Anthropology in Contemporary American Education	
	or	
EDFDN	705 Philosophy of Education	
	or	
EDFDN	706 History of the American School	
EDFDN	721 Educational Evaluation	2
EDESL	785 Supervised Student Teaching in ESL in Elementary and Secondary Schools	4

## COURSE LISTINGS

Each course 45 hrs, 3 cr, unless otherwise noted.

**EDESL 780 Seminar in Educational Research** Formulation and definition of a research problem, appropriate methodology, relevant literature, evaluation and critique.

**EDESL 783 Teaching English as a Secondary Language** 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 in a field setting provided for experimentation and for application of research. (For matriculated students who have taken a minimum of 21 cr.)

**EDESL 785 Supervised Student Teaching in ESL in Elementary and Secondary Schools** 180 hrs. (90 hrs in grades K-6, 90 hrs in grades 7-12), 4 cr. College faculty and school staff will share responsibility for supervision. (For matriculants who have completed 23 cr.)

**EDESL 786 Phonetics of American English** Phonetic and phonemic analysis of American contemporary speech.

**LING 701 Introduction to General Linguistics** The study of linguistics.

**LING 773 Theory and Research in Second Language Acquisition** A survey of current theory and research in second language acquisition with particular reference to the acquisition of English as a second language.

**CORRECTIVE READING (READING TEACHER K-12)**  
(see page 34)

## ADVANCED CERTIFICATE IN EDUCATIONAL SUPERVISION & ADMINISTRATION

**Coordinator** West Building room 1026

Hunter College offers qualified candidates a 6th-year program in the supervision and administration of elementary and secondary schools. The program consists of 30 credits beyond the master's degree. It leads to a professional certificate granted by Hunter College and NY 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 (3.0).
2. Regular certification or licensing as a teacher in elementary or secondary schools.
3. A minimum of 3 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, or may obtain applications by writing to the Graduate Admissions Office at Hunter College.

### Requirements for Completion of Program

A minimum of 4 semesters of part-time study. All courses must be completed in 5 years.

### Required Courses (21 cr)

	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 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

**Elective Courses (9 cr)** Electives are selected jointly by student and program coordinator from appropriate offerings on the post-master's degree level.

## COURSE LISTINGS

Each course 45 hrs, including conferences, 3 cr, unless otherwise noted.

**ADSUP 700 Human Relations in Educational Administration** Interpersonal and group relationships applied to administrative and supervisory functions in schools; intensive experience in group process. Open only to matriculants.

**ADSUP 701 Organization and Administration of Public Schools I** Organizational behavior in schools and school districts—focus on district organization.

**ADSUP 702 Organization and Administration of Public Schools II** Organizational behavior in schools and school districts—focus on unit organization.

**ADSUP 703 Supervision and Improvement of Instruction in Public Schools I** An examination of productive supervisory techniques which promote the improvement of instruction.

**ADSUP 704 Supervision and Improvement of Instruction in Public Schools II** An examination of productive supervisory techniques which promote the improvement of instruction.

**ADSUP 705 Research Seminar in Supervision and Administration** Research design and the application of basic principles and techniques of research to supervisory and administrative problems in education.

**ADSUP 706, 707 Field Experience Seminar in Supervision and Administration I, II** Two-sem course combining a field experience arranged and completed in student's own district and a weekly seminar.

**ADSUP 720 Theory and Principles of Curriculum Design** Sources of curriculum and principles of curriculum design, with particular emphasis on role of supervisor/administrator as curriculum leader.

**ADSUP 721 Human Relations in Supervision and Improvement of Instruction** Prereq: ADSUP 700. Human relations theory and practice as they apply to educational decision-making, organizational structures, and dynamics of change.

**ADSUP 722 Issues in Contemporary Education** Substantive problems in policy planning, implementation and financing of curriculum, instruction, and school administration.

**ADSUP 723 Evaluation of Educational Programs** Models and methods for internal and comparative evaluation of educational programs in schools and school systems.

**ADSUP 724 Supervision and Improvement of Instruction in Subject Fields: .50– Special Education** Offered Fa. .51– Bilingual Education Offered Sp. Roles and functions of instructional supervisors in curriculum planning, supervising action, programming, and evaluating feedback.

**ADSUP 726.50 Advanced Workshop in Curriculum Materials Development: Special Education** Prereq: ADSUP 724.50 or special education background. Planning and supervising for special education students in mainstreamed classes and/or special education classes.

**ADSUP 726.51 Advanced Workshop in Curriculum Materials Development: Content Areas** Planning and supervising curriculum development in content areas.

**ADSUP 727 Studies in History of Education** Study of selected periods and topics in history of education; emphasis on historical development of educational institutions and practices.

## COUNSELING PROGRAMS

Hunter College offers 3 specialized graduate level counseling programs to qualified students. Application for admission should be made to a specific program.

Courses identified as COCO (Core Courses) deal with material basic to 2 or more programs and can be taken by students from any of the 3 programs with the advisor's permission.

## MA—COLLEGE COUNSELING & STUDENT DEVELOPMENT

**Coordinator** East Building room 1201

This 45-credit graduate program is designed to develop competent professionals who understand, both in principle and practice, the counseling of young and maturing adults.

Classroom instruction in the theories, tools, problems, and techniques of counseling is geared to 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 interests and talents, not only by integrating practical and personal experience with abstract concepts, but by enhancing the awareness of self and others that is 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 2 years of full-time study or 3 or 4 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; a psychology or social science undergraduate concentration is useful. 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 upon satisfactory completion of 9 credits.)

### Degree Requirements

1. Students must complete a minimum of 45 cr in required courses, including 2 fieldwork sequences (2 semesters of practicum and 2 of internship assignments) while maintaining a 3.0 GPA. (The practicum requires 2 consecutive semesters—Pre-practicum and Practicum—in which the student spends no less than 5 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 learning about, helping, and referring clients with problems in the areas of:

- Career choice, vocational development, and career change.
- Personal, social, or family problems affecting work/school performance.
- Academic achievement, choice of major, and educational preparation.
- Student activities, residential living, and leisure-time pursuits.
- 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

*Each course 45 hrs, including conferences. 3 cr, unless otherwise noted.*

**Note:** Students in the CCSD program who are employed full-time are advised to take no more than one other course in addition to either CCSD 721, 722, 723 (Practicum) or 740, 741 (Internship).

**CCSD 710 (COCO) Theories of Counseling** Introduction to basic concepts and theories.\*

**CCSD 711 (COCO) Counseling Skills and Interviewing Techniques** Effective communication and interviewing techniques. Principles of ethical practice and client assessment.\*\*

**CCSD 712 Psychodynamics** Introduction to observation and understanding of psychological determinants in human behavior.\*\*

**CCSD 713 (COCO) Measurement and Appraisal in Counseling** Theory of measurement and appraisal. Practice in administration, scoring, and interpretation of major tests used in counseling.

**CCSD 714 Life Stage Development: Adolescence to Older Adult** Analysis of developmental stages from adolescence onward.\*

**CCSD 715 Dynamics of Career Development** Processes and determinants of occupational choice and adjustment; life stages and career patterns in personal and vocational development.\*

**CCSD 717 (COCO) Theory and Practice of Group Counseling** Analysis of different theories of group counseling with emphasis on structure and functioning of counseling groups.\*\*

**CCSD 721 Pre-practicum in Counseling: I** Interviewing experience through class exercises and supervised experience in counseling setting.\*\*

**CCSD 722, 723 Practicum in Counseling: II** (may be taken twice) Prereq: CCSD 721. Application of counseling theory through supervised experience in counseling setting. Student presentation of interviews with clients.

**CCSD 732 Diagnostic Assessment and Counseling Techniques** Prereq: CCSD 721. Supervised research for role-playing presentations of counseling interviews to help students understand emotional distress and intervention techniques.

**CCSD 734 Intensive Case Analysis** Review of case materials to elucidate approaches to helping clients.

**CCSD 740 Internship in College Counseling I** 60 hrs incl. supervision, 4 cr. Prereq: CCSD 722. Supervised work experience in approved college counseling setting.

**CCSD 741 Advanced Internship in College Counseling II** 60 hrs incl. supervision, 4 cr. Continuation of supervised work experience in approved college counseling setting.

**CCSD 750 (COCO) Colloquium: Ethnic Issues in Counseling** Study of ethnic groups and on cultural values with their implications for counseling.

**CCSD 751 Colloquium: Issues of Gender and Sex in Counseling** Analysis, through literature and case presentation, of sex differences and commonalities and their effects on counseling relationships.

\*Open to non-matriculants.

\*\*Permission required for non-matriculants.

**CCSD 752 Colloquium: Atypical Students—The Disabled; the Older Student; Special Learning Problems** Physical and emotional characteristics of disabled, learning impaired, and older individuals with implications for counselors.

**CCSD 753, 754, 755 Seminar in Special Topics** 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. Student will carry out independent research approved by faculty and supervised by a staff member.

**CCSD 757 Individual Supervised Research** 30 hrs (supervision), 2 cr. Student will carry out independent research approved by faculty and supervised by a staff member.

**CCSD 758 Individual Supervised Research** 45 hrs (supervision), 3 cr. Student will carry out independent research approved by faculty and supervised by a staff member.

### Sample Curriculum in College Counseling and Student Development

#### First Semester:

CCSD 710 (COCO) Theories of Counseling—3 cr

CCSD 721 Pre-practicum in Counseling I—3 cr

CCSD 711 (COCO) Counseling Skills and Interviewing Techniques—3 cr

CCSD 714 Life Stage Development: Adolescence to Older Adult—3 cr

#### Second Semester:

CCSD 715 Dynamics of Career Development—3 cr

CCSD 722 Practicum in Counseling II—3 cr

CCSD 732 Diagnostic Assessment and Counseling Techniques—3 cr

CCSD 717 (COCO) Theory and Practice of Group Counseling—3 cr

#### Third Semester:

CCSD 740 Internship in College Counseling I—4 cr

CCSD 750 Colloquium: Ethnic Issues in Counseling—3 cr

CCSD 713 (COCO) Measurement and Appraisal in Counseling—3 cr

CCSD 754 Special Topics: Crisis Intervention\*—3 cr

#### Fourth Semester:

CCSD 741 Advanced Internship in College Counseling II—4 cr

CCSD 734 Intensive Case Analysis\*—3 cr

CCSD 712 Psychodynamics\*—3 cr

CCSD 751 Colloquium: Issues of Sex and Gender in Counseling—3 cr

\*Since the degree requires 45 cr the sample sequence includes selected electives the students might choose.

### MSEd—GUIDANCE & COUNSELING

**Coordinator** Marion Klutch, East Building room 1201

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 high, and senior high schools, community and 4-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. It is designed to provide the basis for NY State certification as a school counselor. Students may participate in a 2-year full-time program, or a 3- or 4-year part-time program.

### Admission Requirements

1. Academic record consistent with the requirements for admission to master's degree programs in education at Hunter College; the Graduate Record Examination is not required.
2. 24 cr 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 admission 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 cr.

### Requirements for the Degree

Students must maintain a 3.0 GPA 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 develop from course-connected field experiences. B or better grades must be achieved in the following skill-development courses: COUNS 705, 715, 735, 745, 765, 775.

At the completion of the 5th semester or 30 credits, students will be eligible for the NY State Provisional Certificate for School Counselor. Permanent certification recommendation may be made 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

*Each course 45 hrs, including conferences, 3 cr, unless otherwise noted. All of the following courses are required.*

**COUNS 700 Foundations I: Fields of Counseling** Focus, roles, goals, procedures, and practices of counselors in a variety of settings. Introduction to philosophy and techniques of counseling.

**COUNS 705 (COCO) Seminar in Counseling I: Interviewing** Principles and techniques of individual interviewing. Development of interviewing. Development of listening and one-to-one and communication skills through practice.

**COUNS 710 (COCO) Foundations II: Personality and Counseling Theories** Integrating current theories of behavior with theoretical approaches to counseling. Major issues in classifying, explaining, predicting, and controlling human behavior.

**COUNS 715 (COCO) Seminar II: Group Counseling Techniques** Prereq: COUNS 700, 705. Theory and principles of group counseling. Using group for personal growth and career development. Developing group counseling skills through practice.

**COUNS 720 Strategies I: Learning** Prereq: COUNS 710, 715. Psychological aspects of and special counseling techniques with clients with physical, emotional, and learning disabilities. Special education team.

**COUNS 725 (COCO) Seminar III: Career Development** Prereq: COUNS 710, 715. Vocational and career development theories. Techniques of individual career counseling with a variety of clients including special education students.

**COUNS 730 (COCO) Strategies II: Measurement and Appraisal** Developing test selection, administration, scoring interpretation, and test sophistication; training skills in counseling. Examinees include special education students.

**COUNS 735 Seminar IV: Vocational Applications** Prereq: COUNS 720, 725, 730. Application of vocational and career development theory in group counseling with variety of clients including special education students.

**COUNS 740 Social Systems I: Urban Counseling** Prereq: COUNS 730. Understanding urban social and class systems. Developing novel counseling strategies for effective intervention.

**COUNS 745 Seminar V: Counseling Practicum** Prereq: COUNS 735. Developing individual and group counseling skills with variety of clients and settings through supervised practice.

**COUNS 750 (COCO) Social Systems II: Counseling Minorities** 30 hrs + conf, 3 cr. Prereq: COUNS 735. Developing awareness of cultural lifestyles of "minority" groups and developing appropriate counseling techniques.

**COUNS 755 Seminar VI: Leadership** Prereq: COUNS 735. Organization and administration of counseling programs in school, community, business, and industrial settings.

**COUNS 760 (COCO) Project Seminar I: Evaluation and Research** 30 hrs + conf, 3 cr. Prereq: COUNS 730. Principles and techniques of planning, conducting, analyzing, and interpreting counseling research and evaluation.

**COUNS 765 Seminar VII: Internship** 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** Prereq: COUNS 760. Conducting evaluation or research project and writing report.

**COUNS 775 Seminar VIII: Training and Supervision** Prereq: COUNS 745. Planning, organizing, developing training programs. Supervised experiences training beginning counselors and others in human service professions.

## MSEd—REHABILITATION COUNSELING

**Coordinator** John O'Neill. East Building room 1205

This program is designed 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 2-year program leads to a Master of Science in Education (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 (CORE).

### Admission Requirements

1. Academic record consistent with the requirements for admission to graduate education programs at Hunter.
2. 15–25 credits of approved courses from the following fields: anthropology, economics, education, guidance, health sciences, political science, psychology, sociology, and related areas.
3. Commitment to helping people.
4. Evidence of oral and written expression consonant with graduate-level study.
5. Interviews with faculty members, alumni, and currently enrolled students. Central among the purposes of these interviews is to assess counselor potential, applicability of work and life experience, and candidate expectations about both the programs and the field.
6. Satisfactory ratings by the selection committee after admission interviews. Recommendations from appropriate professional or academic sources to aid in determining potential for work as a professional rehabilitation counselor.

### Requirements for Maintenance of Matriculation and Graduation

1. Students must maintain a 3.0 GPA to remain in the program and complete a minimum of 50 cr of course work to graduate.

2. Students must demonstrate rehabilitation counseling knowledge and skills as defined by the faculty, community agency supervisors, and the Council on Rehabilitation Education to earn the master's degree.
3. Field work placement must be in an approved and accredited rehabilitation agency.
4. Participation in small group seminars and community and professional activities is required.
5. Students doing fieldwork must purchase their own professional liability insurance.
6. Students must achieve a grade of B or better in the pre-practicum, practicum, and internship to graduate.
7. The faculty may require a student to gain additional experience in counseling skills and competencies before permission is granted to complete the program.
8. Students are graded on academic work, examinations, papers, oral presentations, peer group interaction, field placement tapes and verbatims, and supervisors' evaluations to evaluate achievement.

## COURSE LISTINGS

*Each course 45 hrs, including conferences, 3 cr, unless otherwise noted. Enrollment in any course by non-matriculated students must be approved by the coordinator.*

**REH 700 Resources and Foundations of Rehabilitation** History, philosophy, and principles of the vocational rehabilitation process. Economic, legal, ethical, and social issues influencing rehabilitation service. Observation of clients and services available in state, city, and private agencies.

**REH 701 (COCO) (Pre-practicum) Counseling Skills and Interviewing Techniques** Theory and practice of basic counseling skills, with emphasis on listening and responding.

**REH 702 (COCO) Theories of Counseling** Study of major counseling theories to provide foundation for basic concepts and techniques of counseling as applied to disabled.

**REH 703 Supervised Practicum in Rehabilitation Counseling** 100 hrs to be arranged in selected agencies in the field, 3 cr. Prereq: REH 701, 702. Experience in applying techniques of counseling with disabled clients from selected state, city, and nonprofit agencies. Case seminars to discuss clients, roles, and responsibilities of counselor.

**REH 704 Psychological Aspects of Disability** Psychological, developmental, and social concomitants of disability with emphasis on attitude, self-concept, and adjustment.

**REH 705 (COCO) Measurement and Appraisal** Practice in use of standardized tests used in vocational evaluation and counseling, with a focus on implications for disabled and minority groups.

**REH 706 Vocational Development and Placement of the Handicapped** Application of principles of occupational development, vocational choice, work adjustment, job analysis, and worker traits. Sources and uses of occupational information, labor market trends. Emphasis on vocational evaluation, job development, follow-up.

**REH 707 Medical Aspects of Disability** Study of etiology, symptoms, treatment, and prognosis of physically disabled. Understanding of medical reports and basic medical terminology.

**REH 708 (COCO) Research Methods in Rehabilitation Counseling** Principles and analysis of research methods, use of assessment and evaluation data. Review of literature on research problems in field.

**REH 709 Rehabilitation Counseling in Business and Industry** Includes: history, legal aspects, reporting requirements, unique counseling techniques, job analyses, and expert witness testimony. Emphasis on state workers' compensation and federal rehabilitation legislation.

**REH 710 (COCO) Cross Cultural Aspects of Counseling** Understanding behavioral patterns among people of different backgrounds.

**REH 713 (COCO) Group Counseling** Group counseling techniques to promote personal growth, assertiveness, career exploration, and decision-making.

**REH 721 Psychiatric Aspects of Counseling** Prereq: advanced standing. Study of etiology, symptoms, treatment, and prognosis of psychiatric patient. Understanding psychiatric reports, basic terminology, and medications.

**REH 790, 791 Internship in Rehabilitation Counseling I, II** Each 300 hrs. 4 crs for 2 sem. Prereq: 25 cr in basic courses or equiv. Permission of college field-work supervisor required. Students working in the field with acceptable experience may receive 2 cr each sem for supervised counseling in their agency. Supervised internship at accredited state, city, and private agencies. Development of counselor skills and techniques. Work evaluated each term by agency and college supervisor.

**Selected Electives Offered Spring or Fall Depending on Needs of Curriculum**

**REH 712 Current Issues in Rehabilitation**  
**REH 714 Supervision and Administration in Rehabilitation Counseling**  
**REH 715 Sheltered Workshops**  
**REH 716 Special Problems of Disabled Women**  
**REH 717 Rehabilitation Counseling with the Aging**  
**REH 718 Rehabilitation Counseling with Substance Abusers**  
**REH 720 Independent Living**

**Sequence of Required Courses**

**First Semester:**

	Credits
REH 700 Resources and Foundations of Rehabilitation	3
REH 701 (Pre-practicum) Counseling Skills and Interviewing Techniques	3
REH 702 Theories of Counseling	3
REH 704 Psychological Aspects of Disability	3
	12

**Second Semester:**

REH 703 Supervised Practicum in Rehabilitation Counseling	3
REH 705 Measurement and Appraisal	3
REH 706 Vocational Development and Placement of the Handicapped	3
REH 707 Medical Aspects of Disability	3
	12

**Third Semester:**

REH 721 Psychiatric Aspects of Counseling	3
REH 710 Cross Cultural Aspects of Counseling	3
REH 713 Group Counseling	3
REH 790 Internship in Rehabilitation Counseling I	4
	13

**Fourth Semester:**

REH 708 Research Methods in Rehabilitative Counseling	3
REH Approved Elective	3
REH 791 Internship in Rehabilitation Counseling II	4
REH 709 Rehabilitation Counseling in Business and Industry	3
	13

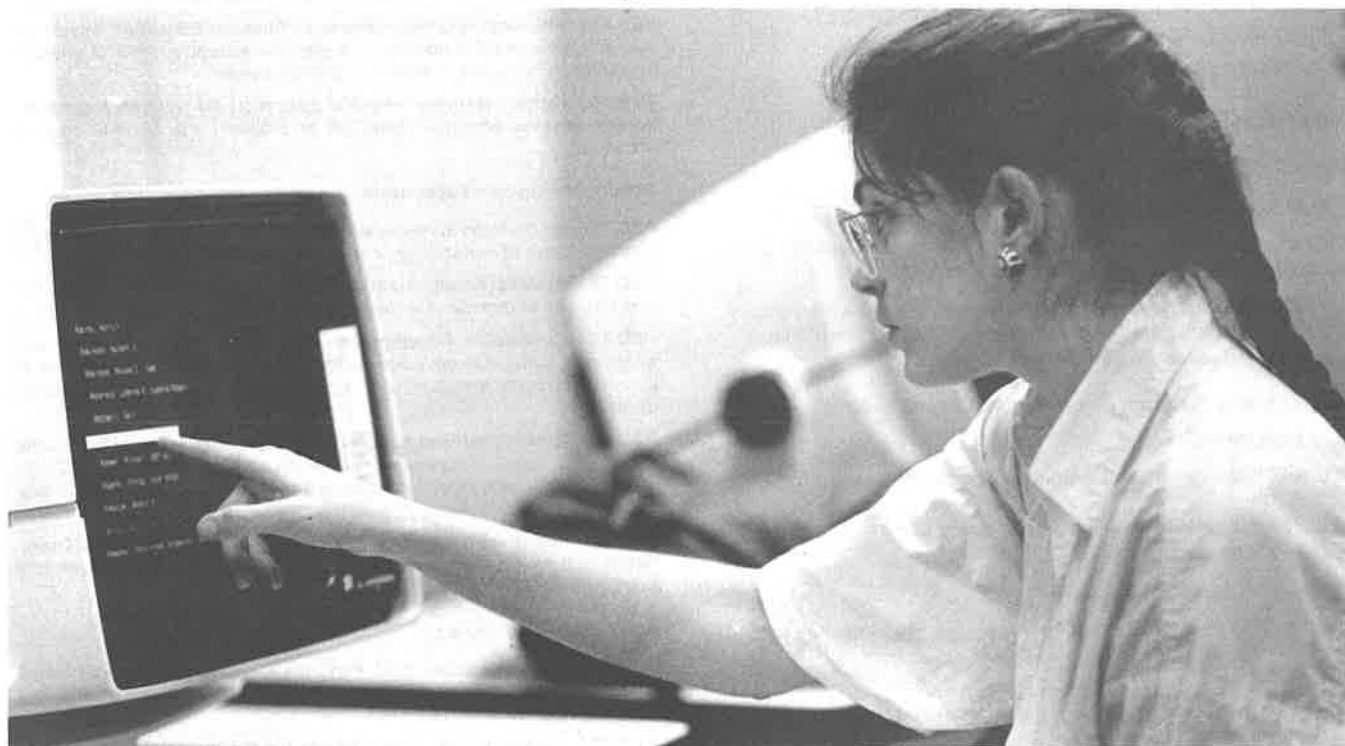
**Approved Electives** to be offered on a rotating basis to meet the needs of students and community.

REH 712 Current Issues in Rehabilitation	3
REH 714 Supervision and Administration in Rehabilitation Counseling	3
REH 715 Sheltered Workshops	3
REH 716 Special Problems of Disabled Women	3
REH 717 Rehabilitation Counseling with the Aged	3
REH 718 Rehabilitation Counseling with Substance Abusers	3
REH 720 Independent Living	3

**Independent Study** by arrangement with instructor.

REH 731	1
REH 732	2
REH 733	3

*Student using a touch terminal to locate a publication in the Jacqueline Grennan Wexler Library. In addition to this main library, with about half a million volumes, Hunter College has branch libraries at the School of Social Work and the Brookdale Health Science Center.*



## Health & Physical Education

(For faculty, see page 27)

The graduate programs in health education and physical education seek to prepare effective and committed teachers, individuals who are professionally knowledgeable and capable of assuming instructional and programming responsibilities in a wide variety of school and community settings. The curricula are designed to permit concentration in selected areas of specialized interest and offer opportunities for those students who wish broader academic and professional experience. Upon completion of the graduate program in health education or physical education (teaching and program concentration only), students receive permanent certification in NY State. Those enrolled in health and fitness leadership can also be certified provided they have the required undergraduate background and complete the graduate course requirements in professional education.

### MSEd—PROGRAM IN PHYSICAL EDUCATION

**Coordinator** Richard C. Havel, West Building room 1102

#### Requirements for Admission

1. An undergraduate major in physical education or related study.
2. Provisional certification or its equivalent is required of all candidates. Those interested in the health and fitness concentration should also have a strong background in physical education and related professional experience.
3. A GPA of 3.0 in the major and an overall undergraduate average of 2.5.
4. References and a personal interview may be requested.
5. Applicants not meeting academic standards may, under certain circumstances, take up to 9 cr on a non-matriculated basis. If a 3.0 average is achieved, they can apply for matriculated status.
6. Satisfactory health status.

#### Requirements for the Degree

##### General Requirements

1. 32 cr with a minimum GPA of 3.0.
2. Comprehensive examination in the area of specialization or satisfactory completion of a master's thesis.
3. Fulfillment of any independent study and/or field work commitments. Students are encouraged to take advantage of independent study and field work opportunities.

#### Teaching and Program Development Concentration

##### Core Requirements (9 cr)

- PED 763 Supervision and Administration in Physical Education (3cr)  
 PED 770 Motor Learning and Performance (3 cr)  
 PED 780 Research Methods (3 cr)

##### Specialized Related Courses (8–14 cr)

In addition to the following required courses, students may take up to 14 cr in this area.

- PED 761 Athletic Administration (3 cr)  
 PED 762 Curriculum Development in Physical Education (3 cr)  
 PED 783 Independent Study (2 cr)

##### Education Sequence (6–9 cr)

1. A course in social foundations
2. A course in measurement and evaluation
3. A course in curriculum and teaching

**Electives (3–9 cr)** To be selected from courses in education, health education, health sciences, physical education, and special education with approval of the graduate advisor.

#### Health and Fitness Leadership Concentration

##### Core Requirements (12 cr)

- PED 772 Exercise Physiology (3 cr)  
 PED 773 Sports Medicine (3 cr)  
 PED 780 Research Methods (3 cr)  
 HED 713 Health Counseling (3 cr)

##### Specialized Related Courses (8–14 cr)

In addition to the following required courses, students may take up to 14 cr in this area.

- HED 726 Health Maintenance and Fitness in Industry (3 cr)  
 HED 727 Workshop in Stress Management (3 cr)  
 H ECO 580 Nutrition for Educators (2 cr)

**Electives (6–12 cr)** To be selected from courses in education, health education, health sciences, physical education, and special education with approval of the graduate advisor.

## COURSE LISTINGS IN PHYSICAL EDUCATION

*Each course 45 hrs. 3 cr. unless otherwise noted.*

#### Cultural Foundations

**PED 750 Sport in Society** Study of sport as a significant social institution in American society.

**PED 751 Movement and Meaning** Movement activity as it relates to meaning, expression, and understanding of human experience.

**PED 752 Philosophical Foundations of Physical Education** Interpretation of philosophical foundations of physical education. Role of physical education in relation to individual and group needs.

**PED 753 Current Issues in Physical Education** 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.

**PED 761 Athletic Administration** Analysis of role and administrative responsibilities of director of athletics in schools and colleges.

**PED 762 Curriculum Development in Physical Education** 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** Examination of concepts of supervision and administration. Analysis of problems related to improvement of instruction and administration of instructional programs for grades 1–12.

**PED 764 Theory and Research in Teaching Physical Education** Examination of theoretical models of teaching physical education. Application of behavioral research methods to study of teaching.

#### Scientific Foundations

**PED 770 Motor Learning and Performance** Psychological and neurological factors related to development of motor skill; emphasis on teacher's role in facilitating learning.

**PED 771 Biomechanics** Study and analysis of human movement.

**PED 772 Exercise Physiology** Physiological adaptations of man to exercise; application of exercise physiology to physical education programs.

**PED 773 Sports Medicine** 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** 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 cr in physical education.

**PED 781 Research Studies: Analysis and Interpretation** Analysis of selected research studies in physical education; research application to programs and practices.

**PED 782 Seminar in Physical Education** Discussion and analysis of significant professional issues in physical education.

**PED 783 Independent Study** 1–3 cr each sem. Delineation of 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 total educational program. Integration of outdoor activities in selected patterns.

**REC 732 Recreation Programs** 30 hrs, 2 cr. Analysis of factors that influence planning of recreation programs; formulation of principles for selection of activity; emphasis on recreation methodology, activities, and services.

### MSEd—PROGRAM IN HEALTH EDUCATION

**Coordinator** Richard C. Havel, West Building room 1102

#### Requirements for Admission

1. The candidate should possess a degree in health education *or* a degree in a related field (e.g. physical education, psychology, sociology, biological sciences, nursing education) *and* have had
  - a. A general health course (contemporary concepts in health)
  - b. A course in public health and/or appropriate fieldwork 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 course dealing specifically with evaluation in an educational context
  - f. Successful completion of a course in student teaching or one year's teaching experience.
2. A 3.0 GPA in health education courses and a 2.5 cumulative undergraduate GPA.
3. 3 letters of recommendation verifying academic ability and suitability for the pursuit of graduate study.

#### Requirements for the Degree

Required Courses (9 cr)

HED 710 History and Philosophy of Health Education  
HED 720 Administration of School Health Education  
PED 780 Research Methods

Education Sequence (9 cr)

1. A course in social foundations of education (see p. 36)
2. A course in measurement and evaluation (HED 730 Evaluation of Health Education)

3. A course in curriculum and teaching (HED 721 Developing the Health Curriculum)

Electives (12 cr)

To be selected from HED-prefixed courses and other courses to meet individual needs.

### COURSE LISTINGS IN HEALTH EDUCATION

*Each course 45 hrs, 3 cr, unless otherwise noted.*

#### Health Science Foundations

**HED 710 History and Philosophy of Health Education** Study of historical and philosophical foundations of health education. Fundamental principles and their application to personal and societal health needs.

**HED 711 Critical Issues in Health Education** Identification of selected health issues of major importance and current concern in health education.

**HED 712 Safety Education** Analysis of safety in a variety of modes of daily living. Psychology and prevention of accidents in relation to human behavior and technology.

**HED 713 Health Counseling** Health guidance of school-aged individuals. Principles and methods of screening, assisting, and referring students with health concerns.

**HED 714 Health Education for Classroom Teachers** Introduction to health instruction, health environment, and health services utilized by classroom teacher. Role of classroom teacher in health. Course is designed for graduate students other than health education majors.

#### Program Development

**HED 720 Administration of School Health Education** Application of contemporary management practice to administration of school health program. Promotion of school health program through systems approach and application of marketing and public relations concepts.

**HED 721 Developing the Health Curriculum** Examination of process of curriculum development: curriculum 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** Designed to introduce affective teaching strategies. Decision-making process is studied to assist students in exploring their own attitudes, feelings, and values.

**HED 723 Health Teaching Resources** Survey of current multimedia in health education. Emphasis on effective utilization and integration of instructional media.

**HED 724 School Health Services and Environment** Study of school health services and healthful school environment. Responsibilities of teacher, school, and community are explored and identified.

**HED 725 Urban Health\*** Study of current urban health issues.

**HED 726 Health Maintenance and Fitness in Industry\*\*** Development of programs leading to examination, evaluation, and modification of daily health behavior.

**HED 727 Workshops in Health Education\*\*** Selected topics of current significance in health education. Topics to be announced.

\* Open to all graduate students.

\*\* Open to all graduate students with permission of graduate advisor.

#### Research and Evaluation

**HED 730 Evaluation of Health Education** Purpose of measurement and evaluation in health education. Current measurement tools in education. Appropriate measuring instruments in cognitive and affective domains of health education developed and evaluated.

**HED 731 Research Seminar** A critical examination of current research literature in health education field. Literature reviewed and interpreted. Assessment of current studies and trends.

**HED 732 Thesis Seminar** Designed to assist the master's degree student in preparation of thesis. Opportunity for student to define research problem, review appropriate research material, and establish writing procedures.

**HED 733 Independent Study in Health Education** 1-3 cr. Delineation of research problem, guidance in research techniques; student works under guidance of faculty member in development of project proposal or thesis topic.

### MS IN DANCE/MOVEMENT THERAPY

**Coordinator** Claire Schmais, Brookdale Center, 425 East 25th St. room 811

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 GPA). The Graduate Record Examination is not required.
2. 24 liberal arts credits, to include a minimum of 2 courses in psychology and one course in kinesiology or the equivalent.
3. Extensive and varied dance background. At least 18 cr 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. 2 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:

1. Complete on a full-time basis 60 cr of course work and field experience.
2. Demonstrate at an acceptable level through performance, participation, and examination, professional knowledge and competence in the practice of dance therapy.
3. Complete an individual project or research paper.
4. Complete a 700-hr internship at a public or private mental health facility.

The student's status and progress will be regularly assessed throughout the course of study. The College reserves the right to ask for withdrawal of any student who fails to perform satisfactorily.

### Course Sequences

#### Fall Semester

	Credits
DANTH 701 Dance Therapy I	4
DANTH 711 Motility and Human Development	3
DANTH 721 Movement Behavior I	3
DANTH 731 Movement Observation I	3
DANTH 780 Research Methods in Dance Therapy	3

#### Spring Semester

DANTH 702 Dance Therapy II	4
DANTH 712 Clinical Issues in Dance Therapy I	3

DANTH 722 Movement Behavior II	3
DANTH 732 Movement Observation II	3
DANTH 751 Fieldwork and Seminar	3

#### Fall Semester

DANTH 703 Dance Therapy III	4
DANTH 713 Clinical Issues in Dance Therapy II	3
DANTH 741 Project Seminar	3
DANTH 752 Internship in Dance Therapy I	3
Group process course	3

#### Spring Semester

DANTH 753 Internship in Dance Therapy II	9
Elective	3

### COURSE LISTINGS

*Each course 45 hrs, 3 cr, unless otherwise noted.*

**DANTH 701, 702 Dance Therapy I & II** Each 60 hrs, 4 cr. 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** Study of motility and development from infancy to old age. Emphasis on observable behaviors of normal and atypical individuals during life cycle.

**DANTH 712, 713 Clinical Issues in Dance Therapy I & II** 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** Review of major theoretical and research literature on developmental, expressive, and communicative movement.

**DANTH 731, 732 Movement Observation I & II** Evaluation and analysis of individual movement style, group interaction, cultural differences, and movement characteristics of special populations.

**DANTH 741 Project Seminar** Preparation of acceptable final project under faculty supervision. Student registers for this course once; credit granted when project is accepted.

**DANTH 751 Fieldwork and Seminar** 100 hrs, 3 cr. Coreq: DANTH 712. Supervised observation and participation in clinical settings. Students become acquainted with varied patient populations, modes of practice, and institutional structures.

**DANTH 752 Internship in Dance Therapy I** 200 hrs, 3 cr. Coreq: DANTH 713. Supervised observation and practice in clinical settings. Concepts and principles of dance therapy are related to student's placement.

**DANTH 753 Internship in Dance Therapy II** 500 hrs, 9 cr. Skills refined through supervised clinical practice and continued education. Work with individuals and groups as part of treatment team.

**DANTH 760 Special Topics** Topics will be selected to meet current needs of field placements and to present specific areas of knowledge in greater depth.

**DANTH 780 Research Methods in Dance Therapy** Evaluation of existing research. Identification of research problems and analysis of strategies for dance therapy research.

### Agency Affiliations for Fieldwork and Internship Placements

Alhambra Day Treatment Center  
Bellevue Hospital  
Bernard Fineson Developmental Center  
Elizabeth General Medical Center  
Federation, Employment and Guidance Service  
Gracie Square Hospital  
Harlem Valley Psychiatric Center  
Hawthorne Cedar-Knolls School  
Kings County Hospital  
The Lafayette Center

Life Skills School  
Metropolitan Hospital  
North Central Bronx Hospital  
South Beach Psychiatric Center  
Young Adult Institute

### MS IN DANCE/MOVEMENT THERAPY & MSW IN SOCIAL WORK—DUAL DEGREE PROGRAM

The purpose of the dual master's degree program in Dance Therapy and Social Work is to educate new mental health professionals, skilled in both modalities, who can provide a variety of services in meeting the needs of a changing system of health care delivery. The curriculum is designed to incorporate the theoretical and practical aspects of each modality into a unified and cohesive approach to teaching individuals, families, and groups in need of service.

#### Requirements for Admission

Students must meet the requirements for the specific degrees of each field.\*

Students are admitted into the dual program only in the spring semester.

#### Requirements for the Degree

To complete the program the student must:

1. Complete 80 cr of required and elective work in Dance Therapy and Social Work.\*\*
2. Meet the degree requirements of both programs.

#### Course Sequences

Spring Semester		Credits
SSW 701	Social Welfare Organization	3
SSW 751	Social Work Research I	3
DANTH 722	Movement Behavior II	3
SSW 712	Social Work in the Urban Community	3
Elective		3
Fall Semester		
SSW 731	Social Group Work I	3
DANTH 701	Dance Therapy I	4
DANTH 731	Movement Observation I	3
SSW 711	Human Behavior and the Social Environment I	3
SSW 760.50	Dance Therapy—Social Work Field Instruction	3
Spring Semester		
SSW 732	Social Group Work II	3
DANTH 702	Dance Therapy II	4
DANTH 732	Movement Observation II	3
SSW 713	Human Behavior and the Social Environment II	3
SSW 760.51	Dance Therapy—Social Work Field Instruction	3
Fall Semester		
SSW 733	Social Group Work III	3
DANTH 703	Dance Therapy III	4
DANTH 721	Movement Behavior I	3

\*Students without the appropriate undergraduate major may be admitted conditionally.

\*\*For a complete list of social work courses, consult the School of Social Work section of this catalogue.

SSW 780	Administration of Social Agencies	3
SSW 763.51	Dance Therapy—Social Work Field Instruction	5
Spring Semester		
SSW 715	Seminar in Psychodynamics	2
SSW 790.51	Advanced Seminar in Art and Helping	3
SSW 764.51	Dance Therapy—Social Work Field Instruction	5
Electives		5

### Special Education

(For faculty, see page 27)

**Advisors** (all in West Building) General Advisement: Shirley Cohen, room 916; Emotional Disturbance: Ellis I. Barowsky, room 919, and Julia T. Wu, room 916; Learning Disabilities: Katherine Garnett, room 918; Hearing Impairment: Rosemary Gaffney, room 915; Mental Retardation: Marsha Lupi, room 916; Visual Handicaps and Severe/Multiple Handicaps: Rosanne K. Silberman, room 917

The program in special education at Hunter College prepares the student for NY State certification as a Teacher of Special Education, Teacher of the Blind and Partially Sighted, or Teacher of the Deaf. It also meets all course requirements for New York City licenses in special education. The program consists of a basic core of courses, which covers all disability areas, and specializations comprising course sequences in particular disability areas. Specializations are offered in the following areas: visual handicaps, hearing impairment, mental retardation, emotional disturbance, learning disabilities, and severe/multiple handicaps. Dual specializations may be planned in all areas other than hearing impairment and visual handicaps. Training is also available for administrators of group homes for the mentally retarded and developmentally disabled.\*

#### MSEd—Special Education

There are two programs in special education: Program A requires 30–36 credits, Program B requires 45–47 credits.

#### Admission Requirements

**Program A** The 30–36 credit program is open to graduates of approved colleges who hold baccalaureate degrees and meet the following requirements: a 2.7 GPA in undergraduate courses; completion of a sequence of courses in elementary education making the student eligible for NY State Education Department Certification N–6, or completion of a course sequence in secondary education and subject matter which makes the student eligible for NY State Education Department certification at the secondary school level. Students with secondary school training will be admitted with 6 credits of conditions; to remove the conditions students must complete methods courses in reading and mathematics for the elementary school. Students who do not meet NY State requirements for teacher certification may be admitted to "matriculation with conditions" if they have no more than 12 credits of deficiencies.

**Program B** The 45–47 credit program is open to graduates of approved colleges who hold baccalaureate degrees but who have not completed a sequence of courses in elementary or secondary education if they can present at least a 2.7 GPA for all college or university work completed at the time of the conferral of the baccalaureate.

\*Pending approval of the Board of Higher Education.

**Non-Matriculants, Programs A & B** Students who are not admitted to matriculated status in Programs A or B because their undergraduate GPA is less than 2.7 may be allowed to take 9 credits of course work as non-matriculants provided their GPA is at least 2.5.

A student who achieves a 3.33 GPA in this course work can then reapply for matriculated status.

### Requirements

#### Program A (30–36 cr)

1. Courses totaling 30 cr in mental retardation; 30 cr in emotional disturbance; 34 cr in hearing impairment; 33–34 cr in visual impairment; 33 cr in learning disabilities; 31–32 cr in severe handicaps; 36 cr for dual specializations, *plus*
2. A comprehensive examination
3. Supervised practicum experience
4. Demonstration of satisfactory written English.

#### Program B (45–47 cr)

1. Courses totaling 13–19 cr in elementary education plus 27–36 cr in special education, *and*
2. A comprehensive examination
3. Supervised practicum experience
4. Demonstration of satisfactory written English.

### Sequences

#### Elementary Education: Minimum Requirements (Program B only)

	Credits
EDFDN 704, 705, or 706 One course dealing with social foundations of education	3
EDFDN 719 Advanced Child Development	3
EDUC 704 Teaching Developmental Reading	3
EDUC 705 Basic Math and Science Instruction in Elementary School	3
EDUC 709 Drug Abuse Education	1
EDUC 700* Art of Effective Teaching	3
EDUC 730* Advanced Studies in Teaching Reading and Language Arts	3
<b>Total</b>	<b>19</b>

#### Special Education (Programs A and B)

	Credits
<b>Basic Core</b>	
EDSPC 700 Handicapped in Society	3
EDSPC 706 Integrative Seminar	2
EDSPC 709** Assessment of Severely Handicapped or Learners	3
EDSPC 710 Measurement and Appraisal of the Handicapped	
EDSPC 711 Learning Problems of Handicapped or	3
EDSPC 712** Language Development for Severely/Multiply Handicapped Learners	
EDSPC 715* Managing the Classroom Behavior of Mildly to Moderately Impaired Students	3
<b>Core Total</b>	<b>11–14</b>

\*Not required of students specializing in hearing impairment, visual handicaps, or severe/multiple handicaps.

\*\*Students specializing in severe/multiple handicaps will take EDSPC 709 in lieu of 710, and 712 in lieu of 711.

In addition to the basic core courses (11–14 cr), which are taken by students in both Programs A and B, all students will select a specialization. For students in Program A, a specialization requires 2 practicums, which may be fulfilled by 2 summer placements or one summer placement plus supervision on the job. Students in Program B may be required to pursue one of the following alternatives to fulfill the practicum requirement:

1. One practicum placement of 180 hrs during a fall or spring semester, plus either a summer placement or a semester of supervision on the job, *or*
2. 3 semesters of practicum placement, including 2 summer placements and one semester of supervision on the job.

### SPECIALIZATIONS

Hearing Impairment	Credits
COMSC 641 Hearing and Hearing Impairment	3
EDSPC 730 Language Development for the Deaf Child I	2
EDSPC 731 Language Development for the Deaf Child II	2
EDSPC 732 Development of Speech in the Deaf Child I	2
EDSPC 733 Development of Speech in the Deaf Child II	2
EDSPC 734 Aural Rehabilitation	3
EDSPC 735 Curriculum Adaptations for Deaf Students	3
EDSPC 736.50 Practicum I: Hearing Impaired	2
EDSPC 736.51 Practicum II: Hearing Impaired	2
EDSPC 737 Total Communication: Sign Language	2
<b>Specialization Total</b>	<b>23</b>

Visual Impairment	Credits
EDSPC 740 Educational Implications of Visual Handicaps	3
EDSPC 741 Curriculum for the Visually Handicapped I	3
EDSPC 742 Curriculum for the Visually Handicapped II	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 I: Visually Handicapped	2
EDSPC 746.51 Practicum II: Visually Handicapped	2
EDSPC 747 Principles of Orientation and Mobility for Teachers of the Visually Handicapped	3
1 elective selected in conjunction with the advisor in visual handicaps.	2 or 3

**Specialization Total 22 or 23**

Emotional Disturbance	Credits
EDSPC 750 Study of Emotional Dysfunction	3
EDSPC 753 Curriculum for the Emotionally Disturbed I	3
EDSPC 754 Curriculum for the Emotionally Disturbed II	3
EDSPC 756.50 Practicum I: Emotionally Disturbed	2
EDSPC 756.51 Practicum II: Emotionally Disturbed	2
EDSPC 757* Study of Infantile Autism	3
EDSPC 758* Developmental Remediations for Children with Autistic Behaviors	3
1 elective selected in conjunction with the advisor in emotional disturbance for students not taking EDSPC 757 or 758.	3

**Specialization Total 16 or 19**

\*EDSPC 757 is required only for students specializing in severe disturbance. For them EDSPC 758 may serve as an alternate for EDSPC 754.

<b>Physical Impairment</b> (minor, to be combined with another specialization)			Credits
EDSPC 770	Educational Implications of Physical Disabilities		3
EDSPC 771	Curriculum for the Physically Handicapped		3
EDSPC 776.50	Practicum: Physically Handicapped		2
Minor Total			8

<b>Learning Disabilities</b>			Credits
EDSPC 780	Nature and Needs of Students with Learning Disabilities		3
EDSPC 781	Curriculum I: Learning Disabilities		3
EDSPC 782	Curriculum II: Learning Disabilities		3
EDSPC 786.50	Practicum I: Learning Disabilities		2
EDSPC 786.51	Practicum II: Learning Disabilities		2
EDUC 731	Reading Instruction in the Elementary Schools: Advanced Course		3
1 elective selected in conjunction with the advisor in learning disabilities.			3
Specialization Total			19

<b>Mental Retardation</b>			Credits
EDSPC 760	The Study of the Mentally Retarded		3
EDSPC 761	Curriculum for the Mentally Retarded I		3
EDSPC 762	Curriculum for the Mentally Retarded II		3
EDSPC 766.50	Practicum I: Mentally Retarded		2
EDSPC 766.51	Practicum II: Mentally Retarded		2
1 elective selected in conjunction with the advisor in mental retardation.			3
Specialization Total			16

<b>Severe/Multiple Handicaps</b>			Credits
EDSPC 719	Parent Involvement in the Education of Young Handicapped Children		3
EDSPC 737	Total Communication: Sign Language		2
EDSPC 790	Foundations and Educational Implications of Severe/Multiple Handicaps		3
EDSPC 791	Curriculum Development for Severely/Multiply Handicapped Learners		3
EDSPC 792	Classroom Management for Effective Behavioral and Educational Programming with Severely/Multiply Handicapped Learners		3
EDSPC 796.50	Practicum I: Severely/Multiply Handicapped		2
EDSPC 796.51	Practicum II: Severely/Multiply Handicapped		2
1 elective selected in conjunction with the advisor in severe/multiple handicaps.			2 or 3
Specialization Total			20 or 21

<b>Severe/Multiple Handicaps with Focus on Community Residence Administration*</b>			Credits
EDSPC 762	Curriculum for Mentally Retarded Adolescents and Adults		3
EDSPC 767	Essentials of Group Home Administration		3
EDSPC 768.50	Practicum Group Home Administration		2
SSW 780**	Social Work Administration for Non-majors		3
Specialization Total			11

\*EDSPC 719 not required for specialization.

\*\*For course description, see under School of Social Work.

<b>Mental Retardation with a Focus on Community Residence Administration*</b>			Credits
EDSPC 767	Essentials of Group Home Administration		3

EDSPC 768.50	Practicum: Group Home Administration	2
EDSPC 792	Classroom Management for Effective Behavioral and Educational Programming with Severely/Multiply Handicapped Learners	3
SSW 780**	Social Work Administration for Non-majors	3
Specialization Total		11

\*EDSPC 715 not required for specialization.

\*\*For course description, see under School of Social Work.

<b>Electives</b>		Credits
EDSPC 714	Psychology of the Handicapped	2
EDSPC 720.50	Workshop: Creative Arts for the Handicapped	2
EDSPC 728.51, 728.52, 728.53	Independent Study in Special Education	1, 2, or 3
EDSPC 738.51, 738.52, 738.53	Independent Study in Education of Deaf	1, 2, or 3
EDSPC 748.51, 748.52, 748.53	Independent Study in Education of Blind and Visually Impaired	1, 2, or 3

## COURSE LISTINGS

Each course 45 hrs. 3 cr. unless otherwise noted.

**EDSPC 700 Handicapped In Society** Current and historical views of handicapped; legal and educational perspectives; definition of population; effects of disabilities on psychological development. Field observation.

**EDSPC 706 Integrative Seminar** 30 hrs, 2 cr. Prereq: 24 cr in special education or perm. chair. Integration of theory and practice as related to total field of special education.

**EDSPC 709 Assessment of Severely Handicapped Learners** Prereq or coreq: EDSPC 700, 790. Study of process and procedures used in educational assessment of severely/multiply handicapped learners. Emphasis on behavior observation techniques and appropriate normed and criterion referenced tests used in classroom.

**EDSPC 710 Measurement and Appraisal of Handicapped** Prereq or coreq: EDSPC 700. Study of processes and procedures used in assessing handicapped children, with special emphasis on procedures used by teachers. Supervised practice.

**EDSPC 711 Learning Problems of Handicapped** Prereq or coreq: EDSPC 700. Study of disorders of perception, cognition, and language as they pertain to classroom functioning of children with various disabilities. Field observations may be included.

**EDSPC 712 Language Development for Severely/Multiply Handicapped Learners** Prereq or coreq: EDSPC 700. Designed to help students learn basic information about acquisition and development of language skills in normal children and in severely/multiply handicapped learners. Effects of severe impairments on communication. Methods of facilitating language acquisition.

**EDSPC 714 Psychology of Handicapped** 30 hrs, 2 cr. Prereq or coreq: EDSPC 700. Personality characteristics and developmental problems associated with various types of disabilities.

**EDSPC 715 Managing Classroom Behavior of Mildly to Moderately Handicapped Students** Prereq or coreq: EDSPC 700, 710, 711, and either 750, 760, 770, or 780. Designed to develop skills in utilizing variety of approaches to classroom management, including behavior modification, communication strategies, and psycho-educational approaches to working with students who have disabilities.

**EDSPC 716 Topics in Special Education** Prereq or coreq: EDSPC 700, 710, 711. In-depth study of one area relevant to working with disabled persons.

**EDSPC 719 Parent Involvement in Education of Young Handicapped Children** 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 720.50 Workshop: Creative Arts for Handicapped** 30 hrs, 2 cr. Prereq or coreq: EDSPC 700. Experiences in arts designed and adapted for special needs of children with disabilities.

**EDSPC 728.51, 728.52, 728.53 Independent Study in Special Education** 15–45 hrs, 1–3 cr. Independent study is designed to allow advanced students to pursue in greater depth a topic of particular interest within field of special education. Students must obtain approval of a special education advisor to take EDSPC 728.51 (1 cr). EDSPC 728.52 and 728.53 require approval of both advisor and chair.

**EDSPC 730 Language Development for Deaf Child I** 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 Deaf Child II** 30 hrs, 2 cr. Prereq or coreq: COMSC 641, EDSPC 730. Study of language acquisition in hearing and deaf children. Different methods used to facilitate language acquisition.

**EDSPC 732 Development of Speech in Deaf Child I** 30 hrs, 2 cr. Prereq or coreq: COMSC 641, EDSPC 730. Human speech mechanism and phonological development of normal children; sense modalities in speech production; broad stages of speech acquisition in young deaf children. Field observation.

**EDSPC 733 Development of Speech in Deaf Child II** 30 hrs, 2 cr. Prereq: EDSPC 732. Typical speech errors of hearing-impaired children; targets and teaching strategies. Field observations.

**EDSPC 734 Aural Rehabilitation** Prereq or coreq: COMSC 641, EDSPC 730, 732. Principles and methods of teaching speechreading; principles and methods of auditory training; methods, procedures, and materials used in development of communication ability.

**EDSPC 735 Curriculum Adaptations for Deaf Students** Curriculum and instructional procedures specific to education of deaf students. Adaptations of regular curriculum to meet specific needs of deaf students.

**EDSPC 736.50 Practicum: Hearing Impaired** 30 hrs + 150-hr field placement, 3 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** 30 hrs + 150-hr field placement, 2 cr. Prereq: EDSPC 730, 732; coreq: EDSPC 734. Supervised experiences in local programs for deaf, hard-of-hearing, and language-impaired children.

**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, dactylology, and signed English.

**EDSPC 738.51, 738.52, 738.53 Independent Study in Education of Deaf** 15–45 hrs, 1–3 cr. Independent study is designed to allow advanced students to pursue in greater depth a topic of particular interest within field of deaf education. Students must obtain approval of a faculty advisor in area of deaf education to take EDSPC 738.51. EDSPC 738.52 and 738.53 require approval of both advisor and chair.

**EDSPC 740 Educational Implications of Visual Handicaps** 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 I** Prereq or coreq: EDSPC 700, 710, 711. Analysis and organization of instructional programs for visually handicapped children. Educational appraisal and remedial techniques pertaining to specific problems of visually handicapped.

**EDSPC 742 Curriculum for the Visually Handicapped II** Prereq or coreq: EDSPC 700, 710, 711. Techniques of teaching visually handicapped; principles of instruction and development of appropriate materials and curriculum.

**EDSPC 743 Communication Skills for Visually Handicapped I** 30 hrs, 2 cr. Prereq or coreq: EDSPC 740, 741. History of Braille; use of slate and Braille; training in transcribing from inkprint texts; knowledge of technological aids.

**EDSPC 744 Communication Skills for Visually Handicapped II** 30 hrs, 2 cr. Prereq: EDSPC 743. Braille skills in Nemeth, music, and foreign language code; training in use of Optacon and Speech Plus calculator.

**EDSPC 746.50 Practicum I: Visually Handicapped** 30 hrs + 150-hr field

placement, 2 cr. Prereq or coreq: EDSPC 740, 741. Supervised field experiences with children having various eye defects and levels of visual functioning.

**EDSPC 746.51 Practicum II: Visually Handicapped** 30 hrs + 150-hr field placement, 2 cr. Prereq or coreq: EDSPC 742, 743. Supervised field experiences with children having various eye defects and levels of visual functioning.

**EDSPC 747 Principles of Orientation and Mobility for Teachers of Visually Handicapped** Prereq or coreq: EDSPC 740, 741. Meaning of physical independence; use of sensory experience by visually handicapped; techniques for awareness of cues in environment; training procedures. Supervised practice.

**EDSPC 748.51, 748.52, 748.53 Independent Study in Education of Blind and Visually Impaired** 15–45 hrs, 1–3 cr. Independent study is designed to allow advanced students to pursue in greater depth a topic of particular interest within field of education of visually handicapped. Students must obtain approval of faculty advisor in area of visual impairment to take EDSPC 748.51. EDSPC 748.52 and 748.53 require approval of both advisor and chair.

**EDSPC 750 Study of Emotional Dysfunction** Prereq or coreq: EDSPC 700, 710, 711. Characteristics, etiology, and effects of emotional disorders as they relate to children and youth; physiological causes of deviant behavior, with emphasis on associated learning and instruction problems.

**EDSPC 753 Curriculum for Emotionally Disturbed I** 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 Emotionally Disturbed II** 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 I: Emotionally Disturbed** 30 hrs + 150-hr field placement, 2 cr. Prereq or coreq: EDSPC 750, 753. Supervised field experiences with children having various types and degrees of emotional behavioral problems.

**EDSPC 756.51 Practicum II: Emotionally Disturbed** 30 hrs + 150-hr field placement, 2 cr. Prereq or coreq: EDSPC 754. Supervised field experiences with children having various types and degrees of emotional behavioral problems.

**EDSPC 757 Study of Infantile Autism** Prereq: EDSPC 730, 740, 750, 760, 770, 780, or 790. Characteristics which determine clinical entity of autism and distinguish it from other areas of severe emotional disturbance, as well as other disabilities demonstrating autistic-like behaviors. Implications of specific developmental characteristics for teaching/learning process.

**EDSPC 758 Developmental Remediations for Children with Autistic Behaviors** Prereq or coreq: EDSPC 750 or 760. Understanding of functional behaviors of children with autistic or autistic-like characteristics through direct experience under faculty supervision and class lectures and discussions. Intervention techniques and principles of developmental remediation approaches.

**EDSPC 760 Study of Mentally Retarded** Prereq or coreq: EDSPC 700, 710, 711. Comprehensive review of history, causation, classification, and education of mentally retarded; implications of normalization, legislation, and formation of national associations. Field observations.

**EDSPC 761 Curriculum for Mentally Retarded I** Prereq or coreq: EDSPC 760. Analysis of various educational settings; instruction in writing of behavioral objectives, task analysis, informal assessment, and individualized education plans. Field observations.

**EDSPC 762 Curriculum for Mentally Retarded Adolescent and Adult** Prereq: EDSPC 700; coreq: EDSPC 760 or 790. Programming principles; functional academics; social, recreational, and independent living skills.

**EDSPC 766.50 Practicum I: Mentally Retarded** 30 hrs + 150-hr field placement, 2 cr. Prereq: EDSPC 760. Supervised field experience with mentally retarded pupils.

**EDSPC 766.51 Practicum II: Mentally Retarded** 30 hrs + 150-hr field placement, 2 cr. Prereq or coreq: EDSPC 762. Supervised field experiences with mentally retarded pupils.

**EDSPC 767 Essentials of Group Home Administration** Prereq or coreq: EDSPC 700, 762. Federal and state regulations for group homes; budget and staff management; community relationships; handling of emergency situations; program evaluation.

**EDSPC 768.50 Practicum: Group Home Administration** 30 hrs + 150 hr field placement, 2 cr. Prereq: EDSPC 767, either EDSPC 766.51 or 796.51. One or more supervised field experiences in group home administration.

**EDSPC 770 Educational Implications of Physical Disabilities** 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 Physically Handicapped** Prereq or coreq: EDSPC 770. Curriculum strategies for teachers of physically handicapped. Task analysis, behavioral methodology, preparation of individual education plans.

**EDSPC 776.50 Practicum: Physically Handicapped** 30 hrs + 150-hr field placement, 2 cr. Prereq or coreq: EDSPC 750, 753. Supervised field experiences with children having various types and degrees of emotional behavioral problems.

**EDSPC 780 Nature and Needs of Students with Learning Disabilities** Prereq or coreq: EDSPC 700, 710, 711. Overview of history of theory, practice, and current conceptualizations of learning disabilities. Theoretical issues, controversies, and current research are explored to provide useful frameworks for considering needs of learning disabled.

**EDSPC 781 Curriculum I: Learning Disabilities** Prereq or coreq: EDSPC 780. Principles, methods, and curriculum adaptations relevant to academic and social needs of learning disabled in classroom, resource room, and supported mainstream settings. Analysis of educational needs, IEP formulation, instructional sequencing. During class sessions, 1 hr of supervised clinical teaching.

**EDSPC 782 Curriculum II: Learning Disabilities** Prereq: EDSPC 781. Methodology and techniques for meeting academic and social needs of learning disabled students. Application of instructional principles, development of activities and materials for use one-to-one, in small groups, and in various school settings. Development of teaching and on-going assessment strategies that take account of or compensate for learning and behavioral strengths and weaknesses. During class sessions, 1 hr of supervised clinical teaching.

**EDSPC 786.50 Practicum I: Learning Disabilities** 30 hrs + 150-hr field placement, 2 cr. Prereq or coreq: EDSPC 781. Supervised field placement and weekly discussion seminar designed to integrate knowledge and refine skills. Emphasis on assessing educational strengths, weaknesses, and

styles and on planning/implementing appropriate instruction.

**EDSPC 786.51 Practicum II: Learning Disabilities** 30 hrs + 150-hr field placement, 2 cr. Prereq: EDSPC 786.50. Supervised field placement and weekly discussion seminar designed to refine skills and to integrate knowledge gained from other coursework. Emphasis on planning and organizing within different educational settings and developing professional relations both within and beyond the school environment.

**EDSPC 790 Foundations and Educational Implications of Severe/Multiple Handicaps** Prereq or coreq: EDSPC 700. Characteristics, etiologies, and effects of multiple impairments including neurological and orthopedic impairments, autistic behaviors, mental retardation, and visual and auditory disabilities on development; application of principles of sensory, motor, affective, and cognitive development on educational programming; alternate service delivery systems.

**EDSPC 791 Curriculum Development for Severely/Multiply Handicapped Learners** Prereq: EDSPC 700, 709, 790. Curriculum strategies for teaching severely handicapped learners with combined multiple impairments. Focus on profoundly handicapped student with emphasis on adaptive skills, cognitive skills, alternate forms of communication, sensory stimulation, and prevocational, recreational, and leisure-time activities.

**EDSPC 792 Classroom Management for Effective Behavioral and Educational Programming with Severely/Multiply Handicapped Learners** Prereq: EDSPC 700, 709, 790. Focus on behavior management, professional-paraprofessional relations, time management, classroom organization, and scheduling issues. Emphasis on application of behavior modification techniques to training of severely/multiply handicapped and development of skills in utilizing and communicating with paraprofessionals.

**EDSPC 796.50 Practicum I: Severely/Multiply Handicapped** 30 hrs + 180-hr field placement, 2 cr. Prereq: EDSPC 700; coreq: EDSPC 709, 790. Combines practice teaching and weekly seminars to enhance skills. Emphasis on developing competence in behavioral observation and description; assessment techniques; translation of clinical, developmental, and assessment data into appropriate objectives and goals; educational report writing. Positioning and handling techniques for motor-impaired children; emergency first aid and medical management procedures.

**EDSPC 796.51 Practicum II: Severely/Multiply Handicapped** 30 hrs + 180-hr field placement, 2 cr. Prereq: EDSPC 796.50. Combines practice teaching and weekly seminars to enhance skills and supplement knowledge gained in other courses. Emphasis on developing competency in selection and implementation of appropriate teaching strategies, activities, and program evaluation procedures and in maintaining safe and appropriate learning environments. Planning and delivery of individualized educational programs.



*The Jacqueline Grennan Wexler Library receives some 2,700 current periodicals, both general interest and scholarly.*

## English

**Chair** Charles Persky, West Building room 1212 phone 772-5070  
**Advisor** David Gordon, West Building room 1231 phone 772-5076

### FACULTY

**Richard Barickman**, Associate Professor; PhD, Yale; 19th-Century Novel  
**Jane Benardete**, Professor; PhD, Radcliffe; American Literature  
**Fred W. Bornhauser**, Associate Professor; PhD, Cornell; 20th-Century Poetry  
**Frank Brady**, Professor; PhD, Yale; 18th-Century English Prose and Poetry, Literary Criticism  
**Richard Brett**, Assistant Professor; PhD, Cornell; Renaissance Literature  
**Allan Brick**, Associate Professor; PhD, Yale; Victorian Prose and Poetry  
**Sybil Brinberg**, Assistant Professor; PhD, Ohio State; Modern Drama  
**Paul Brodtkorb**, Associate Professor; PhD, Yale; American Literature  
**Marlies Danziger**, Professor; PhD, Yale; Augustan Age and 18th-Century Novel  
**Nancy Dean**, Professor; PhD, NYU; Chaucer and Medieval Literature  
**Louise De Salvo**, Associate Professor; PhD, NYU; Modern British Fiction and Women's Studies  
**Calvin Edwards**, Associate Professor; PhD, Yale; Spenser and Renaissance Literature  
**David Gordon**, Professor; PhD, Yale; Modern British Fiction  
**Alan Holder**, Professor; PhD, Columbia; American Poetry  
**Wendell Stacy Johnson**, Professor; PhD, Ohio State; Victorian Prose and Poetry  
**Mildred C. Kuner**, Professor; PhD, Columbia; British and American Drama  
**Eve Leoff**, Assistant Professor; PhD, Columbia; Romantic Poetry  
**Samuel R. Levin**, Professor; PhD, Pennsylvania; Linguistics  
**Audre Lorde**, Professor; MLS, Columbia; Modern Poetry and Women's Studies  
**Nathan Lyons**, Professor; PhD, Michigan; American Romanticism  
**Harvey A. Minkoff**, Associate Professor; PhD, CUNY; Linguistics  
**Phyllis G. Moe**, Professor; PhD, NYU; Chaucer and Medieval Literature  
**Charles Persky**, Associate Professor and Chair; PhD, Harvard; 18th-Century English Prose and Poetry  
**Gerald M. Pinciss**, Professor; PhD, Columbia; Shakespeare and Elizabethan Drama  
**John Potter**, Assistant Professor; PhD, Michigan; Milton and 17th-Century Literature  
**Esther C. Quinn**, Professor; PhD, Columbia; Chaucer and Medieval Literature  
**Beverly Jean Rahn**, Assistant Professor; PhD, Columbia; Literary Texts and the Computer  
**Ann Raimes**, Associate Professor; MA, Cornell; Composition  
**George Meyer Ridenour**, Professor; PhD, Yale; Romantic and Victorian Poetry  
**John A. Stone**, Associate Professor; PhD, Columbia; Shakespeare and Modern Drama  
**Gerald Willen**, Professor; PhD, Minnesota; American Fiction  
**James D. Williams**, Professor; PhD, NYU; American Fiction  
**David Winn**, Assistant Professor; MA, Colorado; Modern American Fiction

### 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 requirements 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 4 years.

**Courses** Each candidate must complete an approved program of study of at least 30 credits, which must include ENGL 700 Master's Essay. Courses other than those offered in the Department of English may be credited toward the 30 credits with the approval of the graduate advisor 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 advisor.

**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 advisor.

**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 2 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 advisor before they can be admitted to English department courses. Acceptance by Hunter College does not guarantee acceptance by the Department of English.

### DOCTOR OF PHILOSOPHY

The PhD program in English is based at the City University Graduate Center. See *Bulletin of the Graduate School* for a description of the PhD program and the complete list of courses.

### PROGRAM FOR SECONDARY SCHOOL TEACHERS OF ENGLISH

**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 advisor, preferably before registration.

Teacher Education students in another field who wish to take courses from this curriculum should determine, with their own advisor and the English advisor, which ones best suit their preparation and interest.

#### Graduate Curriculum for Teacher Education

**Literature** 12 cr in literature courses given by the English Department; 6 cr must be selected from ENGL 705, 713, 714, 723, 731, 741, 743, 749, 750.

**Linguistics** 3 cr in linguistics (ENGL 607) or the passing of a competence examination in the areas of this course.

**Rhetoric** 3 cr in rhetoric and composition (ENGL 615).

**Education** 6 cr in prescribed education courses (see p. 37).

**Electives** 6 cr (or more, if the student has passed the competence examination in linguistics) in any appropriate subject approved by the advisor.

## COURSE LISTINGS

*Each course 45 hrs, including conferences, 3 cr, unless otherwise noted.*

### Teacher Education

**ENGL 505 Structure of the English Language** Nature of language; structure of Modern English, problems of usage. Not credited toward the English MA.

**ENGL 607 English Linguistics** Structure of Modern English, with emphasis on analytical method and pedagogical implications. Survey of phonology, morphology, syntax, and dialectical variation.

**ENGL 615 Rhetoric and Composition** Rhetorical theory; analysis of selected masterpieces of prose; practice in writing a variety of prose forms.

**ENGL 681 Reading Credit** 1–3 cr. Course of readings designed according to student's interests and needs. Work is directed by member of department.

### English and American Literature: General

**ENGL 700 Master's Essay** Individual research under supervision. Required of all candidates for MA degree in English and American literature.

**ENGL 702 Special Studies in English and Comparative Literature: Seminar** Intensive study of a major figure, type, or trend. Subject will vary from semester to semester.

**ENGL 754 Selected Studies in Work of Major American Writers** Subject will vary from semester to semester.

**ENGL 775 Selected Studies in English and American Literature** Topics to be announced.

**ENGL 781 Reading Credit** Course of readings designed according to student's interests and needs. Work is directed by member of department.

**ENGL 793 Studies in Literary Criticism** Literary theory as explored by major critics.

### Medieval Literature

**ENGL 705 Chaucer: *The Canterbury Tales*** Critical study of *The Canterbury Tales*.

**ENGL 706 Chaucer's Work Exclusive of *The Canterbury Tales*** 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 13th to 15th Century** Selected readings include lyric poetry, romances, allegory, prose, and works of the Pearl-Poet, Langland, Gower, and Malory.

### Renaissance Literature

**ENGL 712 Seminar in Spenser** Study of *Faerie Queene* with special emphasis on recent criticism and theories of allegory.

**ENGL 713 Shakespeare: Comedy** Detailed study of selected plays with special consideration of a variety of critical techniques and approaches.

**ENGL 714 Shakespeare: Tragedy** Detailed study of selected plays with special consideration of a variety of critical techniques and approaches.

**ENGL 716 Elizabethan Drama Exclusive of Shakespeare** The predecessors, contemporaries, and successors of Shakespeare up to the closing of the public theatres in 1642.

**ENGL 720 High Renaissance in England** Study of major genres and forms of English Renaissance poetry, with emphasis on works by Shakespeare, Spenser, Sidney, Marlowe, and Donne.

### Seventeenth-Century Literature

**ENGL 717 The Drama of the 17th and 18th Centuries** The drama during the Commonwealth, the Restoration, and the 18th century.

**ENGL 722 Milton: Lyric and Dramatic Poems, Selected Prose** Study of development of the poet.

**ENGL 723 Milton: *Paradise Lost* and *Paradise Regained*** A critical study of Milton's epics.

**ENGL 724 Earlier 17th-Century Literature** 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 17th-Century Literature** 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 Augustan Age** Reading and analysis of major works by Dryden, Swift, Pope, Addison, Steele, Gay.

**ENGL 732 Age of Johnson** Study of Dr. Johnson and his circle, and of growth of pre-romanticism.

**ENGL 733 The Age of Enlightenment** Selected works by such authors as Swift, Pope, Johnson, Diderot, Voltaire, Rousseau, Lessing, Goethe, and Schiller.

**ENGL 771 Studies in the 18th-Century Novel** Selected novels by such writers as Defoe, Le Sage, Prévost, Richardson, Fielding, Sterne, Diderot, Rousseau, Walpole, and Goethe.

### Nineteenth-Century Literature

**ENGL 740 Romanticism** Cultural revolution of 18th and 19th centuries studied in significant British and Continental European works.

**ENGL 741 The Romantic Poets** Major tendencies of the period as exemplified by Wordsworth, Coleridge, Byron, Shelley, and Keats.

**ENGL 742 Victorian Poets** Major tendencies of period as exemplified by Victorian poets.

**ENGL 743 Victorian Prose, 1832–1890** Major tendencies of period as exemplified in works of Carlyle, Ruskin, Arnold, Eliot, Dickens, Morris, and Pater.

**ENGL 772 Studies in the 19th-Century Novel** Selected novels by such authors as Jane Austen, George Eliot, Trollope, Thackeray, Dickens, Stendhal, Balzac, Flaubert, and James.

### Modern British Literature

**ENGL 755 Modern British Literature from 1890–1914** Studies centering in work of such writers as Shaw, Hardy, Yeats, and Conrad.

**ENGL 756 Modern British Literature from 1914 to the Present** Studies centering in work of such writers as Joyce, Lawrence, Eliot, and Auden.

### American Literature

**ENGL 748 American Literature: Colonial and Federal Periods** A study of the period from 1607 to 1810, with emphasis on the effect of the American experience on European ideas.

**ENGL 749 American Prose to 1860** Selected works by such authors as Emerson, Thoreau, Hawthorne, Poe, and Melville.

**ENGL 750 American Prose, 1860–1914** Study of selected works by such authors as Howells, Twain, James, Crane, Dreiser, and Adams.

**ENGL 751 American Prose, 1914 to the Present** Writers ranging from Hemingway, Fitzgerald, and Faulkner to the contemporaries.

**ENGL 752 American Poets of the 19th Century** Studies in a selected number of representative poets, among them Poe, Emerson, Whitman, and Emily Dickinson.

**ENGL 753 American Poets of the 20th Century** Studies in a selected number of major poets, including Frost, Eliot, and Stevens.

**Not all courses are offered every term. Please consult the department.**

## Geology & Geography

**Chair** Alan H. Strahler, North Building room 1006

### FACULTY

**Lawrence Band**, Assistant Professor; PhD, UCLA; Geomorphology, Hydrology, Quantitative Methods, Computer Applications  
**Keith Clarke**, Assistant Professor; PhD, Michigan; Cartography, Analytical Methods, Geographic Information Systems  
**Kathleen Crane**, Associate Professor; PhD, Scripps Institute; Geophysics, Marine Geology, Computer Applications, Remote Sensing  
**Charles Heatwole**, Professor; PhD, Michigan State; Cultural Geography, Recreation Geography, Geography of Religion, Africa  
**Richard Liebling**, Associate Professor; PhD, Columbia; Clay Mineralogy, Petrology, Geomorphology  
**Homer Price**, Associate Professor; PhD, Columbia; Environmental Studies, Population Geography, Resource Geography, Southern Europe, Middle East, North Africa  
**Vincent Robinson**, Associate Professor; PhD, Kent State; Urban Geography, Urban/Economic Location Theory, Spatial Modeling, Geographic Information Systems  
**Joaquin Rodriguez**, Professor; PhD, Indiana; Invertebrate Paleobiology, Paleochronology and Paleoeecology, Stratigraphy, Computer Applications  
**Horst Scherp**, Associate Professor; PhD, Goettingen; Photogeology, Structural Geology, Map Interpretation, Petroleum Exploration  
**Alan H. Strahler**, Professor and Chair; PhD, Johns Hopkins; Remote Sensing, Biogeography, Quantitative Methods  
**Russell White**, Associate Professor; PhD, Columbia; Political Geography, Field Techniques, Historical Geography, Water Resources, Anglo-America, Latin America

### MASTER OF ARTS

The Department of Geology & Geography offers a Master of Arts in Geography degree with emphasis on analytical geography. The program focuses on geographic skills, such as computer cartography, spatial analysis, remote sensing, and quantitative modeling, as they are applied to cultural, physical, and regional geography. It is designed for students and professionals with backgrounds in engineering, computer science, social science, and traditional geography.

An MA in Geography from Hunter can lead to employment with corporations, local and national governments, international agencies, consultants, and computer companies. The New York area is the greatest center of corporate headquarters in the United States, and Hunter is close to the center of this activity. Students wishing to continue graduate work at the PhD level will find themselves more than adequately prepared by this program, and well equipped with the research and technical skills necessary for advanced research.

The department has access to the CUNY Computing Center IBM mainframe computers via direct link and dial-up lines along with its own VAX 11/730 minicomputer, International Imaging Systems Model 75 image processor, large coordinate digitizer, and assortment of microcomputers with a variety of functions. Computers at all levels are networked together, giving an impressive flexibility to the computing environment. The Remote Sensing and Spatial Analysis Laboratory is fully equipped with terminals, plotters, and printers, and also has a number of optical remote sensing and surveying instruments. Supported software includes the VICAR/IBIS system, the IIS advanced software module and IMPAC for image processing, DI-3000 and CONTOUR for terrain mapping, IGS for thematic mapping, the MAP and UDMS geographic information systems, SAS/GRAPH, STATMAP, and many others.

### Admissions Requirements

Admissions procedures are as established by the Hunter Office of Graduate Admissions. Candidates must have a BA or BS or equivalent, an undergraduate GPA of at least a B minus, with a B in the major, and (normally) the completion of at least 18 credit hours in geography. All students are required to take the Graduate Record Examination, and foreign students whose first language is not English must take the Test of English as a Foreign Language. In addition, 2 letters of recommendation and, where possible, an interview are required. The deadline for Fall semester applications is May 1, and for Spring semester, November 1.

### Requirements for the Degree

The master's degree consists of 30 graduate credits, chosen from 3 types of courses: GEOG, PGEOG, and GTECH. GEOG classes cover systematic and regional geography, while PGEOG classes cover physical geography. GTECH courses cover geographic methods and techniques, and are divided into quantitative methods, remote sensing, cartography, and computer applications. Classes vary in their structure from laboratory classes to lecture/discussions and seminars.

Students must complete a minimum of 30 credits in one of the following options:

#### A. Thesis Option: A minimum of 30 cr consisting of:

1. GEOG 701.
2. From 1 to 6 cr of GEOG 799 leading to a thesis approved by the student's graduate advisors.
3. A minimum of 15 additional cr selected from GEOG, GTECH, and PGEOG courses.
4. A maximum of 6 cr selected from courses other than GEOG, GTECH, or PGEOG.

#### B. Examination Option: A minimum of 30 graduate cr consisting of:

1. GEOG 701.
2. A minimum of 21 additional cr selected from GEOG, GTECH, AND PGEOG course offerings exclusive of GEOG 799.
3. A maximum of 6 cr selected from courses other than GEOG, GTECH, and PGEOG.
4. A passing grade on a comprehensive examination conducted by the student's graduate committee.

Although both options may prepare students for additional graduate work, the Thesis Option is recommended for those who might wish to pursue the PhD in geography or an allied field. The Examination Option is recommended for students seeking a terminal MA degree.

**Language Requirement** A foreign language is not required for the MA in geography. However, students interested in regional studies or further graduate work are strongly encouraged to master a foreign language. Students emphasizing technical skills are strongly encouraged to master one or more computer programming languages.

Full-time students should be able to complete the master's degree within 3 semesters. To accommodate part-time and working students, many courses are offered in the evening.

### Assistantships

A limited number of teaching and research assistantships are available from the department.

## DOCTOR OF PHILOSOPHY

The Department of Geology & Geography participates in the PhD Program in Earth & Environmental Sciences based at the CUNY Graduate Center. This program concentrates upon studies in the areas of general geology, energy and other resources, and environmental geology and geochemistry. Its goal is to educate students in these areas of study and also to offer training in areas such as resource policy and management and environmental policy and regulation. The curriculum provides the professional geologist with the scientific tools to evaluate the data obtained and to assess the potential impact on the environment. Research is conducted by a well-established faculty and supported by modern instrumentation. Research opportunities are available in faculty research laboratories at the major campuses, including Hunter. Students in this program may select Hunter as their "home" college.

For application forms and further information, write to Professor Daniel Habib, Executive Officer, PhD Program in Earth & Environmental Sciences, The Graduate School and University Center, The City University of New York, 33 West 42nd St, NY, NY 10036.

## TEACHER EDUCATION PROGRAM

On request, the Department of Geology & Geography may offer advanced courses in 1985-86 for (a) teachers of secondary school subjects, (b) elementary school teachers seeking to extend their undergraduate major, and (c) other teachers with particular needs in their area of specialization. When combined with professional education (see p. 37), the courses may lead to an MA in Secondary Education (Earth Science).

## COURSE LISTINGS

*Each course 45 hrs, including conferences, 3 cr, unless otherwise noted.*

**GEOG 701 Geographic Thought and Theory** Offered E/Fa. Identification of research trends; major schools of thought; scientific method and exceptionalism; reviews of current research.

**GEOG 703 Location Theory and Spatial Analysis** Prereq: GEOG 221 or 341 or equiv. Spatial interaction; diffusion; development; decision making. Methods of spatial analysis; spatial modeling.

**GEOG 705 Cultural and Social Geography** Prereq: GEOG 347 and 341 or equiv. or perm. instr. Review of recent work in cultural and social geography; emphasis on literature, critiques.

**GEOG 707 Geography of Recreation** Spatial aspects of leisure activity; human spatial behavior; legal aspects; emphasis on urban recreation.

**GEOG 709 Geography of Selected World Regions** Offered Sp '86. Intensive examination of physical and social geography of specific world regions. (United States and Canada will be covered Sp '86.)

**GEOG 711 Environmental Conservation** Offered D/Fa. Interrelationship of natural systems; environmental crisis; environmental movement; specific problem areas.

**GEOG 799 Thesis Research in Geography** 1-6 cr. Prereq: GEOG 701 and perm. dept. Offered every semester. Open to students electing the thesis option only. May be repeated for credit.

**GTECH 701 Quantitative Methods I** 75 hrs (3 lec, 2 lab weekly), 4 cr. Prereq: perm. instr. Offered E/Fa '85. Use of statistical methods for geographic problems; probability, sampling, hypothesis testing, correlation; lab exercises.

**GTECH 702 Quantitative Methods II** 75 hrs (3 lec, 2 lab weekly), 4 cr. Prereq: GTECH 701 or equiv. or perm. instr. Offered E/Sp '86. Multivariate analysis of spatial data; prediction, analysis and explanation of spatial and environmental phenomena; statistical software packages; lab exercises.

**GTECH 703 Special Topics in Quantitative Methods** 45-75 hrs, 2-4 cr. Prereq: GTECH 701 and 702 or equiv. and dept. perm. Advanced work on topics related to quantitative methods. Content and lecture/lab mix to vary with instructor.

**GTECH 704 Seminar in Spatial Modeling** Prereq: GTECH 701 or equiv. or perm. instr. Development of advanced spatial models; in-depth consideration of specific topics; statistical modeling, mathematical modeling, computer modeling, and simulation.

**GTECH 711 Principles of Photogrammetry and Air Photo Interpretation** 90 hrs (2 lec, 4 lab weekly), 4 cr. Offered Sp '86. Use and interpretation of air photos; agriculture, forestry, urbanization, planning; lab exercises.

**GTECH 712 Principles of Remote Sensing** 105 hrs (3 lec, 4 lab weekly), 5 cr. Offered Sp '86. Fundamentals of remote sensing; theory and techniques; applications, image analysis systems.

**GTECH 713 Digital Image Processing** 90 hrs (2 lec, 4 lab weekly), 4 cr. Prereq: GTECH 712, multivariate stat., elem. linear algebra. Offered Fa '85. Quantitative processing of digital imagery; enhancement, information extraction, classification; algorithms, registration, rectification; lab exercises.

**GTECH 714 Special Topics in Remote Sensing** 45-90 hrs, 2-4 cr. Advanced work on topics in remote sensing; may be repeated for credit; lab work. Prereq and lecture/lab mix to vary with topic.

**GTECH 715 Seminar in Remote Sensing** Prereq: GTECH 712; GTECH 713 recommended. Examination and discussion of current published research work in remote sensing. Topic to vary with instructor and student interest.

**GTECH 721 Advanced Cartography** 105 hrs (1 lec, 6 lab weekly), 4 cr. Prereq: PGEOG 180 or equiv. Offered Sp '86. Acquisition of professional-level skills in manual cartography; production and photographic methods; scribing; color separations; use of automated techniques; lab exercises.

**GTECH 722 Automated Cartography** 75 hrs (1 lec, 4 lab weekly), 3 cr. Offered Fa '85. Computer and other automated applications; theory and algorithms; production of computer-generated maps; lab exercises.

**GTECH 723 Seminar in Cartographic Research** Prereq: GTECH 721, 722, or 731. Development of cartographic research methods by participation in research projects; reviews of current cartographic literature; library research techniques.

**GTECH 731 Computer Programming for Geographic Applications** 90 hrs (2 lec, 4 lab weekly), 4 cr. Programming methods specific to geographic and cartographic applications; programming assignments; graphics. A programming lang. helpful but not required.

**GTECH 732 Seminar in Geographic Information Systems** Review of literature dealing with GIS; using a GIS to approach spatial problem solving.

**PGEOG 701 Special Topics in Physical Geography** 45-75 hrs, 2-4 cr. Offered Sp '86. Examination of one physical geography topic such as hydrology, climatology, soils; lab exercises.

**PGEOG 701 Seminar in Physical Geography** Team research in specific topic area of physical geography; individual research projects; may be repeated for credit. Topic and prereq to vary with instr. and student interest.

## Not offered 1985-87

**GEOG 501 Principles of Geography**

**GEOG 501.01 Weather and Climate**

**GEOL 501 Physical and Historical Geology**

**GEOG 611 Geographic Interpretation of World Affairs**

**GEOG 612 Geographic Facts of World Trade**

**GEOG 613 Conservation of Natural Resources**

**GEOG 614 Economic Geography**

**GEOG 621-625 Geography of Major Regions**

**GEOG 621 Geography of the United States**

**GEOG 622 Geography of South America**

**GEOG 623 Geography of Africa**

**GEOG 624 Geography of East Asia**

**GEOG 625 Geography of Europe**

**GEOG 630 Geography of the New York Metropolitan Area**

**RAS 731 Geography of the USSR**



*Students in Hunter's new MA program in geography have access to state-of-the-art equipment. Here a student enters information from a map into a computer data base by moving a cursor over the lines on the map.*

## German

**Chair** Dorothy James, West Building room 1405 phone 772-4980

Some members of the Hunter College German Department 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 42nd Street, New York, NY 10036. Phone 790-4477/78.

**Health and Physical Education**  
(See Programs in Education, page 47)

## Health Sciences

The Hunter College School of Health Sciences  
 Brookdale Health Science Center  
 425 East 25th Street, New York, NY 10010

Dean Everlena M. Holmes

### FACULTY

**Jack Caravanos**, Assistant Professor, Environmental Health Science; DrPH, Columbia; Water Resources, Hazardous Waste  
**Michael A. Carrera**, Professor, Community Health Education; EdD, Columbia; Communications, Sexuality  
**Lynne Clark**, Assistant Professor, Communication Sciences; PhD, CUNY; Gerontology, Applied Speech Science, Computer Applications  
**Dorothy J. Cunningham**, Professor, Environmental Health Science; PhD, Yale; Physiology, Thermoregulation  
**Florence Edelman**, Associate Professor, Communication Sciences; PhD, NYU; Orofacial Disorders of Speech, Neuromuscular and Organic Disorders  
**Paula Fishman**, Assistant Professor, Nutrition; EdD, Columbia; Education, Nutrition & Foods  
**Nicholas Freudenberg**, Associate Professor, Community Health Education; DrPH, Columbia; Health Policy, Environmental Health, Community Action  
**Eleanor Gilpatrick**, Professor, Community Health Education; PhD, Cornell; Labor Economics, Job Analysis & Curriculum Design, Health Professions Grant Writing, Health Issues  
**Barbara Gordon**, Assistant Professor, Nutrition; PhD, Columbia; Biochemistry, Physiology, Pregnancy  
**Everlena M. Holmes**, Professor, Community Health Education; EdD, Virginia Polytechnic Institute; Health Career Education for Minority Students, Allied Health Education, Medical Records Administration  
**David Kotelchuck**, Associate Professor, Environmental Health Science; PhD, Cornell; MPH, Harvard; Occupational Health, Industrial Hygiene, Epidemiology  
**Margaret Lahey**, Professor, Communication Sciences; EdD, Columbia; Early Language Acquisition & Disorders  
**Essie E. Lee**, Professor, Community Health Education; EdD, Columbia; Psychological Counseling, Drug & Substance Abuse, Family Abuse, Public Health  
**M. Lee Margulies**, Lecturer, Communication Sciences; MA, Columbia; Clinical Audiology  
**Evelyn Pollack**, Lecturer, Communication Sciences; MA, NYU; Phonological Disorders, Clinical Speech-Language Pathology  
**Russell L. Sergeant**, Associate Professor, Communication Sciences; PhD, Ohio State; Speech Science, Psychoacoustics  
**Elaine Silliman**, Associate Professor, Communication Sciences; PhD, CUNY; Later Language Acquisition & Disorders, Fluency Disorders  
**Clarissa Smith**, Associate Professor, Communication Sciences; PhD, CUNY; Diagnostic & Rehabilitative Audiology  
**Irene von Cseh**, Associate Professor, Nutrition; EdD, Columbia; Education, Nutrition & Foods  
**Carol Waslien**, Professor, Nutrition; PhD, California; Biochemistry, Nutrition & Foods  
**Thomas Watkins**, Associate Professor, Nutrition; PhD, California, Berkeley; Biochemistry, Nutrition & Foods  
**Stephen Zoloth**, Associate Professor, Community Health Education; PhD, Pennsylvania; MPH, California, Berkeley; Occupational & Environmental Epidemiology, Cancer

### INTERDISCIPLINARY COURSES

Each course 45 hrs, including conferences, 3 cr, unless otherwise noted.

**SHS 600 Biostatistics** Prereq: elementary stat or equiv math preparation. Application of statistical methods to health data: demographic concepts, life table, rates and their use in administration and epidemiology, measurements and distribution, testing of significance. Concepts of sampling and controlled experiments.

**SHS 601 Principles of Health Care Administration** Interaction of official and voluntary health agencies at local, regional, national levels. Examination of objectives, organization, administration. Emphasis on impact of comprehensive health planning and consumer participation.

**SHS 610 Human Physiology** Prereq: 1 sem undergrad physiology. Basic physiological concepts: responses of organism to environmental stress.

**SHS 700 Principles of Epidemiology** Prereq: SHS 600. Lectures, seminars, exercises on concepts, principles, and uses of epidemiology. Study of selected communicable and chronic diseases to illustrate description of distributions and causes, analysis of causes, approaches to prevention.

**SHS 701 Human Ecology** Man's exosystem; effect of environment on man, man on environment. Covers interrelationships of man with other forms of life, natural resources, food supply, population pressures; physiological adaptations including genetic.

### ALLIED HEALTH SERVICES ADMINISTRATION—MS

**Program Director and Graduate Advisor** Eleanor Gilpatrick, Brookdale Center room W1021 phone 481-4359

This program is designed to educate allied health professionals for mid-level management responsibilities or private practice in the health service specialties in which they work.

The program is collaborative: faculty members from the Baruch College/Mt Sinai graduate program in health care administration teach core courses in administration. Students select a specialty cluster in their professional field from existing graduate courses in the School of Health Sciences and also take generic courses from a wide group of Hunter graduate offerings.

By providing education in administration while simultaneously upgrading health-related knowledge and technical professional skills, the program enables students to perform their current jobs more adequately, to qualify for promotion and advancement, and to prepare for the changes taking place in the health services field.

The administration core courses include projects, assignments, and discussions based on the student's own work situation. Case study methods are used. An advanced study project in the workplace serves as the capstone experience in lieu of a thesis or comprehensive examination.

### Requirements for Admission

1. Academic requirements for admission to graduate programs at Hunter College (see page 6).
2. Graduate Record Examination Aptitude scores.
3. An undergraduate major in a field related to the allied health profession programs offered at the School of Health Sciences.
4. Current or recent employment of at least one year in a health or health-related profession is desirable.
5. Interview, including a written component, with the program's admissions committee, after initial review of application.
6. 3 letters of reference, on Hunter's forms, including one, if possible, from applicant's current or last health service employer.
7. Willingness to carry out an advanced study project in a workplace with supervisor approval or equivalent.
8. Undergraduate level statistics is a prerequisite for several courses.

### Requirements for the Degree

To complete requirements for the degree the student must earn 45 credits in approved courses, with a grade point average of 3.0 or better, within 5 years.

Students with a recent master's degree or post-baccalaureate credits in speech pathology-audiology, nutrition, community health education, environmental health science, medical laboratory sciences, physical therapy, or other allied health professional training may transfer up to 12 credits as determined by the admissions committee and program director.

### Distribution Requirements

	credits
<b>1. Core Courses</b>	<b>15</b>
SHS 750, 751, 752, 753, 754	
<b>2. Generic Courses</b>	<b>15</b>
a. SHS 601 (3 cr)	
b. one graduate-level statistics course approved by graduate advisor (3 cr)	
c. one research or related skills course (3 cr) approved by graduate advisor	
d. any 2 approved electives (6 cr) from approved courses dealing with the following:	
Public policy	
Individual and group behavior	
Urban health issues	
Health sciences	
Health care ethics	
<b>3. Allied Health Profession Specialty</b>	<b>12</b>
12 credits in an approved health care specialty cluster from any of the following approved by graduate advisor:	
Sexuality/Family Planning	
Substance abuse	
Gerontology	
Community health services	
Occupational health and safety	
Environmental health	
Clinical nutrition	
Public health nutrition	
Note: additional clusters in speech/language pathology-audiology, medical laboratory sciences, and physical therapy may be available after 1986	
<b>4. Advanced Study Project</b>	<b>3</b>
SHS 755 is a supervised independent study project, carried out where possible in student's own work setting, to improve a managerial aspect of the work environment. A paper resulting from the project serves in lieu of a thesis or comprehensive examination. Student selects advisory team and receives faculty supervision.	

**Total 45 cr**

### COURSE LISTINGS

Each course 45 hrs, including conferences, 3 cr. All students must consult with the graduate advisor before registering for any course.

**SHS 750 Basic Economics for Health Service Administration** Offered Fa. Basic tools of economic reasoning applied to health services. Markets, consumer and firm behavior; health insurance, manpower planning, regulation, and current economic regulation.

**SHS 751 Human Resources Management for Health Service Administration** Offered Fa. Institutional forces shaping health services system; managerial concepts, practices; effective utilization of personnel; union-management relations.

**SHS 752 Basic Financial Management for Health Service Administration** Offered Sp. Basic concepts, applications to health services; basic accounting, financial statement analysis, reimbursement, budgeting, acquisitions, internal control, specific health care delivery needs.

**SHS 753 Management Information for Health Service Administration** Offered Sp. Prereq: some familiarity with computers and their application recommended. Information needs in a health service setting; notation; computer hardware, software; applications to ambulatory network, large org., interrelationship of departments, management information systems; individual projects.

**SHS 754 Organizational Analysis for Health Service Administration** Prereq: SHS 750, 751, 752, 753. Analysis of organizational problems, implementation of effective plans; strategic planning; theories of individual behavior, motivation, group processes, organizational structure; complex systems.

**SHS 755 Advanced Study Project in Health Service Administration** Prereq: all core courses and most course requirements completed. Independent project under faculty supervision. Student selects managerial function to improve in own work setting; designs, carries out, reviews program, co-operating with employer.

### COMMUNICATION SCIENCES—MA

**Acting Program Director** Florence Edelman, Brookdale Center room N133 phone 481-4464

**Graduate Advisor** Margaret Lahey, Brookdale Center room N133 phone 481-4464

The Communication Sciences program prepares professionals to work with individuals having communicative disorders. Program objectives are accomplished through the integration of academic requirements, consisting of courses in processes of human communication and its disorders, with closely supervised clinical practices involving children and adults with language, speech, and hearing impairments. Research experience is also provided through the program's Center for Communication Disorders and Communication Sciences Clinical and Research Laboratory.

The Center for Communication Disorders serves as the primary clinical training facility in speech-language pathology and audiology for eligible graduate students. The Center also provides service to the community for persons of all ages with communicative disorders. Individuals with a wide variety of disorders are accepted for evaluation and treatment.

Students obtain clinical practicum experience under licensed and certified supervisors on the Communication Sciences faculty. Upon recommendation of the faculty, advanced clinical externship practicum is obtained at affiliated facilities in the New York metropolitan area.

The Communication Sciences program is accredited by The American Speech-Language-Hearing Association as a graduate training program in both speech-language pathology and audiology and as a sponsor of continuing professional education. The program's Center for Communication Disorders is also accredited by ASHA as a professional service center.

### THE PROGRAMS

Two curricula are offered leading to the MA degree in communication sciences: one, in the Arts and Sciences curriculum, prepares students for professional practice in hospitals, college or university clinics, health agencies, specialized clinical settings or, after further post-graduate preparation, private practice; the other, the Speech and Hearing Handicapped curriculum, prepares students as above and, in addition, provides special preparation

as a Teacher of the Speech and Hearing Handicapped in elementary and secondary schools. Both curricula, upon successful completion, permit students to meet the academic and clinical requirements for ASHA certification and NY State licensure, following completion of a clinical fellowship year and the passage of a national examination in the area of certification.

## ARTS AND SCIENCES CURRICULUM

### Requirements for Admission

- General admission requirements to the graduate programs in the arts and sciences are observed (see page 6).
  - Baccalaureate degree from an accredited institution acceptable to Hunter College
  - Completion of the Graduate Record Examination (general aptitude test)
  - Submission of 3 letters of reference
  - For foreign students, a report of the Test of English as a Foreign Language (TOEFL) is required for applicants who have not studied in English-speaking countries.
- A minimum of 18 cr in acceptable coursework in communication sciences and disorders, including a basic course in each of the following:
  - Audiology
  - Speech-language pathology
  - Phonetics
  - Anatomy and physiology of the speech and hearing mechanism
  - Speech acoustics or psychoacoustics.

### Requirements for the Degree (46 cr)

Communication Sciences:	
Speech-Language Pathology Majors	Credits
A. Core Curriculum: COMSC 700, 701, 703*, 729.01, 729.02, 749.01, 781	13
B. Speech and Hearing Science: COMSC 705, 712	3
C. Language Science: COMSC 704, 713, 714, 715	6
D. Language Disorders: COMSC 717, 718, 726	6
E. Speech Disorders: COMSC 716, 722, 724, 727, 730, 731	12
F. Hearing Disorders & Aural Rehabilitation: COMSC 740, 741, 745	6

Communication Sciences: Audiology Majors	
A. Core Curriculum: COMSC 700, 703*, 710, 729.01, 740, 741, 742, 743, 745, 746, 749.01, 749.02, 781, EDSPC 737 Total Communication: Sign Language	33
B. Speech and Hearing Science: COMSC 705, 711, 712	6
C. Language Science: COMSC 704, 713, 714, 715	3
D. Language Disorders: COMSC 717, 718, 726	3

\*Required only in Speech & Hearing Handicapped Curriculum. A maximum of 6 cr of clinical practicum may be applied to the degree.

Students in the Arts and Sciences Curriculum must complete the approved course of study, with the approval of the graduate advisor, within 5 years and with a grade point average of 3.0 or better. Students maintaining an over-all GPA of 3.0 who receive less than a B in any semester of clinical practicum may be counseled regarding their status in the program.

Students must complete a minimum of 300 clock hours of supervised clinical practicum with populations of children and adults presenting a variety of communicative disorders. Of these hours, 150 must be obtained on the graduate level and must include satisfactory performance in (a) clinical practicum within the Center for Communication Disorders, and (b) 2 externship placements at different affiliated settings. (Students who are seeking certification as a Teacher of the Speech and Hearing Handicapped must complete a school-based practicum as one of the 2 practicum requirements.)

The major emphasis in clinical practicum is placed in the area of ASHA certification. Students must complete all academic and clinical requirements in order to be awarded the MA degree and become eligible for certification by ASHA and licensure in NY State.

**Language Examination** Reading knowledge of a foreign language is required. The examination consists of translation, with dictionary, of a passage in the selected language. With permission of the program director, evaluation of other competencies may be substituted, for example, conversational understanding and use of sign language.

**Comprehensive Examination** The student is required to pass a written comprehensive examination once a minimum of 24 credits is completed. The examination covers the areas of language, speech, and hearing science, speech-language pathology, and audiology. All or part of the examination may be retaken once. The examination is given in the fall and spring semesters. A student must be matriculated and currently registered in the semester in which the examination is taken.

**Research Project/Thesis** Candidates for the master's degree in this curriculum must engage in a research activity under faculty supervision (COMSC 781). Students may elect to write a thesis in lieu of taking COMSC 781. The thesis topic must be approved by the candidate's thesis advisor.

Note: Students on academic probation will not be permitted to fulfill the above degree requirements.

## SPEECH AND HEARING HANDICAPPED CURRICULUM

### Requirements for Admission

- General admission requirements to the graduate programs in education are observed (see p. 6).
- The candidate for matriculation must present a minimum of 24 cr in acceptable course work in Communication Sciences or related areas identical to the 5 areas described for admission to the Arts and Sciences Curriculum.
- In addition, a candidate for matriculation must have satisfactorily completed 12 undergraduate cr in the professional study of education in the following areas:
  - Social, historical, and philosophical foundations of education
  - Psychological foundations of education
  - Organization of a Speech and Hearing Program\*
  - One semester of student teaching (or equiv).\*

\*May be satisfied on the graduate level.

- A candidate for matriculation with a minimum of 9 undergraduate cr in the professional study of education, but with less than 12 cr, may matriculate with the condition that 3 cr in the professional study of education are satisfactorily completed on the graduate level as follows:



*M. Lee Margulies of the faculty of the School of Health Sciences Program in Communication Sciences supervising a graduate student as she conducts a hearing evaluation.*

- A. EDFDN 704, 705, 706, or 719
- B. EDUC 704, 705, or 730 or an equivalent.

#### **Requirements for the Degree (56-58 cr)**

Each candidate in the Speech and Hearing Handicapped curriculum with a specialization in either speech-language pathology or audiology must complete an approved program including a minimum of 48-49 cr in communication sciences and disorders and 8-9 cr of special education courses in one of 3 concentrations: learning disabilities, multiply handicapped, or hearing impairment.

For candidates with a specialization in speech-language pathology, the approved course of study must include:

1. 16 cr of required courses (COMSC 700, 701, 703, 729.01, 729.02, 749.01 and 781)
2. 3 cr of speech and hearing science
3. 6 cr of language science
4. 6 cr of language disorders
5. 12 cr of speech disorders
6. 6 cr of hearing disorders and aural rehabilitation
7. 8 cr in the hearing impairment Special Education concentration or 9 cr in either the learning disabilities or multiply handicapped Special Education concentrations.

Candidates with a specialization in audiology must present an approved course of study to include:

1. 36 cr of required courses (COMSC 700, 701, 703, 710, 729.01, 740, 741, 742, 743, 745, 746, 749.01, 749.02, 781, and EDSPC 737)
2. 6 cr of speech and hearing science

3. 3 cr of language science
4. 3 cr of language disorders
5. 8 cr in the hearing impairment Special Education concentration.

#### **Special Education Concentrations**

	Credits
<b>A. Learning Disabilities Concentration*</b>	
EDSPC 781 Curriculum I: Learning Disabilities	3
EDSPC 782 Curriculum II: Learning Disabilities	3
EDSPC 715 Managing the Classroom Behavior of Moderately-Severely Impaired Children	3
*COM 703 and either 713 or 714 are prerequisites; COMSC 717 or 718 is prerequisite or corequisite.	
<b>B. Multiply/Severely Handicapped Concentration*</b>	
EDSPC 709 Assessment of Severely Handicapped Learners	3
EDSPC 791 Curriculum Development for Severely Handicapped Learners	3
EDSPC 792 Classroom Management for Effective Behavioral and Educational Programming for Severely/Multiply Handicapped Learners	3
*COMSC 703, 712, and 713 are prerequisites; either COMSC 717 or 724 is prerequisite or corequisite.	
<b>C. Hearing Impairment Concentration*</b>	
EDSPC 715 Management of the Classroom Behavior of Mildly to Moderately Impaired Students	3
EDSPC 735 Curriculum Adaptations for Deaf Students	3



Students taking part in a speech-language therapy session. The Center for Communication Disorders of the School of Health Sciences assists children and adults from the College and the community who have speech-language and hearing disorders.

EDSPC 736.50/COMSC 729.02 Practicum: Hearing Impaired 2

\*COMSC 703, 712, 713, 740, 741, 742 are prerequisites;  
COMSC 717 and EDSPC 737 are prerequisites or corequisites.

**Comprehensive Examination** Requirements are identical to the Arts and Sciences curriculum. Completion of requirements for the MA degree in the Speech and Hearing Handicapped curriculum will prepare students for certification by the American Speech-Language-Hearing Association (ASHA) in speech-language pathology and/or audiology, NY State licensure in speech-language pathology and/or audiology, and NY State certification as a Teacher of the Speech and Hearing Handicapped.

**Research Project** Candidates for the master's degree in this curriculum must engage in a research activity under faculty supervision (COMSC 781).

Note: Students on academic probation will not be permitted to fulfill the above degree requirement.

### Non-matriculated Students

Students who wish to enroll in graduate courses in communication sciences must file formal application for admission with the Office of the Registrar. Upon acceptance to non-matriculant status, students will be permitted to enroll with the approval of the graduate advisor.

Students entering as non-matriculants who wish to transfer to matriculated status in either the Arts and Sciences or the Speech and Hearing Handicapped curriculum must file a formal application and meet all standards for matriculation. No more than 12 credits at the 700 level, taken as a non-matriculant or at another

institution, can be credited toward the degree. Courses at the 500-600 level are not credited toward the degree.

### DOCTORAL PROGRAM IN SPEECH AND HEARING SCIENCES

The City University, through the Graduate School and University Center, offers a PhD program in speech and hearing sciences. For description of the PhD program, see the *Bulletin of the Graduate School*.

### COURSE LISTINGS

Each course 45 hrs, including conferences, 3 cr, unless otherwise noted.

**COMSC 700 Introduction to Research Methods** Prereq: COMSC 606. Methods of research in communication sciences and disorders.

**COMSC 701 Counseling of the Communicatively Handicapped and Their Families** Examines theoretical and practical aspects of counseling the communicatively impaired. Topics covered include interviewing, data interpretation, group and individual counseling, development of counseling skills for the handicapped and their families.

**COMSC 703 Professional Practice in Educational Settings** Covers the organization and management of speech-language pathology services in a public school setting, therapeutic intervention strategies, evaluation processes, and interdisciplinary professionalism. (Open only to students in the Speech and Hearing Handicapped curriculum.)

**COMSC 704 Psychology of Speech** Prereq or coreq: COMSC 606, 607. Psycholinguistic and behavioral variables influencing processing of language and speech in adults and children.

**COMSC 705 Speech Science** Prereq: COMSC 505 or equiv. Advanced knowledge of science of vocal communication for application to communicative disorders, including phonological level of language, acoustical and physiological aspects of speech production, speech perception, and models of verbal communication.

**COMSC 710 Psychological Acoustics** Prereq: COMSC 505 or equiv. Traditional and modern extension of psychophysical methodology as related to theoretical analysis of the process of hearing. Various measurement techniques employed in experiments in hearing are considered.

**COMSC 711 Physiological Acoustics** Prereq: COMSC 705 or equiv; COMSC 740. The physiological aspects of hearing from the entrance of an acoustic signal through transmission to the auditory cortex; theories regarding the function of the normal hearing mechanism.

**COMSC 712 Neural Processes of Speech, Language, and Hearing** Prereq: background in biological and physical sciences; COMSC 606. Neural mechanisms of speech, language, and hearing; development of brain, major motor, and sensory systems; how lesions to these areas affect normal communicative processes.

**COMSC 713 Communication Acquisition I** Speech and language learning in the child; major theories and research findings on acquisition of communication skills.

**COMSC 714 Communication Acquisition II** Prereq or coreq: COMSC 704 or 713. Comprehensive examination of relations between conceptual and social demands of teaching discourse and higher order cognitive, linguistic, and discourse skills mastered during the school-age years. The organization and units of analysis of teaching discourse are also discussed.

**COMSC 715 Communication Processes Related to Aging** Prereq: COMSC 620 or equiv; COMSC 704 or 713. Current understanding of adult development and aging as related to communication processes and disorders. Speech, language, and hearing changes—as well as social, behavioral, physical, and cognitive changes—associated with normal and pathological aging processes. Intervention strategies, diagnostic and treatment materials, and audiological equipment for the communicatively impaired elderly population.

**COMSC 716 Phonological Development and Disorders** Prereq: COMSC 607. Phonetics or equiv; prereq or coreq: COMSC 713. Current research on the study of normal and deviant articulatory and phonological development; methods of assessment and remediation.

**COMSC 717 Language Learning Disorders I** Prereq: COMSC 606, 620; suggested prereq or coreq: COMSC 713. Identifying and describing language disorders of children to plan intervention and correlates of clinical syndromes associated with language disorders.

**COMSC 718 Language Learning Disorders II** Prereq: COMSC 714. Current issues in the assessment of language learning disabilities; current research approaches to the nature of the metacognitive, metalinguistic, and information processing strategies associated with language learning disability; application of discourse analysis to development of collaborative intervention goals and procedures.

**COMSC 720 Advanced Speech Pathology** Prereq: COMSC 606; suggested prereq or coreq: COMSC 712, 713, 722, 727. Development of critical clinical attitude in evaluating reliability and validity of different measurement procedures for assessment of communication disorders. Components of assessment process, including rationale, procedures, content, and context.

**COMSC 722 Fluency and Fluency Disorders** Prereq: COMSC 606, 620, or equiv. Current theories and research findings relating to normal fluency processes, onset, development, maintenance, assessment, and treatment of fluency disorders.

**COMSC 724 Neuromotor Disorders of Speech** Prereq: COMSC 606, 620 or equiv; recommended prereq or coreq: COMSC 712, 713. Etiology, neurophysiology, and nature of dysarthrias with a focus on cerebral palsy. Assessment techniques, including feeding and pre-speech behaviors; theoretical and therapeutic approaches to intervention, including use of augmentative communication devices.

**COMSC 726 Aphasia and Related Disorders of Speech** Prereq: COMSC 606, 620; recommended coreq: COMSC 712. Etiology of aphasia; assessment of aphasic disorders; recovery process; therapeutic approaches.

**COMSC 727 Voice Disorders** Prereq: COMSC 606, 620 or equiv. Normal and pathologic phonatory physiology; objective and subjective methods for voice evaluation; strategies for remediation.

**COMSC 729 Clinical Practicum in Speech Pathology** 60 hrs including lec, 2 cr. Prereq: COMSC 606, 620; recommended coreq: COMSC 722, 727, 769. Direct clinical observation combined with participation in Center for Communication Disorders under supervision. Weekly lectures stressing nature of diagnostic reports; review of standardized tests and in-depth study of selected case records. Second sem focuses on more advanced concepts.

**COMSC 730 Craniofacial Disorders of Speech** Prereq: COMSC 606, 620; recommended prereq or coreq: COMSC 713, 727. Broad spectrum of velopharyngeal incompetence, including embryogenesis, classification of clefts, aspects of cleft palate speech, associated disorders, modes of assessment and intervention, current surgical and prosthetic management of cleft lip/palate and related craniofacial disorders.

**COMSC 731 Speech Rehabilitation Following Oral and Laryngeal Surgery** Prereq: COMSC 606, 620 or equiv; recommended prereq or coreq: COMSC 712, 727. Rehabilitation of speech following laryngectomy and glossectomy. Pre- and post-operative anatomy and physiology, nature of surgical approaches, techniques of teaching alaryngeal speech and use of speech aids; techniques for evaluating and treating post-operative dysphagia.

**COMSC 740 Communication Skills for the Hearing Handicapped** Prereq: COMSC 606, 640. Development of language skills through use of residual hearing in young hearing-impaired child; role of family in habilitation; lipreading and auditory training for school age through adult; classroom amplification equipment; special problems of elderly.

**COMSC 741 Advanced Audiology** Prereq: COMSC 606, 640 or equiv. Theory and methods of diagnostic measures in audiology.

**COMSC 742 Hearing Aids** Prereq: COMSC 606, 640 or equiv; recommended prereq: COMSC 741. Use of amplification in hearing-impaired adults and children; electroacoustics of hearing aids; earmold acoustics; hearing aid selection procedures; hearing aid orientation and counseling.

**COMSC 743 Theory & Practice of Hearing Aid Dispensing** Prereq: COMSC 741, 742. Current knowledge on the professional, ethical, technical, clinical, and economic aspects of the fitting and dispensing of hearing aids.

**COMSC 745 Auditory Disorders in Children** Prereq: COMSC 606, 640; recommended: COMSC 741. Genetic factors in hearing disorders; hereditary, congenital, and adventitious hearing defects; normal auditory response and auditory development; identification programs; audiological evaluation; use of physiological measures and assessment of hearing aids.

**COMSC 746 Advanced Diagnostic Methods** Prereq: COMSC 741. An introductory course in Auditory Evoked Potentials (AEP), including theoretical and physiological bases and clinical application of instrumentation.

**COMSC 749 Clinical Practicum in Audiology** Min 60 hrs including lec, 2 cr. Prereq: COMSC 606, 640; recommended coreq: COMSC 741 or equiv. Participation in clinical applications of audiological theory covered in beginning and advanced courses. After mastery of instrumentation, students administer tests in Center for Communication Disorders under supervision.

**COMSC 781, 782 Independent Study** Hrs to be arranged, 2 cr. Prereq: Completion of min, 24 cr and comprehensive examination; limited research study to permit in-depth exploration of single area with faculty supervision.

**COMSC 796 Special Problems** Directed study under supervision of faculty members. For doctoral credit, must be supervised by member of doctoral faculty.

**COMSC 799 Thesis Seminar** Hrs to be arranged, 3 cr. Individual research under supervision.

#### May Not Be Offered 1985-87

**COMSC 706 Experimental Phonetics**

**COMSC 744 Industrial and Environmental Noise Problems**

**COMSC 720 Advanced Speech Pathology**

### COMMUNITY HEALTH EDUCATION—MPH

**Program Director** Nicholas Freudenberg, Brookdale Center room W1005 phone 481-5111

**Graduate Advisors** Nicholas Freudenberg, Brookdale Center room W1005; Stephen Zoloth, Brookdale Center room W1029

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 is accredited by the Council of Education for Public Health, accrediting agency for schools of public health and 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 (see p. 6)
2. Aptitude section of the Graduate Record 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 advisor.
4. 2 years experience in a community, health, or educational agency.
5. Interview with program director, preferably before filing application.

### Requirements for the Degree

1. 48 cr chosen as follows:

All courses in Group A (see below under "course distribution")

At least one course from each area of Group B

Fieldwork

Other courses (see Group C) chosen in consultation with the advisor. Electives may be chosen to obtain a concentration in a desired area, e.g., administration, sexuality/reproductive health, gerontology, nutrition, occupational/environmental health.

2. A comprehensive examination upon completion of course work.

Note: In addition to the program requirements listed above, the students, depending on their undergraduate preparation and work experience, may be required to achieve some of these competencies through non-credit independent study or undergraduate courses.

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; and a mastery of the health education skills necessary to achieve stated goals.

Up to 12 credits of program requirements may be waived for students who demonstrate mastery of specific content required for the degree.

### Course Distribution

#### Group A—Required (18 cr)

SHS 600, 601, 700  
EHS 700  
COMHE 700, 745

#### Group B—One course required in each area (15 cr)

Community Organization – COMHE 740  
Urban Planning – URB 700, 702, 755, 787  
Group Dynamics – COMHE 701, PSYCH 651  
Health Communications – COMHE 702  
School Health – consult advisor

**Group C**—Electives listed below (9-12 cr) or other related courses selected with approval of advisor. Within these elective credits, students may choose a concentration, which includes 9-12 cr in one of the topic areas listed below and a field work placement (COMHE 738) in that area.

Concentrations:

#### Nutrition

NUTR 740                      NUTR 736  
HECO 741  
or other related nutrition courses

### Occupational/Environmental Health

COMHE 726                      EHS 720  
EHS 710                      EHS 757  
or other related environmental health courses

### Sexuality/Reproductive Health/Women's Health

COMHE 714                      COMHE 723  
COMHE 721                      COMHE 724  
COMHE 722

### Health Care Administration

COMHE 741                      SHS 750                      SHS 753  
COMHE 742                      SHS 751                      SHS 754  
   SHS 752

### Other Electives:

COMHE 601                      COMHE 712                      COMHE 725  
COMHE 703                      COMHE 713                      COMHE 781  
COMHE 711                      COMHE 720                      COMHE 782

### Group D—Supervised Fieldwork (6 cr)

(3 months full-time or equivalent)      Required of all students

COMHE 738

**Total: 48 credits**

### COURSE LISTINGS

*Each course 45 hrs, including conferences, 3 cr, unless otherwise noted.*

**COMHE 601 Introduction to Gerontology** Changes in certain aspects of health during middle and later years, including changes in anatomy and physiology, in nutritional requirements, in sensorium. Aging and sexuality. Common causes of mortality and morbidity. Psychosocial and economic aspects, legislation, and community organization.

**COMHE 700 Principles of Community Health Education** Review of determinants of community health. How to plan, implement, and evaluate programs designed to improve well-being of populations. Students investigate a specific health problem in a community.

**COMHE 701 Group Processes** In groups of no more than 15, students utilizing group discussion techniques work toward greater objectivity in observing and understanding own behavior and that of group. Skills in group participation, leadership, and communication identified and refined.

**COMHE 702 Theory and Practice in Health Communication** How to communicate effectively with consumers in teaching-learning situations common to health educators. Communication models will be examined. Understanding health education materials and feedback in health education settings.

**COMHE 703 Health Advising in the Community** Prereq: COMHE 701, 702. Examination of individual and group advising approaches focused on helping consumers reach optimal personal health and full development of personal health resources. Practice in various reality-oriented theories. Video playback techniques.

**COMHE 711 Community Mental Health Programs** 30 hrs, 2 cr. Prereq: COMHE 700. Concepts of mental health and illness, problems in classification, distribution, and etiology of mental disorders. Influences of social context and cultural situations. Guest lecturers on on-going community programs in mental health.

**COMHE 712 International Health** Health needs and problems in developing countries; influence of geographical, political, economic, and cultural factors on health status; role of international health agencies; health consequences of migration.

**COMHE 713 Addictions and Dependences** Recent findings concerning smoking, alcohol, narcotics, and other abused drugs. Recent legislation. Guest speakers; field trips to rehabilitation centers. Emphasis on behavioral aspects with focus on abuser rather than substances being abused.

**COMHE 714 Human Sexuality** Emotional, social, and physical development related to human sexuality. Emphasis on self-understanding and awareness of own sexual nature and needs. Methods, materials, and evaluation of sex education program in community settings.

**COMHE 720 Alcoholism** Scope, etiology, and treatment of alcoholism; role of supportive agencies. Alternatives and strategies for intervention and prevention. Field trips to community programs.

**COMHE 721 Family Planning** Examines pregnancy, labor and delivery, contraception, abortion, sterilization and infertility; assesses effects of sexually transmitted diseases on reproduction; describes family planning programs in selected countries.

**COMHE 722 Counseling in Sexuality and Family Planning** Prereq: COMHE 714. Explores counseling theory and clinical skills required by educators working in reproductive health facilities; examines specific needs of adolescents, pregnant women and partners, infertile couples, and older people.

**COMHE 723 Sexuality Through the Life Cycle: Educational and Clinical Aspects** Prereq: COMHE 714. Considers issues of gender role, gender identity, eroticism, intimacy, love, sexual orientation; social role and genital sexual expression; assists students to distinguish between normal and problematic sexual expression in various life stages.

**COMHE 724 Family and Sexual Violence** Causes of violence against women, children, and older people. Descriptions and critiques of existing programs. How to develop preventive public health interventions.

**COMHE 725 Patient Education** How to develop patient education programs; strategies of implementation; evaluation; emphasis on self-care. Uses case histories of existing programs.

**COMHE 726 Health Education in the Workplace** Development of health education programs for prevention of occupational accidents and illnesses; role of unions, health providers, and industry. Politics of health education in the workplace. Health promotion in the workplace.

**COMHE 738 Fieldwork** 3 months full time (420 hrs), 6 cr. Prereq: completion of 20 cr incl COMHE 700, 702. Directed field experiences in official or voluntary health agencies or community social agencies. Placement in relation to student's background and career expectations. Emphasis on applying classroom concepts and skills. Entire time in one agency or, for shorter periods, in 2 or more agencies. Accompanying seminar.

**COMHE 740 Community Organization for Health** Prereq: COMHE 700, 701. Theory and practice of community organization; case histories of communities organizing to solve specific health problems; strategies and tactics for community organization for health.

**COMHE 741 Health Program Planning, Funding, and Evaluation** Prereq: completion of 15 cr incl SHS 600. Working research seminar. Students identify or design a health program, find funding sources, develop proposal covering program need, objectives, method, evaluation, budget, planning, support.

**COMHE 742 Research and Evaluation in Health Education** Prereq: 15 cr in program incl. SHS 600. Basic concepts, methods, and approaches for evaluation research applied to community health education and health-related programs. Critical review of literature; design of evaluation program.

**COMHE 745 Seminar in Current Health Problems** Prereq: 20 cr including COMHE 700, 701, 702 and SHS 600. Through in-depth exploration of major health issues, course examines how government policies and social and economic factors influence the practice of health education and how health professionals can influence policy.

**COMHE 781, 782 Independent Study** Hrs to be arranged, 2 cr. Prereq: perm. program director, matriculated status, and completion of one sem grad study. Directed reading or research course designed to permit exploration of single area in depth, with faculty guidance. Student must find faculty sponsor prior to registration.

## ENVIRONMENTAL HEALTH SCIENCE—MS

**Program Director** David Kotelchuck, Brookdale Center room W1028  
phone 481-4357  
**Graduate Advisor** Jack Caravanos, Brookdale Center room W1001  
phone 481-7569

This program is designed for individuals seeking careers as environmental health professionals. While emphasizing the recognition, evaluation, and control of environmental factors affecting health, the curriculum also includes consideration of economic, sociopolitical, and regulatory issues. Offerings are designed so that students may pursue a broad course of study in environmental health science or may specialize in occupational health

and safety. Opportunities are available for internships with numerous outside organizations (see Field Instruction Centers below) as well as for research with faculty members. All courses are held in the evening, and studies can be pursued on a part-time basis.

Together with several other major professional training institutions, the program is a component of the Educational Resource Center designated for this region by the National Institute for Occupational Safety and Health.

Graduates of the program are qualified for senior-level, research, or management and planning positions in a variety of private and public institutions. Career options include air and water pollution control, hazardous waste management, industrial hygiene, occupational health and safety, environmental planning, and environmental public health. After a prescribed period of work experience, graduates can qualify for examinations to become diplomates of the American Academy of Industrial Hygiene, the American Academy of Environmental Engineers (for those with engineering degrees or the equivalent), or the American Academy of Sanitarians.

### Requirements for Admission

1. Academic requirements for admission to graduate programs at Hunter College (see p. 6).
2. The aptitude section of the Graduate Record Examination.

An undergraduate major in science or engineering is desirable.

Students are expected to have completed the following college-level courses: one year of general chemistry, one year of biological sciences, one semester of organic chemistry, and one semester of mathematics with quantitative skills at least equivalent to a college algebra course.

Students with a good academic record who do not meet the above requirements may be admitted with conditions upon recommendation of the graduate advisor.

### Requirements for the Degree

Full-time students are generally able to complete the requirements in 18–24 months. The MS program requires completion of the following curriculum:

A minimum of 36 credits including:

Core courses  
Specialized professional sequence  
Internship or Research Project  
Seminar  
Electives

In addition, the program requires either a master's thesis or 8 additional elective credits and a comprehensive examination.

### Course Distribution

#### Core (all required)

EHS 700  
EHS 705  
SHS 600, 700

**Typical Specialized Professional Sequences** (with approval of graduate advisor)

1. Environmental Health Science  
EHS 741 Environmental Monitoring and Direct Instrumental Methods of Analysis

- EHS 743 Air Resource Management  
 EHS 770.53 Topics in Environmental Health Science:  
 Hazardous Substances and Health Effects  
 EHS 770.58 Topics in Environmental Health Science:  
 Water Resources

## 2. Occupational Health and Safety

- EHS 710 Industrial Safety and Safety Management  
 EHS 755 Industrial Ventilation and Environmental Control  
 EHS 757 Industrial Hygiene Lecture  
 EHS 758 Industrial Hygiene Laboratory

## Internships, Research, and Seminars

- EHS 728 Seminar in Current Environmental Health Problems  
 EHS 738 Field or Laboratory Research Projects in  
 Environmental Health (required)  
 EHS 739 Thesis Seminar in Environmental Health  
 EHS 770.52 Topics in Environmental Health Science: Industrial  
 Hygiene Studies and Plant Visits

## Electives

- EHS 720\*, 730, 754\*, 770.54, 770.59, 781, 782  
 COMHE 700, 726  
 SHS 601, 610  
 URBP 708, 709

\*Strongly recommended.

With the approval of the graduate advisor, other electives may be selected from programs in the School of Health Sciences, from other departments of Hunter College, from graduate divisions of other units of CUNY, or (up to 12 cr) from appropriate offerings in other universities.

## COURSE LISTINGS

Each course 45 hrs including conferences, 3 cr, unless otherwise noted.

**EHS 700 Environmental Health and Safety** Survey of chemical, physical, and biological factors influencing quality of ambient, workplace, and home environments; air and water pollution; radiation and noise hazards; hazardous substances; solid wastes; food protection; accidents; pesticides.

**EHS 705 Chemistry and Physics of the Environment** Survey of chemical and physical concepts essential for understanding environmental and occupational health sciences, including study of the atmosphere, hydrosphere, air and water pollution, and energy sources. Physical principles of heat and energy, heat transfer processes, and radioactivity will be discussed, as well as a brief introduction to the biochemistry of life processes.

**EHS 710 Industrial Safety and Safety Management** Fundamental concepts and principles of industrial accident prevention and loss control; safety program organization; hazard recognition and evaluation; accident investigation; machine guarding; fire protection; personal protective equipment.

**EHS 720 Environmental Criteria and Standards** Coreq or prereq: EHS 700. Examination of scientific, social, political, and legal bases for environmental health standards; emphasis on case studies. Students prepare critical review papers of specific standards, evaluating applicable criteria, feasibility, and implications for enforcement.

**EHS 728 Seminar in Current Environmental Health Problems** 30 hrs, 2 cr. Prereq: EHS 700. Environmental health problems of current or emerging importance: air and water pollution, solid waste, noise, food sanitation, radiological health, toxicology, industrial hygiene; review of literature, presentation of reports.

**EHS 730 Environmental and Occupational Epidemiology** Prereq: SHS 600, 700. Principles of epidemiological experimental design in studies of environmentally and occupationally induced disease; 4-fold tables; significance versus magnitude of association, estimation of relative risk, matching cases and controls; determining sample size.

**EHS 738.01, .02, .03, .04 Field or Laboratory Research Projects in Environmental Health Science** Hrs to be arranged, 1-4 cr.

**EHS 739 Thesis Seminar in Environmental Health Science** 30 hrs, 2 cr. Seminar correlated with thesis research.

**EHS 740 Applications of Computers to Environmental Problems** Basic concepts and principles of computers and programming as currently employed in solving environmental problems.

**EHS 741 Environmental Monitoring and Direct Methods of Analysis** 90 hrs lec and lab, 4 cr. Coreq or prereq: EHS 705. Physical and chemical methods for measurement of chemical and biological contaminants of air and water.

**EHS 743 Air Resource Management** Air pollution sources, types of pollutants, transport phenomena, effects on health and on vegetation and materials; air quality monitoring, criteria, standards, and control methods.

**EHS 751 Microbiology: Applications to Environmental Health Problems** 75 hrs lec and lab, 3 cr. Microbiology of food and dairy products, water, sewage, and air; control of public health problems in institutions; standard and recommended procedures.

**EHS 754 Environmental and Occupational Toxicology** Prereq: EHS 700, 705, and SHS 610. Introduction to principles of toxicology with emphasis on environmental and occupational aspects. Systematic review of the toxicology of major organ systems; health effects of categories of toxins, such as solvents and metals; and review of toxicological testing and evaluation.

**EHS 755 Industrial Ventilation and Environmental Control** Fundamentals of industrial ventilation: air flow, local and dilution exhaust ventilation systems, hood and piping design, fan type and selection, air cleaning devices, system-testing; problem-solving; engineering controls.

**EHS 757 Industrial Hygiene Lecture** Recognition, evaluation, and control of industrial hazards due to chemical and physical agents. Topics include occupational health standards, regulatory agency activities, effects of contaminants on human health, sampling and control of hazards, current issues.

**EHS 758 Industrial Hygiene Laboratory** 60 hrs, 2 cr. Coreq or prereq: EHS 757. Practical aspects of recognition, evaluation, and control of industrial health hazards such as air contaminants, noise, heat, and radiation; instruments and techniques for sampling and measurement of workplace hazards.

**EHS 770.52 Topics in Environmental Health Science: Industrial Hygiene Studies and Plant Visits** Prereq: EHS 700, 757. Case studies, plant visits, and class presentations on basic operating aspects, concomitant health hazards, and industrial hygiene practices of representative manufacturing processes. Emphasis on industrial hygiene surveys and reports. Daytime attendance for plant visits.

**EHS 770.53 Topics in Environmental Health Science: Hazardous Substances and Health Effects** Consequences of hazardous waste sites evaluated with regard to potential for environmental contamination and health effects.

**EHS 770.54 Topics in Environmental Health Science: Institutional Sanitation** Methods of identification, assessment, and control of environmental and occupational hazards within public institutions and medical care facilities.

**EHS 770.58 Topics in Environmental Health Science: Water Resources** Water and waste technology related to public health. Sources of water supply, distribution, treatment; chemical, biological, and physical water pollutants and their health effects. Federal legislation.

**EHS 770.59 Topics in Environmental Health Science: Noise Measurement and Control** Introduction to basic concepts of sound, noise measurement, and noise control in the workplace and community.

**EHS 781, 782 Independent Study** Hrs to be arranged, 2 cr. Prereq: matriculated status and satisfactory completion of 1 sem grad study, perm. program director. Directed in-depth reading in single area.

## Not Offered 1985-87

- EHS 722 Systematic Analysis in Environmental Program Planning  
 EHS 742 Analytical Chemistry: Application to Environmental Health Problems  
 EHS 744 Radiological Hazards: Assessment and Control  
 EHS 750 Environmental and Work Physiology  
 EHS 752 Radiation Biology  
 EHS 759 Seminar in Toxicology  
 EHS 760 Practicum I in College Teaching  
 EHS 761 Practicum II in College Teaching  
 EHS 769 Seminar in College Teaching  
 EHS 770.51 Topics in Environmental Health Science: Economic Aspects of Environmental Control



*Dr. Syed Shahidi (extreme right) supervising a demonstration of techniques of food testing to students in the Environmental Health Science Program of the School of Health Sciences. In addition to teaching at the School of Health Sciences, Dr. Shahidi is the director of the Division of Microbiology of the New York City Department of Health.*

## NUTRITION—MS

**Program Director** Carol Waslien, Brookdale Center room W715  
phone 481-7653

**Graduate Advisor** Paula Fishman, Brookdale Center room W711  
phone 481-7592

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 including hospitals and public health agencies. They are qualified to enter the profession of dietetics by acquiring membership in the American Dietetic Association and/or becoming Registered Dietitians. They are also qualified to enter a career in nutrition research.

### Requirements for Admission

In addition to the general requirements for admission to the graduate program at Hunter College, candidates must have the graduate advisor verify that they meet Plan IV Minimum Academic Requirements of the American Dietetic Association.

### Requirements for the Degree

1. Completion of 30–36 graduate credits in the following components:
  - a. Core component (12–15 cr)  
NUTR 731, 732, 735 and one of the following: NUTR 734, 737, 738, 739, 740, 741
  - b. Specialization component (6–9 cr)  
H ECO 741, NUTR 733, 736, 742, 743
  - c. Interdisciplinary enrichment component (6–9 cr)  
ANTH 716  
EDFDN 703, 717, 718, 719

EDUC 720.71

NURS 642, 699.3, 699.6

SSW 720

- d. Elective component (3–6 cr)

H ECO 761, 782.3, 790.

2. Selection and completion of one of the following:

- Comprehensive examination
- Thesis
- 6 additional cr selected from core or specialization components.

3. Completion of conditions, if any remain. Students employed full-time and enrolled in the graduate program must obtain special permission from the program to carry more than 6 cr per semester.

## COURSE LISTINGS

*Each course 45 hrs, 3 cr, unless otherwise noted.*

**H ECO 530 Nutrition for Educators** 30 hrs, 2 cr. Principles and research in nutrition. Current legislation and nutritional education programs. Application of fundamentals of nutrition for health maintenance. Dietary patterns affected by socioeconomic factors in various cultural groups.

**H ECO 741 Consumer and Food** Available food supply, world hunger, marketing, and legislation.

**H ECO 761 Problem Seminar** Intensive study of current specialized research in one area of food and nutrition.

**H ECO 782.3 Independent Study** Hrs to be arranged, 3 cr. Prereq: matriculated status, completion of core component in degree, perm. program director.

**H ECO 790 Thesis Seminar** Prereq: perm. program director. Presentation and analysis of individual research topics related to areas of nutrition.

**NUTR 731 Human Nutrition and Metabolism I** Offered Fa. Comprehensive study and evaluation of current research on biochemical and metabolic significance of proteins, carbohydrates, lipids to human nutrition.

**NUTR 732 Human Nutrition and Metabolism II** Offered Sp. Comprehensive study and evaluation of current research on biochemical and metabolic significance of minerals, vitamins, and water to human nutrition.

**NUTR 733 Developmental Nutrition** Relation of nutrition to growth and development, nutrition requirements throughout life cycle.

**NUTR 734 Nutrition and Disease** Investigation of interrelationships between disease entities and therapeutic modification of food consumption.

**NUTR 735 Clinical Nutrition** Offered Fa. Clinical symptoms and their relationship to genetic and metabolic disorders seen in nutritional practice.

**NUTR 736 Community Nutrition** Nutrition programs of public health and social welfare agencies.

**NUTR 737 Introduction to Nutrition Research** Study and evaluation of methods used in nutrition research.

**NUTR 738 Nutrition Seminar** Nutritional problems, including dietary studies of special population groups.

**NUTR 739 Computer Applications to Dietetics and Nutrition** Computer applications reviewed and applied to study of nutrition and dietetics.

**NUTR 740 Nutrition Education** Methods and materials used in teaching nutrition to individuals and groups in varied settings.

**NUTR 741 Nutritional Assessment** Study and evaluation of anthropometric, biochemical, and other measurement methodologies as they relate to nutritional status of various population groups.

**NUTR 742 Nutrition for the Geriatric Population** Investigation of specific nutritional requirements of elderly adult population with attention to multidisciplinary approach to treatment.

**NUTR 743 Drug and Nutrient Interaction** Review and update of research relating to multi-faceted responses between nutrient and drug consumption.

The following courses may not be offered in 1985-1987:

H ECO 711	Economic Problems of the Family
H ECO 712	Consumer and Housing
H ECO 713	Consumer and the American Economy
H ECO 771	Family Development
H ECO 782.1, .2	Independent Study

## FIELD INSTRUCTION CENTERS

### Communication Sciences

Beth Israel Medical Center Speech-Language Pathology & Audiology	Sylvia Bailick Louise Levy Kathleen Malanaphy Jerri Weinstein
Blythedale Children's Hospital Speech-Language Pathology	Susan Burke Eleanor Kaufman Terry Mondarulo
Children's House Speech-Language Pathology	Susan Schwartz
Gouverneur Hospital Audiology	Sheila Klein
Kennedy Child Study Center Speech-Language Pathology	Pauline Alagna Susan Markwitz
Mt Sinai Medical Center Speech-Language Pathology and Audiology	Asher Bar Steven Blaustein Barbara DeCicco Arnold Shapiro Susan Wortsman
New Rochelle Schools— Speech & Hearing Dept. Speech-Language Pathology	Ruth Aptekar
New York League for the Hard of Hearing Audiology	Jane Madell

NYC Board of Education  
Speech-Language Pathology  
New York Veterans Administration  
Speech-Language Pathology and Audiology

North Central Bronx Hospital  
Speech-Language Pathology  
St Francis De Sales School for the Deaf  
Speech-Language Pathology and Audiology  
St Joseph's Hospital of Yonkers  
Speech-Language Pathology and Audiology  
Shield Institute  
Speech-Language Pathology

United Cerebral Palsy  
Speech-Language Pathology

### Community Health Education

American Cancer Society	Blanche Bouie
American Red Cross	Stephanie Lederman
Bronx Municipal Hospital Center Health Education Project	Jean Richardson
Brookdale Center on Aging Hunter College	
Columbia Presbyterian Medical Center Young Adult Clinic	Bruce Armstrong
The Door—A Center of Alternatives	Linda Jacober
Gay Men's Health Crisis, Inc.	Frederico Gonzalez
Health Expo	Howell Wechsler
La Guardia Community College Student Health Service	Sandra Schiff
Memorial Sloan-Kettering Hospital Cancer Information Service	Madeline DeGennaro
Montefiore Medical Center Community Health Participation Program	Joan Lamphere
NYC Department of Health	
NY State Department of Health	
Offices of Members of NYC Council, NY State Legislature, and U.S. Congress	
Planned Parenthood	Kathy Niely
Riverside Church Health Action Resource Center	Joann Thompson

### Environmental Health Science

A. Philip Randolph Institute Occupational Safety and Health Project	Charles Bremer
Bayley Seton Hospital Office of Environmental Health	Wilbur Innis
Center for Occupational Hazards	Michael McCann
Citizens Union Research Foundation	Robert Alpern
Consumer Health Information and Resource Center	Zita Fearon
District 65, United Auto Workers (UAW) Occupational Safety and Health Department	Naomi Fatt
District Council 37, American Federation of State, County and Municipal Employees (DC 37, AFSCME), Safety and Health Training Unit	Marcia Lamel
Enviro-Probe, Inc.	Ved Kukreja

Melissa Tasch  
Manuel Cohen  
Michael Groher  
Barbara Leader  
Robert Volin  
Joyce West  
Carol Telzak  
Sheila Bernstein  
Karen Webb  
Michelle Achiron  
Judith Josephson  
Ellen Palermo  
Wendy Grossman  
Jane Schneider  
Debra Stoloff

Gateway National Recreation Area Division of Professional Services	John Tanacredi
IHI-Kermon, Inc.	Lenore Mavleas
Kearney, NJ, Department of Public Health and Environmental Protection	Diane Crowder
Montefiore Hospital Program in Occupational Health	David Michaels
Mt Sinai Medical Center Environmental Sciences Laboratory	Arthur Frank, MD
NJ State Department of Health Occupational Health Program	Kathleen O'Leary
NYC Department of Environmental Protection Environmental Planning Bureau	Vincent Coluccio
NYC Health Department Bureau of Preventable Diseases Health Research Training Program	Steven Schultz, MD Marvin Gewirtz, MD
NY Committee for Occupational Safety and Health	Joel Shufro
NY State Department of Environmental Conservation	Terry Agriss
NY State Department of Law (Attorney General's Office) Environmental Protection Bureau	Michael Surgan
NY State Health Department Division of Environmental Health	Al Buff
NY State Senate Office of Senator Franz Leichter	Betty Clark
Occupational Health Care Consortium of Northern New Jersey Paterson Department of Health	Richard Lester



*The Brookdale Health Science Center, on East 25th Street in Manhattan, houses the School of Health Sciences, the School of Nursing, and the Brookdale Center on Aging, a nationally known research, training, and policy center. Here also is located Hunter's housing facility for graduate students, the Brookdale Health Science Residence Hall.*

## History

**Chair** Naomi C. Miller, West Building room 1512 phone 722-5480  
**Graduate Advisor** Pierre Oberling, West Building room 1512 phone 772-5481

### FACULTY

**Naomi W. Cohen**, Professor; PhD, Columbia; 20th-Century US History, American Jewish History, Immigration and Ethnicity  
**Dolores Greenberg**, Professor; PhD, Cornell; US Economic and Energy History, Late 19th-Century and Western US History  
**James P. Harrison, Jr.**, Professor; PhD, Columbia; Asian History, History of China, Vietnam  
**Dorothy O. Helly**, Associate Professor, PhD, Harvard; Modern British History, British Empire and Commonwealth, Women's Studies  
**Robert W. July**, Professor; PhD, Columbia; African History  
**Edith M. Link**, Assistant Professor; PhD, Columbia; 18th-Century European History, History of Germany, History of Habsburg Monarchy  
**Michael M. Luther**, Associate Professor; PhD, Columbia; European History, History of Russia & Soviet Union, International Relations, Soviet Foreign Policy, Russian Intellectual History  
**JoAnn McNamara**, Professor; PhD, Columbia; Medieval History, History of Christianity to Reformation, History of Women  
**Naomi C. Miller**, Associate Professor and Chair; PhD, Columbia; British History  
**Pierre Oberling**, Professor; PhD, Columbia; Middle East History from Rise of Islam to Present, European History in 19th Century  
**Ruth Pike**, Professor; PhD, Columbia; History of Spain, Colonial Hispanic America, European Economic & Social History, 16th–18th Centuries  
**Robert M. Seltzer**, Associate Professor; PhD, Columbia; Jewish History, Historiography, Intellectual History  
**William G. Sinnigen**, Professor; PhD, Michigan; Ancient History  
**Nancy G. Siraisi**, Professor; PhD, CUNY; Medieval History, History of Science to 17th Century  
**Barbara Welter**, Professor; PhD, Wisconsin; US History to 20th Century, History of American Women, History of American Religion

### MASTER OF ARTS

The degree is offered either as a terminal degree or as the first year (30 credits) 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 CUNY 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 distribution requirement before any graduate course work may be started.

### Departmental Requirements for the 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 advisor.

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, Jewish, 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 must complete an approved program of study of at least 30 cr, including:

1. At least 3 cr in historical writing (HIST 770, 771)
2. At least 6 cr in advanced research courses (HIST 760–769, 772–778, RAS 771)
3. The thesis seminar (HIST 779).

Courses other than those in the Department of History may be credited toward the 30 cr with the approval of the graduate advisor, but they may in no case exceed 9 cr. At least 6 cr in a field of history other than the area of concentration 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 course 45 hrs, including conferences, 3 cr.*

#### Ancient History

**HIST 700 Ancient Egypt and Near East** Significant political, economic, and social development in Egypt and Near East.

**HIST 701 History of Greece** Significant political, economic, and social development of Greece.

**HIST 702 History of Rome** Significant political, economic, and social development of Rome.

#### Medieval History

**HIST 708 Byzantine Civilization from Reign of Constantine the Great to Ottoman Conquest** Emphasis on transmission of cultural and political heritage of Greece and Rome and on influence of Byzantium among the Slavs.

**HIST 711.50 Intellectual History of Europe in Middle Ages** Survey of medieval thought and learning to about 1300 AD. Special attention given to natural science and rise of universities.

#### Western European History

**HIST 704 European History from Congress of Vienna to World War I** Political, social, and economic developments of major powers from Age of Metternich to World War I.

**HIST 710.50 Economic and Social History of Western Europe, 1500–1750** Study of economic and social conditions in pre-industrial Europe.

**HIST 712.52 Intellectual History of Modern Europe in 19th and 20th Centuries** Political, social, religious, economic, and scientific thought and the arts from Romantic Era to present.

**HIST 713.50 Old Regime in Europe** Institutions of Old Regime in Europe and philosophy of Enlightenment to outbreak of revolution in 1789.

**HIST 715 Western Europe Between the Two World Wars** Political, social, and economic conditions and international relations of countries of western Europe.

**HIST 721 Significant Aspects of Spanish History** Selected topics in Spanish history from end of Moslem rule through 1898. Special attention to factors behind rise and decline of Spanish power.

**HIST 752 Reformation and Counter-Reformation** Early modern European history, with emphasis on religious, political, social, and economic changes.

**HIST 754 Contemporary Europe** Study of Europe since 1939; emphasis on political, social, and economic developments; efforts at European unity; Europe and world community.

### British History

**HIST 716 Evolution of English Constitution** Problems course based on source reading.

**HIST 717 Development of British Commonwealth** Establishment of a second British Empire after 1783, and evolution of Commonwealth status in 19th and 20th centuries.

**HIST 718 Significant Aspects of English History** Study of selected topics in English history from Middle Ages through 19th century.

**HIST 719 Social History of England in 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 Age of George III** Georgian England, with emphasis on English responses to 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 given to radical thought and challenge to aristocratic government.

### American History

**HIST 727 History of Black People of United States** Socio-economic, political, and cultural development of the Black people of US from their African origins to present.

**HIST 741.51 Era of American Revolution** Survey of origins and course of American Revolution and US during revolutionary era.

**HIST 742.50 Nineteenth-Century United States: Early Republic** Economic, social, and political aspects of American history from 1789 to 1828.

**HIST 742.51 Nineteenth-Century United States: Middle Period** Economic, social, and political aspects of American history from 1828 to 1861.

**HIST 743 History of Civil War and Reconstruction Era in United States** Examination of racial, economic, and political factors leading to war and of postwar adjustment.

**HIST 744 Twentieth-Century United States: Progressive Era** Study of reform movements and of political, economic, and social developments in US during 20th century.

**HIST 745 Twentieth-Century United States: United States as a World Power** Diplomatic history from Spanish-American War and acquisition of an empire, to present emergence of US as a world power.

**HIST 746 The Development of 20th-Century American Capitalism from 1885** Transformation of US into modern, urban, industrial state from beginnings of "big business," "big labor," and "big government."

**HIST 747 Nineteenth-Century American Reform Movements** Reform leaders and activities of major reform organizations.

**HIST 749 Representative Americans** History of US as seen through biographies of important statesmen, politicians, reformers, and literary figures.

**HIST 757 History of Religion in United States** Selected topics, including development of main denominational systems, church/state relations, and social thought of the churches.

### Latin American History

**HIST 751 South America in Modern World** South America in 20th century. Class study centers on A-B-C powers; students make collateral studies of other countries.

### Jewish History

**HIST 740 Modern Jewish Social and Intellectual History** Jewish movements and thinkers since 18th century; changing aspects of Jewish identity, new philosophies, impact of anti-Semitism and Zionism.

**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.

### Eastern European History

**RAS 701 Russia Before Great Reforms of 19th Century**

**RAS 702 Russia from Great Reforms to Present**

**RAS 707 Soviet Foreign Policy**

**HIST 708 Byzantine Civilization from Reign of Constantine the Great to Ottoman Conquest** Emphasis on transmission of cultural and political heritage of Greece and Rome and on influence of Byzantium among the Slavs.

### Middle Eastern History

**HIST 709.50 History of Middle East: Rise of Islam** History of Islam from 6th to 11th century AD. Emphasis on impact on cultures of conquered territories from Central Asia to Spain.

**HIST 709.51 History of Middle East: History of Ottoman Empire** Relationship between Turks and West from Byzantine times to rise of Atatürk.

**HIST 709.52 History of Middle East: Middle East in Modern Times** Major historical developments in Middle East in 20th century.

### Asian and African History

**HIST 722.50 History of China: Problems in History of Imperial China** Aspects of Chinese history from about 220 BC to 1911; emphasis on bureaucratic, financial, and social problems in selected periods.

**HIST 722.51 History of China: Problems in History of 20th-Century China** Republican and Communist periods; emphasis on emergence of Chinese nationalism, revolution, and modernization.

**HIST 726.50 History of Africa: Pre-Colonial History of Africa to 1800** Study of development of Africa's peoples from earliest times to era of European colonial penetration.

**HIST 726.51 History of Africa: Africa in 19th and 20th Centuries** Examination of major historical forces leading to emergence of independent African nations.

**HIST 728 History of Modern West Africa** Examination of process of transformation of traditional societies into independent modern states; social, cultural, and intellectual emphasis.

### Historiography

**HIST 770 Historical Method** Introduction to historical methodology and use of historical materials.

**HIST 771 Studies in Historical Writing** Study of historians from ancient times to present, problems of historical interpretation, and research methods.

### Inservice Learning Program

**HIST 798 Inservice Learning** Prereq: perm. grad advisor. Fieldwork in organizations engaged in historical research.

### Advanced Research Courses

**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 College Level  
 HIST 776 Seminar in Ancient History  
 HIST 778 Individual Tutorial Research  
 HIST 779 Thesis Seminar: Independent Research Required of all candidates for MA in history.

## Linguistics

**Graduate Advisor** Julius Purczinsky, West Building room 1317 phone 772-5102

Some members of the Hunter College faculty 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 Arthur J. Bronstein, Executive Officer, PhD/MA Program in Linguistics, CUNY Graduate Center, 33 West 42nd Street, New York, NY 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, communication sciences, education, English, and Romance philology. Specializations are offered in anthropology and in teaching English as a second language. Departmental advisors should be consulted for further information.

### COURSE LISTINGS

#### Linguistics

**LING 701 Introduction to General Linguistics I** 45 hrs, 3 cr. Offered every semester. Study of linguistics.

**LING 773 Theory and Research in Second Language Acquisition** 45 hrs, 3 cr. Offered every semester. Descriptive analysis of contrasts between language systems: phonology, morphology, syntax, lexicon, and culture.

May Not Be Offered in 1985-87

LING 702 Introduction to General Linguistics II  
 LING 741 Old French  
 LING 755, 756 Introduction to Indo-European Comparative Linguistics  
 LING 757 Evidence for Pronunciation of Greek and Latin  
 LING 771 Current Issues in Linguistic Theory  
 LING 775 Special Studies in Linguistics

#### Anthropology

ANTH 770 Linguistics  
 ANTH 771 Seminar in Linguistics  
 ANTH 772 Phonological Analysis and Theory  
 ANTH 775 Linguistic Field Techniques and Methods  
 ANTH 777 Language and Culture

#### Communication Sciences (School of Health Sciences)

COMSC 607 Phonetics of American English  
 COMSC 702 Nature of Speech, Language, and Communication Systems  
 COMSC 705 Speech Science  
 COMSC 706 Experimental Phonetics  
 COMSC 707 Phonology of Dialects of American English  
 COMSC 708 Comparative Phonetics  
 COMSC 712 Anatomy and Physiology of Nervous System  
 COMSC 769 Communication Acquisition

#### Education

BILED 770 Second Language Learning and Teaching  
 BILED 771 Psychology of Language Learning and Teaching  
 BILED 777 Comparative Analysis of English and Spanish  
 BILED 778 Practicum in Audio-lingual Methods for Teachers in Bilingual Programs  
 EDESL 783 Teaching English as a Second Language  
 EDUC 759 Comparative Analysis of English and French  
 EDUC 785 Language in Education I  
 EDUC 786 Language in Education II

#### English

ENGL 505 Structure of English Language  
 ENGL 607 English Linguistics

#### Romance Languages

RLNG 701 Introduction to Romance Linguistics I  
 RLNG 702 Introduction to Romance Linguistics II

#### Spanish

SPAN 701 History of Spanish Language



*Under the Metropolitan Transit Authority's Adopt-A-Station program, Hunter College sponsored the complete redesign and renovation of the 68th Street-Hunter College subway station. Completed in 1984, the revitalized facility now blends with the College's new buildings and public spaces above, and provides all those using the station a safe and pleasant environment in which to wait for trains.*

## Mathematical Sciences

**Chair** Brian Shay, (old) North Building room 1230J (new) North Building 15th floor

**Graduate Advisor** Alvin Baranchik, (old) North Building 1230A (new) North Building 15th floor

### FACULTY

**Alberto Baider**, Associate Professor; PhD, MIT; Partial Differential Equations, Numerical Analysis

**Alvin Baranchik**, Associate Professor; PhD, Stanford; Statistical Decision Theory

**Edward S. Binkowski**, Associate Professor; PhD, Princeton; Data Analysis

**Barry M. Cherkas**, Associate Professor; PhD, Georgetown; Partial Differential Equations

**Daniel S. Chess**, Assistant Professor; PhD, Princeton; Structure Theorems for Diffeomorphisms

**Richard C. Churchill**, Professor; PhD, Wisconsin; Dynamical Systems

**Sandra P. Clarkson**, Associate Professor; EdD, Georgia; Mathematics Education

**Mary P. Dolciani**, Professor; PhD, Cornell; Number Theory, Curriculum Development

**Jack Hachigian**, Associate Professor; PhD, Indiana; Probability, Stochastic Processes, Applied Statistical Methodologies and Simulation

**Thomas F. Jambois**, Associate Professor; PhD, California, Berkeley; Riemann Surfaces, Algebraic Geometry

**John Loustau**, Associate Professor; PhD, California, Santa Barbara; Non-associative Algebras, Computer Graphics

**Jane Matthews**, Associate Professor; PhD, NYU; Group Theory

**Ada Peluso**, Associate Professor; PhD, NYU; Group Theory

**Joseph Reitberg**, Professor; PhD, NYU; Algebraic Topology

**Brian Shay**, Associate Professor and Chair; PhD, CUNY; Algebraic Topology

The Department of Mathematical Sciences offers a choice of 2 master's degree programs, both leading to the degree of Master of Arts in Mathematics. The program in pure mathematics is intended primarily for students interested in studying mathematics on a broad scale. This program is used by students as preparation for both industrial and academic employment as well as preparation for 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. In addition, a joint program with the Division of Programs in Education offers the degree of Master of Arts in Secondary Education (see p. 37).

### MASTER OF ARTS—PURE MATHEMATICS PROGRAM

#### Departmental Requirements for Admission

In addition to the general College requirements for admission, students must meet the following departmental requirements: 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 who do not meet both of the above requirements, will be considered.)

#### Departmental Requirements for the Degree

Thirty cr from courses chosen as follows:

1. MATH 721–722 Modern Algebra I and II, or MATH 725 Linear Algebra and STAT 722 Theory of Games.
2. MATH 746–747 Theory of Functions of a Real Variable I and II.
3. MATH 742 Theory of Functions of a Complex Variable.
4. MATH 751 General Topology.
5. At least 6 cr chosen from courses at the MATH 700 and/or STAT 700 level.

6. At most 6 cr 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 and 2 above, and in 2 additional areas.
8. Reading knowledge of French, German, Russian, or other language with a sufficiently rich mathematical literature.

### MASTER OF ARTS—APPLIED MATHEMATICS PROGRAM

#### Departmental Requirements for Admission

The general College admission requirements must be satisfied. The department's requirements are minimal in order to encourage all those who may have the mathematical maturity to handle the program to apply. (Some students, however, may only be accepted into the program conditionally, contingent upon their successful completion of MATH 351/641 Advanced Calculus and MATH 211 Linear Algebra.) Hence, irrespective of past specialization, the only requirement for entrance into the program is an adequate undergraduate record, one semester of advanced calculus, and one semester of linear algebra.

#### Departmental Requirements for the Degree

Thirty cr from courses chosen as follows:

1. STAT 720, 721 Probability.
2. STAT 711, 712 Statistical Decision Theory.
3. 15 cr (5 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 cr (2 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. Students may elect to fulfill this requirement by taking MATH 777, subject to the approval of the graduate advisor.

The student must exhibit a working knowledge of 2 useful computer languages. This replaces the foreign language requirement.

### PROGRAM FOR SECONDARY SCHOOL TEACHERS OF MATHEMATICS—MA

The goals of the program for secondary school teachers are 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.

The 30 graduate credits required for the MA degree in this program include 6 credits in professional education (see p. 37) and at least 21 credits in mathematics. (Courses may be selected from those listed.) The remaining 3 credits may be taken in education, mathematics, or in a related field, subject to the approval of the department advisor.

Candidates for this degree are also required to take comprehensive examinations in 4 areas of mathematics. The comprehensive examination includes 4 topics of which 3 must be algebra, analysis, and applied mathematics. 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.

## COURSE LISTINGS

Each course 45 hrs, 3 cr, unless otherwise noted.

## Pure Mathematics

**MATH 621 Introduction to Modern Algebra** Prereq: a course in linear algebra. Offered Sp '85. Introduction to theory of groups and rings.

**MATH 623 Theory of Numbers** Prereq: a course in linear algebra. Offered Fa '86. Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.

**MATH 634 Geometries I** Prereq: a course in linear algebra. Offered Sp '86. Topics in affine and projective geometry and/or topics in differential geometry.

**MATH 641 Advanced Calculus I** Prereq: MATH 211 and either MATH 254 or 255. Offered Fa. Mature consideration of theory and processes of calculus, including the Heine-Borel and Bolzano-Weierstrass Theorems.

**MATH 642 Introduction to Theory of Functions of a Complex Variable** Prereq: a course in advanced calculus. Offered Fa '85. Complex numbers, analytic functions, elementary functions, contour integrals, Cauchy integral theory, series.

**MATH 645 Advanced Calculus II** Prereq: MATH 641. Offered Sp. Continuation of MATH 641 with an emphasis on functions of several variables.

**MATH 653 Calculus on Manifolds** Prereq: a course in advanced calculus. Offered Fa '86. Functions on Euclidean space, implicit function theorem, Fubini's Theorem, integration on chains and manifolds.

**MATH 661 History of Mathematics** Prereq: 1 yr of undergraduate calculus. Offered Sp '87. Historical development of arithmetic, algebra, geometry, trigonometry, analytic geometry, and calculus

**MATH 671 Fundamental Concepts of Modern Mathematics** Prereq: any 2 courses chosen from linear algebra, modern algebra, or advanced calculus I and II. Offered Sp '86. An axiomatic approach to theory of sets; axiom of choice, Zorn's Lemma, transfinite arithmetic.

**MATH 721 Modern Algebra I** Prereq: an undergraduate course in linear algebra and an undergraduate course in abstract algebra. Offered Fa. Semigroups, groups with operators, rings, modules, field extensions, vector spaces.

**MATH 722 Modern Algebra II** Prereq: MATH 721. Offered Sp. Continuation of MATH 721.

**MATH 725 Linear Algebra** Prereq: an undergraduate course in linear algebra and an undergraduate course in abstract algebra. Offered Fa. Selected topics in advanced linear algebra.

**MATH 741 Functional Analysis** Prereq: a course in real variables or perm. dept. Banach spaces, linear operators, special spaces, selected topics.

**MATH 742 Theory of Functions of a Complex Variable** Prereq: an undergraduate course in complex variables and either an undergraduate course in topology or perm. dept. Offered Sp. Conformal mappings, Riemann surfaces, Analytic continuation, residue calculus, special functions.

**MATH 746 Theory of Functions of a Real Variable I** Prereq: 1 yr of advanced calculus. Offered Fa '85. Real numbers, Lebesgue measure, metric and  $L_p$  spaces, general measure and integration theory.

**MATH 747 Theory of Functions of a Real Variable II** Prereq: MATH 746. Offered Sp '86. Continuation of MATH 746.

**MATH 751 General Topology** Prereq: advanced calculus or perm. dept. Offered Sp '87. Topology of plane sets, continuous functions, separation axioms, compact and metric spaces.

**MATH 772 Seminar** Prereq: perm. dept. Introduction to methods and literature of mathematical research at Master's level.

**MATH 773, 774 Independent Study** Each 1 cr. Prereq: perm. dept.

**MATH 775, 776 Independent Study** Each 2 cr. Prereq: perm. dept.

**MATH 777, 778 Independent Study** Each 3 cr. Prereq: perm. dept.

## Applied Mathematics

**STAT 612 Mathematical Statistics** Prereq: perm. dept. Does not count toward MA in pure or applied mathematics. Offered Sp '87. Estimation and

hypothesis testing, including t, Chi-squared, F tests. Applications of linear regression and ANOVA.

**STAT 632 Nonparametric Statistics** 22½ hrs, ½ sem, 1½ cr. Prereq: 11th yr high school mathematics or equiv and 1 sem of elementary statistics. Offered Fa '86. 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 sem, 1½ cr. Prereq: 11th yr high school mathematics or equiv and 1 elementary course in statistics. Offered Fa '86. One-way classifications. Fourfold tables. Two-way contingency tables; partitioning Chi squares. Log-linear models, logit regression. Multidimensional contingency tables.

**STAT 638 Special Topics in Applied Statistics** 22½ hrs, ½ sem, 1½ cr. Prereq: 11th yr high school mathematics or equiv, 1 elementary course in statistics, and special requirements depending on the particular topic. Offered Fa '85. Topics to be chosen, possibly from among reliability theory, time series, biostatistics, statistical computation, simulation, and model building.

**STAT 711 Statistical Decision Theory I** Prereq: a course in linear algebra; coreq: advanced calculus or perm. dept. Offered Fa '85. Bayes, admissible, and minimax decision rules. Geometric interpretations. Sufficiency. Theory of optimal point estimation.

**STAT 712 Statistical Decision Theory II** Prereq: STAT 711. Offered Sp '86. Continuation of STAT 711. Hypothesis testing and confidence sets. Optimal tests, invariance. Applications to ANOVA, regression, design, nonparametric inference.

**STAT 713 Topics in Statistical Inference I** Prereq: STAT 711 and 712. Offered Fa '86. Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics. In Fa '86 topic will be multivariate analysis.

**STAT 714 Topics in Statistical Inference II** Prereq: STAT 711 and 712. Offered Sp '87. Topics selected as in STAT 713. In Sp '87 topic will be data analysis.

**STAT 720 Advanced Probability Theory I** 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** Prereq: STAT 720 or perm. dept. Offered Sp '86. Continuation of STAT 720. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

**STAT 722 Theory of Games** Prereq: a course in linear algebra and a course in probability. Offered Sp '87. Utility, zero-sum two person games, minimax theorem or rectangular games. Relation to linear programming; applications to problems in economics and other fields.

**STAT 725 Topics in Applied Mathematics II** Prereq: perm. dept. Offered Sp. In Sp '86 topic will be time series analysis. In Sp '87 topic will be experimental design.

**STAT 781 Advanced Numerical Methods** Prereq: a course in numerical methods. Offered Sp. Approximation of eigenvalues and eigenvectors, linear difference equations, numerical solutions of ordinary and partial differential equations.

## Courses offered in 1985-1987 only if student demand is sufficient:

**MATH 620 Basic Concepts of Algebra**

**MATH 625 Introduction to Linear Algebra**

**MATH 628 Number Systems**

**MATH 640 Topics in Calculus**

**MATH 650 Basic Concepts of Geometry**

**MATH 670 Foundations of Mathematics**

**STAT 621 Probability**

**STAT 634 Regression Analysis**

**STAT 635 Continuous Multivariate Analysis**

**STAT 636 Sample Surveys**

**STAT 637 Experimental Design and Analysis of Variance**

**STAT 681 Numerical Methods**

**STAT 724 Topics in Applied Mathematics I**

**STAT 731 Operations Research I**

**STAT 732 Operations Research II**

**STAT 750 Theory of Linear Models**

**STAT 790 Case Seminar**

## Music

**Chair** L. Michael Griffel, North Building room 1515 phone 772-5020  
**Graduate Advisor** George Stauffer, North Building room 1505 phone 772-5150

### FACULTY

**Ruth Anderson**, Professor; MA, Washington; Composition and Theory  
**Peter Basquin**, Professor; MMus, Manhattan School of Music; Performance  
**Ruth DeFord**, Associate Professor; PhD, Harvard; Music History  
**Myron Fink**, Professor; MMus, Illinois; Composition and Theory  
**L. Michael Griffel**, Professor and Chair; PhD, Columbia; Music History  
**Barbara L. Hampton**, Associate Professor; PhD, Columbia; Ethnomusicology  
**Arthur Harris**, Assistant Professor; MMus, Yale; Composition, Commercial Music  
**James S. Harrison**, Associate Professor; MA, Harvard; Theory  
**Robert Montesi**, Professor; MMus, Manhattan School of Music; Performance and Music Education  
**Russell Oberlin**, Professor; Artists Diploma, Juilliard School; Performance  
**George B. Stauffer**, Associate Professor; PhD, Columbia; Music History  
**Clayton J. Westermann**, Professor; MMus, Yale; Performance and Music Education

### MASTER OF ARTS

The MA program in music offers students an opportunity to improve themselves as musicians by refining and augmenting the knowledge acquired in undergraduate music courses. The department encourages its graduate students to undertake independent research and creative projects and to include in their program courses of a broad 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 a 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 must have completed an undergraduate major in music (with a minimum of 24 credits) or the equivalent. They must have completed at least 2 semesters of music history, 3 semesters of harmony and counterpoint, 2 semesters of solfège, and one semester of analysis. They must also have at least elementary facility at the keyboard and a 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 advisor a portfolio of recently completed compositions.

Applicants with deficiencies in any of the above requirements should consult the department's graduate advisor. Credit toward the degree may not be gained in courses taken to make up deficiencies.

### Departmental Requirements for the Degree

**Courses** Each candidate must complete a program of study of at least 30 credits in consultation with the graduate advisor. Graduate courses in other departments may be credited toward the degree in music with the approval of the graduate advisor, 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 advisor.

Although the music department requires very few specific courses of its graduate students, the following programs are recommended for students concentrating in composition, ethnomusicology, music history, and performance.

Composition		Credits
Music Courses:	MUS 729	3
	MUS 731 (2-3 times)	6-9
	MUS 751, 752	6
	MUS 799	3
Elective Courses*		9-12
		30
Ethnomusicology		
Music Courses:	MUS 700	3
	MUS 751, 752	6
	MUS 753	3
	MUS 775, 776	6
	MUS 798	3
Anthropology Courses:	AN 701	3
	AN 707	3
Elective Course*		3
		30
Music History		
Music Courses:	MUS 700	3
	MUS 742 (1-2 times)	3-6
	MUS 751, 752	6
	MUS 760 (1-2 times)	3-6
	MUS 798	3
Elective Courses*		6-12
		30
Performance		
Music Courses:	MUS 781-784	12
	MUS 751, 752	6
	MUS 789	3
	One additional seminar	3
Elective Courses*		6
		30

\*Courses selected in consultation with the graduate advisor.

**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 2 semesters of matriculation in order to remain in the program. This examination will test 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 master's essay (MUS 798), a major composition (MUS 799), or a public recital (MUS 784) 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 present a lecture on the thesis topic or composition.

## 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 must have completed an undergraduate major in music (with a minimum of 24 credits) or the equivalent. They must have completed at least 2 semesters of music history, 3 semesters of harmony and counterpoint, 2 semesters of solfège, and one semester of analysis. They must have at least elementary facility at the keyboard and 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 advisor. 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 Courses: MUS 677 or 678	3
MUS 751, 752	6
MUS 789	3
Elective Music Courses (excluding MUS 798 and 799)	9
Unrestricted Elective Courses*	3
Prescribed Education Courses**	6
	<hr/> 30

\*Courses selected in consultation with the graduate advisor.

\*\*Specific courses to meet this requirement will be found in the section on Professional Content for the MA in Secondary Education (see p. 37).

**Proficiency Examination** Students admitted to the program must take a proficiency examination during the first 2 semesters of matriculation in order to remain in the program. This examination will test 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.

**TEP Project** A project involving research is required of each student in the Teacher Education Program. 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.

## COURSE LISTINGS

Each course 45 hrs, 3 cr, unless otherwise noted.

**MUS 700 Music Bibliography and Research Techniques** Study of sources and bibliographical methods as applied to musical material.

**MUS 706 Renaissance Notation** Transcription and editing of music of Renaissance, including tablatures.

**MUS 726 Advanced Counterpoint and Fugue** 30 hrs + conf, 3 cr. Prereq: simple counterpoint and harmony through altered chords. May be taken twice for credit. Extended practice in devices of imitation; canon; invertible counterpoint; fugue.

**MUS 729 Contemporary Compositional Techniques** May be taken twice for credit. Analysis and practical work in techniques and media of contemporary composition.

**MUS 731 Composition** 30 hrs + conf, 3 cr. Prereq: undergraduate course in composition or perm. inst. May be taken 4 times for credit. Practice in composition for various media.

**MUS 740 Seminar in Music Theory and Analysis** May be taken 3 times for credit. Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

**MUS 742 Seminar in Style Criticism** May be taken twice for credit. An intensive study of small number of closely related works of music. Topics to be announced.

**MUS 751, 752 Analysis of Musical Styles** Series of perennial compositional procedures and series of analytical essays that disclose essential stylistic features and develop facility in analysis. Open to non-music majors by permission only.

**MUS 753 Transcription and Analysis in Ethnomusicology** Critical examination and application of contemporary techniques to selected examples from various cultures.

**MUS 760 Seminar in Music History** May be taken twice for credit. Problems in research and analysis in selected areas of music history. Topics, to be announced, are drawn from the 6 main historical eras.

**MUS 775, 776 Seminar in Ethnomusicology** Study of folk music and of traditional music of non-western cultures.

**MUS 777.50 African Music** Prereq: MUS 775 or perm. inst. Study and analysis of musical styles of Africa, with attention given to musico-cultural factors.

**MUS 777.51 Folk Music of United States** Prereq: MUS 775 or perm. inst. Study and analysis of a variety of musical folk traditions in United States, as seen within cultural context.

**MUS 777.52 Folk Music of Europe** Prereq: MUS 775 or perm. inst. Study and analysis of musical styles and functions found within folk cultures of Europe.

**MUS 777.53 Music of Middle East and India** Prereq: MUS 775 or perm. inst. Study and analysis of art music and folk music of Middle East and India, with attention given to notational systems and musico-cultural factors.

**MUS 777.54 Music of East Asia** Prereq: MUS 775 or perm. inst. Study and analysis of art music and folk music of Far East, with attention given to notational systems and musico-cultural factors.

**MUS 777.55 Folk Music of Latin America** Prereq: MUS 775 or perm. inst. Study and analysis of folk music styles of Latin America, with attention given to its African, Indian, and Iberian cultural traditions.

**MUS 777.56 Seminar in Urban Ethnomusicology** Prereq: MUS 775 or perm. inst. Study and analysis of urban music.

**MUS 781, 782, 783, 784 Private Study in Instrument or Voice** 3 cr each.

**MUS 789 Seminar in Music Performance** Preparation, rehearsal, and performance of small and large ensemble works. Emphasis on researching and analyzing the music being studied. May be taken twice for credit.

**MUS 791–794 Independent Study** 8 cr maximum. Prereq: perm. Graduate Faculty Committee, obtained by announced deadline during previous semester. Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance and evaluable by dept.

**MUS 791** 1 cr. May be taken 4 times for credit.

**MUS 792** 2 cr. May be taken 4 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** Organization and administration of school instrumental program from grades 4 through 12; conducting and teaching techniques; materials for several types of ensemble.

**MUS 678 Workshop in Choral Music** Organization and administration of choral program in secondary schools; conducting and choral techniques; materials for several age groups.



*Candidates for the MA in music at Hunter can concentrate in music history, ethnography, composition, or performance. Hunter's fine music faculty now offers private instruction in an instrument or voice to graduate students at no extra tuition cost. At left, Professor Myron Fink gives a private piano lesson. Below, Professor Clayton Westermann conducts a rehearsal of the Hunter Symphony. Other performance groups and workshops open to Hunter students are the Collegium Musicum, the Chorus, the Dance Band, the jazz workshop, and the chamber music workshop.*



## Nursing

### The Hunter-Bellevue School of Nursing 425 East 25th Street, New York, NY 10010

**Dean** Evelyn C. Gioiella, room W608  
phone (212) 481-4313

**Associate Dean** Janet N. Natapoff, room W622  
phone (212) 481-4313

**Director of Graduate Studies** Mary T. Ramshorn, room 503B  
phone (212) 481-4465

### FACULTY

**Elsie Bandman**, Professor; EdD, Columbia; Psychiatric Nursing, Health Care Ethics  
**Lorraine Boykin**, Professor; EdD, Columbia; Nutrition, Research, and Aging  
**Phyllis Campbell**, Associate Professor; EdD, Columbia; Psychiatric Nursing  
**Tara A. Cortes**, Associate Professor; PhD, NYU; Nursing Research & Theory  
**D. Karl Davis**, Associate Professor; EdD, NYU; Gerontological Nursing, Pharmacology  
**Gloria Essoka**, Associate Professor; PhD, NYU; Maternal and Child Health Nursing  
**Evelynn C. Gioiella**, Professor and Dean; PhD, NYU; Gerontological Nursing, Community Health  
**Carol A. Gramse**, Associate Professor; PhD, NYU; Psychiatric Nursing, Research  
**Joyce M. Hope**, Associate Professor; MS, Hunter; Gerontological Nursing, Social Policy, Social Gerontology  
**Jo Kirsch**, Associate Professor; EdD, Columbia; Nursing Administration, Management  
**Margaret Lunney**, Assistant Professor; MS, Hunter; Medical-surgical Nursing, Community  
**Margaret M. Magnus**, Professor; PhD, Catholic University; Nursing Research & Theory, Educational Administration  
**Patricia Munhall**, Associate Professor; EdD, Columbia; Nursing Research & Theory  
**Denise Murphy**, Associate Professor; Dr PH, Columbia; Occupational Health Nursing, Women's Health  
**Janet N. Natapoff**, Professor and Associate Dean; EdD, Columbia; Maternal and Child Health Nursing, Nursing Research  
**Susan Neville**, Assistant Professor; MS, Hunter; Medical-surgical Nursing, Nursing Research  
**Rosemarie Parse**, Professor; PhD, Pittsburgh; Nursing Science, Nursing Research  
**Mary T. Ramshorn**, Professor; EdD, Columbia; Psychiatric Nursing, Nursing Research & Theory, Administration  
**Diane Rendon**, Assistant Professor; EdD, Columbia; Psychiatric Nursing, Gerontological Nursing  
**Joan Sayre**, Assistant Professor; PhD, New School; Psychiatric Nursing  
**Cynthia Sculco**, Associate Professor; EdD, Columbia; Medical-surgical Nursing, Cardiac Rehabilitation & Research  
**Dorothy T. White**, Professor; EdD, Columbia; Nursing Education, Educational Administration  
**Catherine Wondolowski**, Associate Professor; MEd, Columbia; Gerontological Nursing

### MASTER OF SCIENCE IN NURSING

The Hunter-Bellevue School of Nursing offers an NLN-accredited program leading to a master of science degree. The program provides an advanced body of nursing knowledge that builds on the first professional degree. The program is designed to prepare graduates to assume leadership positions and make significant contributions to the quality of health care and the advancement of nursing as expert practitioners in a clinical specialty, administration, teaching, or primary health care.

Five specializations are available in the curriculum. Students may choose from clinical specializations in Medical-surgical Nursing or Psychiatric Nursing (with role preparation in clinical practice, ad-

ministration, or nursing education) or from specializations in Nursing Administration, Gerontological Nurse Practitioner, or Occupational Health Nursing.

Qualified applicants are admitted for both the fall and spring semesters. Students may attend either part-time or full-time. Most nursing courses are offered in the late afternoon and evening to accommodate the working student.

### Admission Requirements

In addition to the graduate admission requirements of Hunter College, students seeking matriculation in the School of Nursing must meet the following requirements:

1. Completion of NLN-accredited baccalaureate program in nursing with a GPA of 3.0.
2. License and current registration to practice professional nursing in NY State.
3. Satisfactory scores on the general aptitude test of the Graduate Record Examination.
4. Completion of a basic statistics course or its equivalent. Applicants not fulfilling this requirement may be admitted on condition that they complete a statistics course during their first semester.
5. An admission interview may also be required.

### Degree Requirements

1. Completion of approved program of study consisting of a minimum of 42 cr (Medical-surgical Nursing, Psychiatric Nursing, and Nursing Administration), 56 cr (Occupational Health Nursing), or 48 cr (Gerontological Nurse Practitioner Program).
2. Completion of the program of study within 5 years from the date of matriculation.
3. Successful completion of NURS 799 (Nursing Research III) or NURS 798 (Study of a Complex Nursing Problem).

Course requirements for the master's degree are divided into 3 components: core, specialization, and cognate-electives. Core courses, which are required of all students, deal with social, theoretical, research, practice, and ethical issues affecting nursing and health care delivery. The specialization component includes advanced knowledge and clinical practice in nursing. The cognate-elective component, drawn from nursing and other disciplines, supports scholarly inquiry, practice, and research in nursing. These courses are selected from the offerings of other graduate programs at Hunter College as well as from nursing.

Core Courses (15-18 cr)	Credits
NURS 601 Societal Factors Related to Wellness*	3
NURS 602 Nursing Research I	3
NURS 603 Theoretical Foundations of Nursing Science	3
NURS 701 Theoretical Foundations of Role Development	3
NURS 703 Nursing Research II	3
NURS 798 Study of Complex Nursing Problem	3
or	
NURS 799 Nursing Research III	3

\*Not required for Nursing Administration and Gerontological Nurse Practitioner specializations.

### Medical-surgical Nursing (42 cr)

This specialization prepares graduates to assume a leadership role in acute care areas, ambulatory settings, and new practice fields such as hospice care. In clinical practice, students 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. In addition to the required core (18 cr) students take:

	Credits
NURS 710 Biobehavioral Patterns of Adults: Nsg I	3
NURS 711 Biobehavioral Patterns of Adults: Nsg II	3
NURS 712 Biobehavioral Patterns of Adults: Nsg III	3
NURS 713 Biobehavioral Patterns of Adults: Nsg Pract	3
Cognate-electives	12
Role Courses (NURS 730, 731 or 740, 741)*	(6)

\*NURS 730 and 731 or NURS 740 and 741 may be substituted by Medical-surgical Nursing students for NURS 712, 713. For titles and descriptions of these alternatives, see course listings.

### Psychiatric Nursing (42 cr)

This specialization prepares graduates to assume a leadership role in a variety of community mental health services as well as in developing fields such as liaison nursing and hospice care. In clinical practice students 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. In addition to the required core (18 cr) students take:

	Credits
NURS 720 Psychobehavioral Patterns of Adults: Nsg I	3
NURS 721 Psychobehavioral Patterns of Adults: Nsg II	3
NURS 722 Psychobehavioral Patterns of Adults: Nsg III	3
NURS 723 Nursing Practicum in Psychobehavioral Patterns of Adults	3
Cognate-electives	12
Role courses (NURS 730, 731 or NURS 740, 741)*	(6)

\*NURS 730 and 731 or NURS 740 and 741 may be substituted by Psychiatric Nursing students for NURS 722, 723. For titles and descriptions of these alternatives, see course listings.

### Nursing Administration (42 cr)

This specialization prepares graduates to assume leadership positions as nurse managers in the health care delivery system. In classes and supervised practice, emphasis is placed on devel-

oping and applying theories and skills of management in planning, staffing, development, implementation, and evaluation of health care services. In addition to the required core (15 cr) students take:

	Credits
NURS 640 Leadership and Management in Nursing	3
NURS 710 Biobehavioral Patterns of Adults: Nsg I*	3
or	
NURS 720 Psychobehavioral Patterns of Adults: Nsg I*	3
NURS 739 Personnel Management in Nursing Organization	3
NURS 740 Administration of Nursing Organization	3
NURS 741 Practicum in Nursing Administration	3

Cognate-electives including at least one course in fiscal management such as NURS 738 (3 cr). 12

\*Or one equivalent clinical course.

### Occupational Health Nursing (56 cr)

This specialization prepares graduates to assume a leadership role in occupational health nursing in a variety of corporate and industrial settings. Emphasis is on a multidisciplinary approach in classroom, laboratory, and clinical practice with other students in the occupational health fields and through practice at Mt Sinai and other work-related settings. In addition to the required core (18 cr), students take:

	Credits
NURS 760 Occupational Health Nursing I	3
NURS 761 Occupational Health Nursing II	3
NURS 762 Occupational Health Nursing III	3
NURS 763 Practicum in Occupational Health Nursing III	3
NURS 764 Occupational Health IV	3
NURS 765 Advanced Practicum in Occupational Health Nursing	3

Cognate-electives (20 cr) including:

EHS 710 Industrial Safety and Safety Management	3
EHS 730 Environmental and Occupational Epidemiology	3
EHS 754 Environmental and Occupational Toxicology	3
SHS 600 Biostatistics	3
SHS 700 Principles of Epidemiology	3

Mary Jane Tranzillo, faculty nurse preceptor in the School of Nursing (right), and a student in the Gerontological Nurse Practitioner Program examine a patient at the Phyllis and Lee Coffey Outpatient Geriatrics Clinic of Mt. Sinai Hospital, Manhattan. This unique program prepares graduates to hold leadership positions in institutions that provide primary health care to older adults.



### Gerontological Nurse Practitioner Program (48 cr)

This specialization prepares graduates to function in leadership positions in providing primary health care to elderly clients in the community and in a variety of health care facilities. Emphasis is placed on collaboration in class and clinical experiences with other health care providers, particularly physicians and social workers. In addition to the required core (15 cr), students take:

	Credits
NURS 750 Pathophysiology and Pharmacology of Aging	3
NURS 751 Physical Assessment of Aging	3
NURS 754 Psycho-Social Behavior Patterns of Older Adults	3
NURS 755 Behavioral Patterns of Older Adults: Nursing I	3
NURS 756 Behavioral Patterns of Older Adults: Nursing II	3
NURS 757 Practicum in Advanced Gerontological Nursing I	3
NURS 758 Behavioral Patterns of Older Adults: Nursing III	3
NURS 759 Practicum in Advanced Gerontological Nursing II	3

Cognate-Electives (9 cr) including:

NURS 604 Nutrition in Aging	3
or	
NURS 699.70 Psychopathology in the Later Years	3
or	
NURS 699.71 Health Care of Older Women	3

### COURSE LISTINGS

Each course 45 hrs, including conferences, 3 cr, unless otherwise noted.

Courses on the 600 level may be taken by non-matriculated students with departmental permission.

Nursing elective offerings vary from semester to semester. For specific elective offerings, students should consult each semester's *Guide and Schedule of Classes*. Application for practicum experience must be submitted one semester prior to registration for clinical courses.

**NURS 601 Societal Factors Related to Wellness** Interdisciplinary exploration and evaluation of individual and environmental factors relating to changing levels of wellness in adult consumer systems.

**NURS 602 Nursing Research I** Prereq or coreq: NURS 603. Competence in basic statistics. Analysis of research process to formulate testable hypotheses concerning the biobehavioral and psychobehavioral patterns of adults.

**NURS 603 Theoretical Foundations of Nursing Science** Examination of development and formulation of nursing theory through systematic exploration of concepts of theory and theory-building.

**NURS 604 Nutrition in Aging** 30 hrs theory, 45 hrs pract, Cognate-elective. Analysis of nutrient needs and dietary patterns of older adults with nutrition management and teaching integrated into theory and practicum.

**NURS 617 Health Appraisal of Adult** Theory and practice in comprehensive assessment of biobehavioral and psychobehavioral health patterns of adults.

**NURS 619 Family and Community Patterns of Wellness** Analysis of behavioral patterns of family systems, structure and patterns in community systems which contribute to levels of health.

**NURS 640 Leadership and Management in Nursing** Prereq or coreq: NURS 603. Leadership and management theories with application to nursing administration.

**NURS 641 Maternal and Child Health Nursing** Analysis of health and health behaviors of mothers and children with emphasis on nurse's role in promotion, maintenance, and restoration of health.

**NURS 642 Psychobiological Aspects of Aging** Analysis of biobehavioral and psychobehavioral patterns of aged persons.

**NURS 699.50 Individual Study in Nursing** Prereq: perm. grad advisor. Exploration of area of individual interest in nursing.

**NURS 699.60\* Politics and Health Policy** Prereq: NURS 601, 603. Analysis of the political determinants of nursing and health care policy in the United States; exploration of policy evaluation and the design of change strategies.



*Dr. Margaret McClure, executive director of nursing at New York University Medical Center (left), meeting with faculty of Hunter College's graduate Nursing Administration Program. The Hunter-Bellevue School of Nursing's Manhattan location and its faculty contacts give students in this program first-hand exposure to the realities of nursing management in some of the country's largest and most prestigious public and private hospitals.*

**NURS 699.61\* Computer Applications for Nursing Management** Analysis of value of microcomputers for nursing management and use of software to solve management problems; includes computer lab time.

**NURS 699.70 Psychopathology in Later Years** 30 hrs theory, 45 hrs pract. Prereq: NURS 754. Cognate-elective. Incorporation of gero-psychiatric theory, research, and clinical knowledge into primary gerontological nursing practice. Guided practicum experiences.

**NURS 699.71 Topics in the Health Care of Older Women** 30 hrs theory, 45 hrs pract. Prereq or coreq: NURS 617 or 751. Exploration of interdisciplinary issues related to health and health care needs of older women, policies for formulating advocacy, leadership, and change mechanisms to promote a wellness-oriented approach to the aging woman. Guided practicum experiences.

**NURS 701 Theoretical Foundations of Role Development in Nursing** Prereq or coreq: NURS 603 and 1 clinical nursing course. Critical analysis of role theories related to leadership behaviors in nursing practice, education, administration, and primary health care.

**NURS 703 Nursing Research II** Prereq: NURS 602 and 1 clinical nursing course. Development of research design for testing hypotheses having relevance for nursing practice, education, administration, and primary health care.

**NURS 710 Biobehavioral Patterns of Adults: Nursing I** 30 hrs theory, 45 hrs pract, 3 cr. Prereq or coreq: NURS 602, 603. Exploration of theoretical, empirical, and scientific basis of biobehavioral patterns of individuals and groups, alterations in illness. Guided learning experiences in variety of health care settings.

**NURS 711 Biobehavioral Patterns of Adults: Nursing II** 30 hrs theory, 45 hrs pract, 3 cr. Prereq: NURS 710. Study of biobehavioral levels of wellness of families and communities. Guided learning experiences in a variety of community health settings.

**NURS 712 Biobehavioral Patterns of Adults: Nursing III** Prereq: NURS 711. Synthesis of advanced theoretical and empirical sciences as basis for clinical specialization and leadership role in medical-surgical nursing.

**NURS 713 Practicum in Biobehavioral Patterns of Adults: Nursing III** 135 hrs, 3 cr. Coreq: NURS 712. Preceptor-supervised practicum emphasizing synthesis and application of theoretical foundations of biobehavioral nursing to role of the clinical specialist.

**NURS 720 Psychobehavioral Patterns of Adults: Nursing I** 30 hrs theory, 45 hrs pract, 3 cr. Prereq or coreq: NURS 602, 603. Examination of theoretical, empirical, and psychobehavioral patterns of wellness and alterations in individuals and groups. Guided learning experience in a variety of mental health settings.

**NURS 721 Psychobehavioral Patterns of Adults: Nursing II** 30 hrs theory, 45 hrs pract, 3 cr. Prereq: NURS 720. Examination of psychobehavioral patterns of interaction among family and community and environmental factors that influence levels of wellness. Guided learning experiences in community mental health settings.

**NURS 722 Psychobehavioral Patterns of Adults: Nursing III** Prereq: NURS 721. Synthesis of advanced theoretical and empirical sciences as basis for clinical specialization and leadership role in psychiatric nursing.

**NURS 723 Nursing Practicum in Psychobehavioral Patterns of Adults II** 135 hrs, 3 cr. Coreq: NURS 722. Preceptor-supervised practicum emphasizing synthesis and application of theoretical foundations of psychobehavioral nursing to role of clinical specialist.

**NURS 730 Instructional Design in Nursing Education** Prereq: 1st- and 2nd-level nursing courses. Examination of theoretical models and empirical factors that affect teaching-learning process in nursing education and staff development.

**NURS 731 Practicum in Nursing Education** 135 hrs, 3 cr. Coreq: NURS 730. Preceptor-supervised practicum emphasizing utilization of practice-related role of nurse-educator and application of theoretical formulations in educational and service settings.

**NURS 738 Fiscal Management for Nurse Managers** Analysis of theory and practice in nursing's financial management systems within health care delivery systems.

**NURS 739 Personnel Management in Nursing Organization** Prereq: NURS 640, 701. Analysis of human resources management in health care organization for nurse managers.

**NURS 740 Administration of Nursing Organization** Prereq: NURS 640, 701, 738, 739; coreq: NURS 741. Analysis and application of administrative theory and process. Issues related to position of nurse manager in formal design of health care organizations.

**NURS 741 Practicum in Nursing Administration** 135 hrs, 3 cr. Prereq: NURS 640, 701, 738, 739; coreq: NURS 740. Preceptor-supervised practicum emphasizing role of nurse who functions as middle manager in variety of health care settings including medical centers, community agencies, and occupational health settings. Emphasis on synthesis and application of management theories and development of leadership behavior.

**NURS 750 Pathophysiology and Pharmacology of Aging** Prereq or coreq: NURS 602, 603; coreq: NURS 751. Analysis of physiologic functions and primary deviations in biobehavioral patterns of aging; emphasis on gerontological nursing and pharmacological management.

**NURS 751 Physical Assessment of Aging** 30 hrs lect, 45 hrs pract, 3 cr. Prereq or coreq: NURS 602, 603; coreq: NURS 750. Application of multi-dimensional assessment strategies for comprehensive health care management of older adult clients and their families. Role development and primary care practice emphasized in preceptored practicum experiences.

**NURS 754 Psycho-Social Behavioral Patterns of Older Adults** Design of a conceptual framework for gerontological research, education, and practice, including collaborative strategies between older adult client sys-

tems and health care providers based on a psycho-social nursing assessment.

**NURS 755 Behavioral Patterns of Older Adults: Nursing I** 30 hrs theory, 45 hrs pract, 3 cr. Prereq: NURS 750, 751, 602, 603; coreq: NURS 754, 701, 703. Development of case management strategies to promote, maintain, or restore optimum levels of wellness in older adults and families. Preceptored practicum in ambulatory settings.

**NURS 756 Behavioral Patterns of Older Adults: Nursing II** Prereq: NURS 701, 703, 754, 755; coreq: NURS 757, 798/799. Development of a framework of community practice roles of leadership and accountability in delivery of primary health care to older adults.

**NURS 757 Practicum in Advanced Gerontological Nursing I** 135 hrs pract, 3 cr. Prereq: NURS 701, 703, 754; coreq: NURS 756, 798/799. Application of advanced theoretical sciences in case management with focus on restoration, maintenance, and promotion of wellness of older adults, families, and groups. Guided learning experience in community settings.

**NURS 758 Behavioral Patterns of Older Adults: Nursing III** Prereq: NURS 756, 757; coreq: NURS 759. Study of how multi-level health systems of long-term care and associated linkage networks interact and affect older adults, their families, and the community. Analysis of long-term care delivery services for older adults with acute and/or chronic health problems.

**NURS 759 Practicum in Advanced Gerontological Nursing II** 135 hrs pract, 3 cr. Prereq: NURS 756, 757; coreq: NURS 758. Preceptored experience in collaborative management of older adults, their families, and groups in multi-levels of long-term care.

**NURS 760 Occupational Health Nursing I** 30 hrs theory, 45 hrs pract, 3 cr. Prereq or coreq: NURS 601, 603. Introduction to theoretical and scientific concepts and principles underlying nursing practice in work environments; attention to 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 theory, 45 hrs pract, 3 cr. Prereq: NURS 760; coreq or prereq: NURS 701. Continued examination, with increasing emphasis on research process, of pattern of interactions between workers and environments. Field experiences selected to demonstrate examples of health issues unique to working relationships.

**NURS 762 Occupational Health Nursing III** 30 hrs theory, 45 hrs pract, 3 cr. Prereq: NURS 761; coreq: NURS 763. Analysis of health issues unique to working relationships; 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, 3 cr. Coreq: NURS 762. Preceptor-supervised practicum emphasizing integration of nursing theories and research findings into role behaviors of professional nurse in occupational settings.

**NURS 764 Occupational Health Nursing IV** 30 hrs theory, 45 hrs pract, 3 cr. Prereq: NURS 762; coreq: NURS 765. Incorporation of nursing theories concerning relationships among adult clients, their families and communities, their working relationships, and health policy and planning stages of health care.

**NURS 765 Advanced Practicum in Occupational Health Nursing** 135 hrs, 3 cr. Coreq: NURS 764. Preceptor-supervised practicum directed toward refinement of professional role of occupational health nurse specialist; emphasis on experiences as member of multidisciplinary occupational health teams concerned with planning and administration of services unique to health need of workers, their families, and communities.

**NURS 780 Health Care Ethics in the Life Span** Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

**NURS 798 Study of a Complex Nursing Problem** Option to NURS 799. Synthesis of major tenets of nursing's conceptual system through study of relationship to nursing of current societal issue or concept. Completion of project.

**NURS 799 Nursing Research III** Prereq: NURS 602, 703. Thesis course. Implementation of approved nursing research design. Analysis of collected data and completion of approved thesis.

## Philosophy

**Chair** John W. Lango, West Building room 1413 phone 772-4970

Some members of the Hunter College Philosophy Department participate in the MA and PhD program based at the City University Graduate Center.

Information concerning degree requirements, courses, etc., may be obtained from Professor Arthur Collins, Executive Officer, Philosophy Department, CUNY Graduate Center, 33 West 42nd Street, New York, NY 10036. Phone 790-4246.

## Physics & Astronomy

**Chair** Leon Cohen, North Building room 1200

**Graduate Advisor** Arnold Kritz, North Building room 1220

### FACULTY

**Alfred H. Bennick**, Associate Professor; PhD, Columbia; Astrophysics  
**Leon Cohen**, Professor and Chair; PhD, Yale; Quantum Mechanics, N-Body Self Gravitation Problem

**Steven G. Greenbaum**, Assistant Professor; PhD, Brown; Magnetic Resonance, Solid State Physics, Polymer Physics

**Mark Hillery**, Assistant Professor; PhD, California, Berkeley; Quantum Optics, Non-Linear Optics, Ferromagnetic Semiconductors

**Kalman Kalkstein**, Professor; PhD, NYU; Scattering of EM Waves, Luminescence and Photoconductivity

**Bernard Kramer**, Professor; PhD, NYU; Luminescence, Photoconductive and Photovoltaic Effects

**Arnold H. Kritz**, Professor; PhD, Yale; Plasma Physics

**Bo T. Lawergren**, Professor; PhD, Australian National University; Musical Acoustics, Experimental Nuclear Physics

**Sook Lee**, Professor; PhD, Brown; Electron Nuclear Double Resonance

**Robert A. Marino**, Professor; PhD, Brown; Magnetic Resonance

**Edward P. Tryon**, Professor; PhD, California, Berkeley; Particle Physics, Cosmology

**Rodney L. Varley**, Associate Professor; PhD, Brandeis; Non-equilibrium 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 CUNY 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 must be met:

1. A minimum of 36 cr total in undergraduate physics and mathematics courses. These should include intermediate mechanics, electricity, modern physics, and differential equations. A pre-vailing grade of B is required for these courses.
2. Approval by the department's 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 advisor and approved by the department's Graduate Physics Committee.
2. Completion of 30 cr of graduate work including:
  - a. Not more than 6 cr earned at a graduate institution *other* than CUNY.
  - b. At least 15 cr earned at Hunter College.
  - c. The following courses or their equivalents:  
PHYS U701 Mathematical Physics (4 cr)  
PHYS U711 Analytical Dynamics (4 cr)  
PHYS U715 Electromagnetic Theory (4 cr)  
PHYS U725 Quantum Mechanics (4 cr)
  - d. No more than 6 cr in 600-level courses.
3. A maximum of 9 cr 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, that is approved by the department's Graduate Physics Committee. The first PhD exam may be substituted for the comprehensive examination.
5. A minimum residence of 2 semesters at Hunter College. Courses taken as a non-matriculant may be counted toward the degree upon matriculation with the approval of the department's Graduate Physics Committee.
6. There are no foreign language requirements.

### Financial Aid

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.

### DOCTOR OF PHILOSOPHY

Hunter College is a member of the CUNY PhD program in physics. Students applying to Hunter College may be accepted into the PhD program with the joint approval of the Hunter College Physics Department and the Graduate Center.

Students enrolled in the Hunter College MA program who achieve satisfactory records may enter the PhD program by passing CUNY's first PhD examination (an exam required of all PhD applicants). If they are enrolled in the PhD program, the courses taken in the Hunter MA program may be counted as part of the course work required for the PhD. Thesis research toward the Doctorate may also be carried out at Hunter College.

### COURSE LISTINGS

**First-level Courses:** Each course 45 hrs, 3 cr, unless otherwise noted.

**PHY U605 Mathematical Physics** Offered Sp '86. Introduction to basic mathematical techniques used in physics.

**PHYS U621 Electronics** Offered Fa '87. Fundamental ideas of electronic circuits with special emphasis on solid state devices.

**PHYS U624 Plasma Physics** Offered Fa '85, Sp '87. Introduction to behavior of matter in plasma state from experimental and theoretical viewpoints.



*Professor Florence Denmark, past president of the American Psychological Association and president of the Eastern Psychological Association, discusses thesis research with a student.*

**PHYS U645 Solid State Physics** Offered Fa '86. Introduction to basic theory and techniques in study of matter in solid state.

**PHYS U671 Modern Physics Laboratory** 45 hrs, 1 cr. Selected experiments from various fields of physics using modern techniques.

**Second-level Courses:** Each course 60 hrs, 4 cr, unless otherwise noted.

**PHYS U701, U702 Mathematical Physics** Offered Fa/Sp. Study of the basic mathematical techniques used in physics.

**PHYS U711 Analytical Dynamics** Prereq or coreq: PHYS U701. Offered Sp. Study of advanced classical mechanics.

**PHYS U715, U716 Electromagnetic Theory** Prereq or coreq: PHYS U701. Offered Fa/Sp. Advanced concepts of static and time-dependent electromagnetic fields.

**PHYS U725, U726 Quantum Mechanics** Prereq or coreq: PHYS U701. Offered Fa/Sp. Basic study of quantum theory of matter including introduction to relativistic theory.

**PHYS U771, U772, U773 Research or Independent Study** Each 30–120 hrs, 1–4 cr. Research or independent study done under supervision of faculty member.

#### Not Offered 1985–87:

**PHYS U611 Analytical Mechanics**  
**PHYS U615 Electromagnetic Theory**  
**PHYS U625 Introduction to Quantum Mechanics**  
**PHYS U757 Astrophysics**

#### The following courses will be offered according to student demand

**PHYS U735 Phenomenological Nuclear Physics** Study of the nucleus of atoms with emphasis on experimental results.

**PHYS U738 Introduction to Non-equilibrium Statistical Mechanics** Prereq: PHYS U711. Introduction to basic techniques for study of matter in non-equilibrium situations.

**PHYS U741 Kinetic Theory and Statistical Mechanics** Study of physical properties of systems consisting of very large numbers of particles.

**PHYS U745, U746 Solid State Physics** Prereq for PHYS U746: PHYS U725. Basic theory and techniques for study of matter in solid state are developed including solid state devices.

**PHYS U750, 751 Plasma Physics** Prereq: PHYS U711, U715, U741. Basic experimental and theoretical results of matter in plasma state are studied including applications to fusion.

## Political Science

**Acting Chair** Walter E. Volkmer, West Building room 1724

Some members of the Hunter College Political Science Department participate 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 42nd Street, New York, NY 10036. Phone 790-4275.

## Psychology

**Chair** Stanley Novak, North Building room 611 phone 772-5550

**Graduate Advisor** Salomon Rettig, North Building room 835

**Program Head for Biopsychology (CUNY PhD Program)** Peter Moller, North Building room 611 phone 772-5621

### FACULTY

**Gordon A. Barr**, Associate Professor; PhD, Carnegie-Mellon; Psychopharmacology/Biopsychology: Drug Abuse, Developmental Neuropharmacology, Aggression

**Sheila Chase**, Professor; PhD, CUNY; Experimental Psychology: Animal Learning, Information Processing, Psychophysics, Memory & Decision-making

**Hong-Jen Chen**, Assistant Professor; PhD, American University; Experimental Social; Attribution Theory; Statistics, Social Cognition; Attitude & Attitude Change

**Martin Chodorow**, Associate Professor; PhD, MIT; Experimental Psychology: Psycholinguistics, Cognition, Information Processing

**Robert Davage**, Assistant Professor; PhD, Michigan; Psychology of Art and Creativity: Education of the Child, Psychopathology, Testing

**Florence Denmark**, Professor; PhD, Pennsylvania; Social Psychology: Psychology of Women, Leadership & Status, Minority Group Achievement, Social Influence

**Robert Fried**, Professor; PhD, Rutgers; Psychophysiology: Biofeedback, Behavior Physiology, EEG

**Elizabeth Gellert**, Associate Professor; EdD, Harvard; Developmental Psychology: Hypnosis, Medical Psychology, Body Image, Emotional Aspects of Physical Illness

**James Gordon**, Professor; PhD, Brown; Sensory Psychology: Color Vision, Visual Neuropsychology, Vision in Infants

**George Gourevitch**, Professor; PhD, Columbia; Sensory Psychology: Animal Hearing & Communication, Neuropsychology of Hearing

**Cheryl Harding**, Professor; PhD, Rutgers; Behavioral Endocrinology: Hormone-behavior Interactions, Hormone Metabolism & Specificity

**Harry Kaufmann**, Professor; PhD, Pennsylvania; Social Psychology: Aggression, Education, Intergroup Conflicts & Hostility

**Ellen Tobey Klass**, Associate Professor; PhD, Chicago; Clinical Psychology: Guilt, Assertion, Cognitive-behavior Therapy

**Sam J. Korn**, Professor; PhD, NYU; Developmental Psychology: Longitudinal Study of Temperament, Behavioral Adjustment, Research & Professional Ethics

**Herbert Krauss**, Professor; PhD, Northwestern; Personality/Clinical: Suicide

**Susan Manning**, Associate Professor; PhD, California, Riverside; Experimental Psychology: Cognition, Memory, Tactile Learning, Experimental Design

**Peter Moller**, Professor; PhD, Free University of Berlin; Animal Behavior: Multisensory Integration, Electrolocation & Electrocommunication in Electric Fish, Behavioral Physiology, Field Studies

**Stanley Novak**, Associate Professor and Chair; PhD, Columbia; Experimental Psychology: Visual Perception, Sensory Processes, Psychophysiology, Art & Vision

**Vita C. Rabinowitz**, Associate Professor; PhD, Northwestern; Experimental Social Psychology: Justice & Helping, Environmental Psychology, Interpersonal Attraction

**Salomon Rettig**, Professor; PhD, Ohio State; Social Psychology; Therapeutic Group, the Kibbutz, Risk-taking, Philosophy of Science in Psychology

**Bonni Seegmiller**, Associate Professor; PhD, NYU; Developmental Psychology: Social & Family Interactions, Sex-role Socialization, Maternal Employment Effects

**Joyce Slochower**, Associate Professor; PhD, Columbia; Clinical/Social Psychology: Obesity, Psychotherapy, Psychoanalysis

**Robert L. Thompson**, Professor; PhD, Columbia; Experimental Biopsychology: Avoidance & Escape, Contingencies of Reinforcement, Species Typical Behavior, Electric Fish, Self-Awareness in Primates

**Howard Topoff**, Professor; PhD, CUNY; Animal Behavior: Social Insects, Animal Communication, Orientation, Social Organization, Field Studies

**Gerald Turkewitz**, Professor; PhD, NYU; Developmental Psychology: Lateral Differentiation, Perceptual Functioning, Effects of Malnutrition

**Walter Weiss**, Professor and Dean of Social Sciences; PhD, Yale; Social Psychology: Attitude & Attitude Change, Mass Media, Social Judgment

**H. Philip Zeigler**, Professor; PhD, Wisconsin; Physiological Psychology: Brain Mechanisms & Feeding Behavior, Motivation

### 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, theories and methods of psychotherapy.

**Applied Social-organizational Psychology** attitude and attitude change, experimental social psychology, language and thought, psychology of small groups, program planning and evaluation, measurement of abilities, statistics, computer applications

**Experimental and Physiological Psychology** psychopharmacology, sensory psychology, perception, physiological psychology, learning, cognition, psycholinguistics, information processing, statistics, computer applications, instrumentation.

**Biopsychology and Comparative Psychology** animal behavior, behavioral ecology, ethology, molecular and evolutionary biology, genetics, developmental and comparative psychology, neuroscience.

### Research Facilities and Affiliations

Laboratories for research with a variety of animal species and for human research are located on the Hunter College campus. Additional animal laboratories are maintained at the American Museum of Natural History through faculty affiliations with the Departments of Entomology, Ichthyology, Mammalogy, and Ornithology. Facilities for field research are available at the Museum's field station in Arizona. Many biopsychology faculty have research affiliations with other institutions, including Albert Einstein College of Medicine, Montefiore Hospital and Medical Center, Rehabilitation Research Institute of the International Center for the Disabled, Payne Whitney Clinic, and the Rockefeller University.

In addition to individual faculty laboratories, facilities available to students include specialized equipment for electrophysiology, electron microscopy, human and animal psychophysiology, histology, operant and classical conditioning, and cinematographic analysis.

Computer facilities at Hunter include a variety of micro- and mini-computers which are utilized in individual research and in laboratory courses. Hunter maintains a central computing facility, and there is access to the CUNY Computer Center with its IBM 3033, IBM 4341, and Amdahl B6/4 computers via terminals in the

Department and in the Academic Computing Services Laboratory. The CUNY Computer Center has a variety of sophisticated statistical packages available for use in data analysis.

### Departmental Requirements for Admission

The following departmental requirements for admission are in addition to the general College requirements:

1. Undergraduate psychology: at least 15 cr 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. In some instances, the GRE advanced examination in a field other than psychology may be substituted.
3. Approval of the department's Master's Program Admissions Committee.

### Departmental Requirements for the Degree

Each candidate is required to complete an approved program of study of at least 30 credits that must include:

1. One course from each of the following groups:
  - a. History of Psychology (PSYCH U700)
  - b. Statistical Methods in Psychology (PSYCH U705 or U706)
  - c. Experimental Psychology (PSYCH U701, U702, or 747)
  - d. Thesis Research (PSYCH 699 or 699.2)
2. Comprehensive examination: an oral examination in the area of the MA thesis.
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 advisor.

*Note:* There is no foreign language requirement for the MA in Psychology.

**Psychology Colloquia** Matriculated graduate students are expected to attend the departmental 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.

### PhD PROGRAM IN BIOPSYCHOLOGY

The specialization in biopsychology within the CUNY 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 Dr. Peter Moller, Program Head for Biopsychology, North Building room 612, phone 772-5621, or from the CUNY Graduate Center. Applications for the doctoral program are processed through the CUNY Graduate Center, 33 West 42nd Street, New York, NY 10036.

### COURSE LISTINGS

*Each course 45 hrs, including conferences, 3 cr, unless otherwise noted.*

**600-level** Open to both non-matriculated and matriculated students. Ordinarily, no more than 4 600-level courses, including PSYCH 699 and PSYCH 699.2, may be credited toward the MA degree.

**PSYCH 605 Abnormal Psychology: Advanced Course** Prereq: PSYCH 220 or 223

**PSYCH 610 Measurement of Intelligence**

**PSYCH 612 Behavior Theory & Technology of Learning\***

**PSYCH 620 Introduction to Program Evaluation & Planning**

**PSYCH 630 Theories & Methods of Psychotherapy**

**PSYCH 632 Research in Social Psychology\***

**PSYCH 641 Comparative Psychology**

**PSYCH 646 Physiological Psychology**

**PSYCH 651 Psychology of Small Groups** 15 hrs lec, 30 hrs lab, incl conf, 3 cr. Prereq: perm. inst.

**PSYCH 676 Psychology of Personality**

**PSYCH 699 Thesis Research** 3 cr. Individual research under supervision. Limited to students working on MA thesis in psychology.

**PSYCH 699.2 Thesis Research** 3 cr. Additional semester of individual research under supervision. Limited to students working on MA thesis in psychology.

**700-level** Open to matriculated students only, except by special permission of graduate advisor.

**PSYCH U700 History of Psychology**

**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)**

**PSYCH U709 Proseminar II**

**PSYCH U710 Advanced Physiological Psychology I\***

**PSYCH U711 Advanced Physiological Psychology II**

**PSYCH U716 Comparative Psychology\***

**PSYCH U716.50 Field Studies in Animal Behavior** 90 hrs fieldwork + conf, 3 cr. Prereq: perm. inst and Program Head, biopsychology. Methods of study of variety of animal species in their natural habitats.

**PSYCH U718 Ethology**

**PSYCH U719 Current Research in Biopsychology\***

**PSYCH U720 Developmental Psychology I**

**PSYCH U721 Developmental Psychology II\*** Prereq: PSYCH U720 or perm. inst.

**PSYCH U730 Psychology of Learning**

**PSYCH U735 Psychology of Perception**

**PSYCH U736 Sensory Psychology\***

**PSYCH U738 Cognitive Psychology**

**PSYCH U739 Research Methods in Animal Behavior\*** 30 hrs lec, 60 hrs lab, 4 cr.

**PSYCH U740 Personality**

**PSYCH U746 Social Psychology**

**PSYCH 747 Experimental Social Psychology** 30 hrs lec, 30 hrs lab, 3 cr.

**PSYCH 751 Small Group Processes****PSYCH 752 Language and Thought\*****PSYCH 753 Attitude and Attitude Change\*****PSYCH U755 Psychopathology I****PSYCH U756 Psychopathology II**

**PSYCH U760 Psychometric Methods\*** Prereq: PSYCH U706 or perm. inst.

**PSYCH U761 Measurement of Abilities\*** 30 hrs lec, 30 hrs supervised practice, 3 cr.

**PSYCH U763 Psychophysical Methods\***

**PSYCH 764 Personality Measurement I\*** Prereq: perm. inst.

**PSYCH 765 Personality Measurement II: Projective Techniques\*** 30 hrs lec, 30 hrs supervised practice, 3 cr. Prereq: perm. inst.

**PSYCH U780 Quantitative Methods in Psychology\*****PSYCH U783 Mathematical Models in Psychology\***

**PSYCH U784 Colloquium in Animal Behavior & Biopsychology** 30 hrs, 1 cr. Colloquium is held jointly with programs in animal behavior in Department of Biology at City College and at American Museum of Natural History.

**PSYCH U785 Advanced Physiological Psychology III\***

**PSYCH 786 Proseminar in Applications of Clinical & Social Psychology I** 30 hrs lec and field placement, 4 cr.

**PSYCH 787 Proseminar in Applications of Clinical & Social Psychology II** 30 hrs lec and field placement, 4 cr.

**PSYCH U790 Experimental Psychopharmacology\*** 30 hrs lec, 60 hrs lab, 4 cr.

**PSYCH U799 Seminar and Practicum on the Teaching of Psychology**

**800-level** Open to doctoral students only, except by special permission of the graduate advisor or the Program Head for biopsychology.

**PSYCH U800 Seminar in Current Psychological Research** 15–45 hrs incl conf, 1–3 cr.

**PSYCH U801 Seminar in Special Topics**

**PSYCH U802 Independent Psychological Research** 3 cr. Student conducts research project in selected area under supervision of faculty member.

**PSYCH U803 Doctoral Dissertation Seminar** 3 cr.**PSYCH U816 Seminar in Comparative Psychology****PSYCH U819 Seminar in Biopsychology****PSYCH U821 Seminar in Reproduction: Behavior & Physiology\*****PSYCH U823 Seminar in Psychopharmacology****PSYCH U832 Seminar in Behavior Theory**

**PSYCH U900 Doctoral Dissertation Supervision** 1 cr. Prereq: perm. Program Head, biopsychology.

\*Courses scheduled infrequently—only as needed.



Assistant professor Hong-Jen Chen of the Department of Psychology, who teaches graduate statistics, discusses a data-analysis program with a student.

## Romance Languages

**Chair** Jeanine P. Plottel, West Building room 1310 phone 772-5108  
**Graduate Advisors** Bettina Knapp (French and Italian), West Building room 1315. Zenaida Gutiérrez-Vega (Spanish), West Building room 1323

### FACULTY

#### FRENCH

**Mary Ann Caws**, Professor; PhD, Kansas; Surrealism, French Poetry, French Literature and the Arts  
**Hanna K. Charney**, Professor; PhD, Columbia; 19th and 20th Centuries, Film and the Novel, French Thought and Literature  
**Nancy Horneffer**, Associate Professor; PhD, Columbia; Medieval and Renaissance Literature, Montaigne, Francophone Literature  
**Bettina Knapp**, Professor; PhD, Columbia; 19th and 20th Centuries, Theater, Psychoanalysis  
**John W. Kneller**, University Professor, CUNY; PhD, Yale; 19th Century  
**Jeanine P. Plottel**, Professor and Chair; PhD, Columbia; 19th and 20th Centuries, Theory and Criticism  
**Alexander W. Szogyi**, Professor; PhD, Yale; Molière, Comedy, Theatre of the 17th Century

#### ITALIAN

**Mario Fratti**, Professor; Dottore Ca Foscari; Contemporary Italian Literature  
**Serge L. Hughes**, Professor; PhD, Princeton; Medieval and Renaissance Literature, St. Francis, Franciscan Studies, Modern Intellectual and Political History

#### SPANISH

**Juan V. Agudiez**, Professor; Docteur de l'Université de Paris; 19th- and 20th-Century Spanish Literature  
**Zenaida Gutiérrez-Vega**, Professor; University of Madrid; Contemporary Latin American Literature  
**Carlos R. Hortas**, Professor and Dean of Humanities & Arts; PhD, Yale; Caribbean and Latin American Literature  
**José Olivio Jiménez**, Professor; Doctor en Filosofía y Letras, University of Havana; Spanish and Latin American Poetry  
**Leonard Mades**, Professor; PhD, Columbia; Golden Age Literature  
**Julius O. Purczinsky**, Associate Professor; PhD, Texas; Linguistics, Romance Philology

### 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.

The degree is offered either as a final degree or as the first year of work toward the PhD degree within the City University. See *Bulletin of the Graduate School* for a 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 advisor.

#### Departmental Requirements for MA

- The total 30 cr for the MA must include the following:
  - RLNG 701 Introduction to Romance Linguistics (3 cr). (RLNG 702 may be substituted.)
  - 24–30 cr in literature of specialization (700-level only)
  - Thesis Seminar: required in Italian, required of all students electing to write master's essay (3 cr).
- Language Requirements: in addition to a high degree of competence in the language of specialization, reading knowledge of one of the following: second Romance language, German, or Latin.
- Comprehensive Examination: this will consist of essay questions on the literature of specialization and will take into consideration the course work done by the candidate. Guidelines for study and review will be available to candidates.
- Master's Essay: this is optional. Topics for the essay will be determined in consultation with the student's sponsor. The thesis seminar is passed when the student's essay is accepted by both the sponsor and the appropriate graduate advisor.

### DOCTOR OF PHILOSOPHY

PhD programs in Romance languages are based at the City University Graduate Center. See the *Bulletin of the Graduate School* for a description of the PhD programs and a complete list of courses.

### PROGRAM FOR SECONDARY SCHOOL TEACHERS

#### French

Requirements: 18 cr in graduate French literature courses (600 or 700-level) chosen in consultation with graduate advisor. A comprehensive examination consisting of essay questions based on the courses taken by the candidate is required.

#### Italian

Requirements: 18 cr in graduate Italian literature courses (700-level) chosen in consultation with graduate advisor. A comprehensive examination consisting of essay questions based on the courses taken by the candidate is required.

#### Spanish

Requirements: 18 cr in graduate Spanish literature courses (600- or 700-level) chosen in consultation with graduate advisor. A comprehensive examination consisting of essay questions based on the courses taken by the candidate is required.

### COURSE LISTINGS

*Each course 30 hrs + conferences, 3 cr, unless otherwise noted.*

#### Romance Languages

**RLNG 701 Introduction to Romance Linguistics I** Offered Sp '86, '87. Comparative study of evolution of French, Italian, and Spanish. (Required for MA in Arts and Sciences, if RLNG 702 is not taken.)

**RLNG 702 Introduction to Romance Linguistics II** Offered Fa '85, '86. Development of phonology and morphology. Schools and theories of Romance linguistics. May be taken independently of RLNG 701.

## French

**FREN 721 French Poetry of 16th Century** Classical and Italian influences. Lyons poets, Pléiade, Protestant poets.

**FREN 722 Rabelais and Montaigne** Analysis of works of Rabelais and Montaigne. Special attention to important aspects of their intellectual heritage and milieu.

**FREN 725 Main Currents of French Renaissance** Background of French Renaissance as reflected in major authors.

**FREN 731 Descartes and Pascal** Analysis of major texts of Descartes and Pascal. Study of their influence. Considerations of some modern interpretations of their works.

**FREN 732 French Tragedy of 17th Century** Study of nature and characteristics of French tragic theatre from Baroque to Classicism. Emphasis on plays and prefaces of Corneille and Racine; consideration of dramatic writers and critics.

**FREN 733 Theatre of Molière** The 17th-century stage; textual questions and sources. Discussions of special problems of interpretation in connection with analysis of selected plays.

**FREN 734 French Moralists of Classical Period** Significant works by such authors as La Rochefoucauld, Bossuet, La Fontaine, Madame de Sévigné, Fénelon, La Bruyère, Saint-Simon.

**FREN 741 Diderot** Readings from works in esthetic and philosophical theory and novels. Diderot's influence through the *Encyclopédie*, his dramatic theories, and his formal innovations.

**FREN 742 Voltaire and Rousseau** Study of more important aspects of their works. Emphasis on their personal feud, their ideological antagonism, their philosophical oppositions and affinities.

**FREN 750 Era of Chateaubriand** Analysis of 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 *Méditations* to *Poèmes Barbares*. Minor poets of 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 theories and evolution of esthetic movements of period.

**FREN 753 Balzac and Stendhal** 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. Collateral study of origins of Realism and Naturalism and their role in shaping of French novel from mid-century onwards.

**FREN 755 French Fiction from Romanticism to the Decadence** Selected works by Hugo, Sand, Mérimée, Nerval, Gautier, Fromentin, Barbey D'Aurevilly, Huysmans, Villiers de l'Isle-Adam. Emphasis will be on impact of antipositivistic thought and esthetics on novel and related genres of 19th century.

**FREN 756 19th-Century French Theatre** Main trends from Romanticism to theatre libre. Selected readings from Hugo, Vigny, Musset, Scribe, Labiche, Dumas fils, Sardou, Becque, Feydeau, Maeterlinck, Courteline, etc. Some study of evolution of dramatic theory, theatres, and styles of theatrical production.

**FREN 760 Aspects of 20th-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 authors' major fiction with emphasis on contrast between their conceptions of style, characterization, and 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; contemporary trends.

**FREN 765 Aspects of Modern French Theatre** Consideration of significant dramatists and movements of the period. Analysis and discussion of

plays by such authors as Claudel, Giraudoux, Romains, Montherlant, Anouilh, Sartre, Camus; recent avant-garde tendencies.

**FREN 791-799 Special Topics in French Literature** Intensive study of particular writer, trend, perspective, or problem in French literature. Topics to be announced in advance.

## Other Courses

**FREN 600 Basic Course in French for Graduate Students**

**FREN 611 Explication des Textes**

**FREN 621 Genre Studies I: French Poetry**

**FREN 622 Genre Studies II: The Theatre in France**

**FREN 623 Genre Studies III: The French Novel**

**FREN 624 Literature of Ideas**

**FREN 702 Studies in French Criticism**

**FREN 708 Methods of Research**

**FREN 712 Medieval French Literature II**

**FREN 720 Concepts of French Poetry**

## Italian

**ITAL 710 Dante's *Inferno*** Thorough study of *canti* from linguistic-historical-esthetic point of view.

**ITAL 711 Italian Literature from Its Origins to 13th Century** *Cantico del Sole* of St. Francis of Assisi, mystical poetry of Jacopone da Todi, chronicle of Fra Salimbeni, Marco Polo's *Travels*; poets of Sicilian School; *Dolce stil novo*; *Fioretti* of St. Francis; *Chronicle* of Dino Campagni.

**ITAL 712 Dante's *Vita Nuova* and *Inferno*** Dante as seen against socio-political and intellectual background of Medieval Florence.

**ITAL 713 *Purgatorio*** Intensive study of its background, symbols, poetical significance, and place in development of Dante's art.

**ITAL 714 *Paradiso*** Dante's final ascent to Source of all Being; theology and beauty; contents, episodes, lyrical and mystical consummation of third *Cantica*.

**ITAL 715 Poetry and Humanism of Petrarch** *Canzoniere*, *Trionfi*, *Secretum*, *De Viris Illustribus*, and *Correspondence*.

**ITAL 716 Boccaccio's *Decameron* and His Minor Works** Boccaccio's celebrated classic and some of his minor works such as *Fiammetta*, *Filostato*, *Teseide*, *Ameto*, *Amorosa Visione*, *Vita di Dante*.

**ITAL 720 Prose Works of Dante—*Vita Nuova*, *Convivio*, *de Vulgari Eloquentia*, *Monarchia*** Literary-historical-philosophical analysis of principal prose works of Dante.

**ITAL 721 Ariosto** *Orlando Furioso*, *Le Rime*, *Satire*.

**ITAL 722 Machiavelli: Political Theorist and Moralist** Study of *Istorie Fiorentine*, *Correspondence*, *Mandragola*, *Il Principe*, and *Discorsi*.

**ITAL 725 *Gerusalemme Liberata*** Thorough study of Tasso's *Gerusalemme Liberata* and related linguistic, historical, and philosophical problems.

**ITAL 726 Italian Theatre I—From Machiavelli to Alfieri** Study of theatre from Renaissance through *Commedia dell'arte*, comedies of Goldoni up to tragedies of Alfieri.

**ITAL 727 Italian Theatre II—From Manzoni to Contemporaries** Study of theatre from Risorgimento to Pirandello and theatre of post-World War II Italy. Particular study of contemporaries.

**ITAL 752 Art of Humanism of Manzoni** *I Promessi Sposi*, *Morale Cattolica*; poetic, dramatic, and critical works.

**ITAL 753 Foscolo and Leopardi** Foscolo's *Jacopo Ortis*, *Sepolcri*, *Grazie* and Leopardi's *Canti*, *Operette Morali*, *Zibaldone*.

**ITAL 754 Carducci, D'Annunzio, Pascoli** Representative works including poetry, novels, drama.

**ITAL 755 Leopardi** Study of poetry and prose, including *Zibaldone*. Art of Leopardi in Italian and European context.

**ITAL 756 Neo-Classic Tradition from Parini to D'Annunzio** Continuity and change in main poetical works of Parini, Foscolo, Carducci, D'Annunzio.

**ITAL 762 Italian Novel and Theatre Since 1900** Verga, Pirandello, Betti, Bacchelli, Moravia, Alvaro, Vittorini, Pavese, Buzzati.

**ITAL 763 Modern Italian Novel—From Verga's *I Malavoglia* to Novels of Moravia** Novel and modern Italian society; novel as art form over last hundred years.

**ITAL 764 Modern Italian Poetry** Intensive reading of poets from Pascoli to the present. Particular attention to Quasimodo, Montale.

**ITAL 765 Croce and His Contemporaries** Study of impact of Croce on Italian literature, philosophy, and theory of history of his time. Readings from Gentile, Pirandello, Pareto.

**ITAL 791 Studies in History of Italian Theatre** Advanced seminar, opportunity for intensive study of particular writer, trend, specialized problems.

**ITAL 799 Thesis Seminar** 3 cr. Individual research under guidance of faculty member. To be taken concurrently with preparation of master's essay.

#### Other Courses

**ITAL 702 Italian Stylistics and Rhetoric**

**ITAL 723 Poets, Philosophers, Historians, and Scientists of the Baroque**

**ITAL 724 Lorenzo de' Medici and His Circle**

**ITAL 751 Pre-Risorgimento Period**

#### Spanish

**SPAN 705 Lyric Poetry from Garcilaso to Gongora** Main currents in Spanish poetry during Renaissance, Counter-Reformation, and Baroque periods.

**SPAN 711 Spanish Poetry of Middle Ages** Origins and development of Castilian epic and of lyric poetry, with special emphasis on *Poema del Cid* and *Libro de buen amor*.

**SPAN 720 Spanish Novel of 16th and 17th Centuries** Genesis and main forms of novel in Renaissance and Baroque periods with special emphasis on picaresque novel.

**SPAN 722 Cervantes' *Don Quixote*** Analysis and interpretation of content and structure of *Don Quixote*, Cervantes' significance as creator of modern novel.

**SPAN 725 Spanish *Comedia*** Dramatic art of Golden Age from Lope de Vega to Calderón de la Barca. Patterns, style, and influence in world literature.

**SPAN 726 Non-fictional Prose of Golden Age** Study of didactic, mystical, and satirical writers of 16th and 17th centuries.

**SPAN 730 Spanish Neoclassic Poetry and Essay** New currents in Spanish thought and poetry through 18th century.

**SPAN 742 Realism and Naturalism in the Spanish Novel of 19th Century** Development of modern fiction from *Costumbrismo* to second generation of Naturalistic novelists. Special emphasis on work and significance of Perez Galdos.

**SPAN 750 Contemporary Spanish Poetry** Trends in Spanish poetry from Generation of 1898 to Existentialism.

**SPAN 751 Romantic Poetry from Rivas to Becquer** Distinctive features of Romantic movement in Spain as manifested in work of main Romantic and post-Romantic poets.

**SPAN 754 The Modern Essay in Spain** Trends of thought in Spanish essayists of 19th and 20th 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 present.

**SPAN 760 Spanish American Literature: The Colonial Period** From early chroniclers of Indies to Neo-Classicism.

**SPAN 763 Spanish American Fiction I: From Origins through 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 Spanish American novel and short story since Modernismo.

**SPAN 765 Spanish American Poetry I: From Neo-Classicism through Modernismo** Spanish American poetry from La Independencia to World War I. Attention paid to development of prosa artistica during Modernista period.

**SPAN 766 Spanish American Poetry II: From Post-Modernismo to the Present** Post-Modernismo, Vanguardism, most recent trends.

**SPAN 767 The Spanish American Essay** Essay and related genres dealing with cultural, social, and political matters in Spanish America, from La Independencia to present.

**SPAN 768 The Spanish American Theatre** General view of development of genre through colonial period and 19th century. Contemporary theatre since Florencio Sánchez, with special emphasis on most recent trends.

**SPAN 791 Special Studies in Spanish Literature** Advanced seminar for intensive study of particular writer, trend, specialized problem of language or literature under guidance of specialist. Research and critical analysis as well as appraisal of secondary and primary sources.

**SPAN 796 Special Studies in Spanish American Literature** Advanced seminar for intensive study of particular writer, trend, specialized problem of language or literature under guidance of specialist. Research and critical analysis as well as appraisal of secondary and primary sources.

#### Other Courses

**SPAN 611 Literature of the Spanish Renaissance and the Counter-Reformation**

**SPAN 612 Major Authors of Spanish Baroque**

**SPAN 614 Spanish Literature of 19th Century**

**SPAN 615 Contemporary Spanish Literature**

**SPAN 616 Spanish American Literature from Its Origins Through Romanticism and Realism**

**SPAN 617 Spanish American Literature: Modernismo and Contemporary Trends**

**SPAN 621 Main Trends in Spanish Thought and Art**

**SPAN 622 Main Trends in Latin American Thought and Art**

**SPAN 704 Spanish Theatre of 19th and 20th Centuries**

**SPAN 723 Theatre Before Lope de Vega**

## Russian Area Studies

**Program Director/Graduate Advisor** Gregory J. Massell, West Building room 1701 phone 772-5500, 5502

#### FACULTY

**Alex Alexander**, Professor; PhD, Columbia; Old Russian Literature, Russian Folklore, Comparative Slavic Mythology

**Elizabeth Beaujour**, Associate Professor; PhD, Columbia; 19th and 20th Century Prose, Interaction of French and Russian Literature

**Andrew Q. Blane**, Associate Professor of History at Lehman College; PhD, Duke; Early Russian History, Religion in Russian History

**John D. H. Downing**, Professor; PhD, London School of Economics; Society and Economy in Socialist Systems

**Michael M. Luther**, Associate Professor; PhD, Columbia; Modern Russian History, Soviet Foreign Policy

**Gregory J. Massell**, Professor and Program Director; PhD, Harvard; Soviet and East European Government and Politics, Soviet Central Asia, Nationality Politics

**Vladimir Nahirny**, Associate Professor; PhD, Chicago; Russian Society & Social Movements, Sociology of Intellectuals

**Vladimir Padunov**, Assistant Professor; PhD, Cornell; Soviet Russian Modernism, Marxist Literary Theory, History and Theory of the Novel

**Donald Zagoria**, Professor; PhD, Columbia; Problems in Asian 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 USSR and some East European countries.

### Special Program 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) while fulfilling 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 NY State Education Department for permanent certification as teachers of secondary school social studies. Graduates also meet the requirements for the New York City permanent license in secondary school social studies.

Matriculants in this special program fulfill the general departmental requirements for the MA degree in Russian Area Studies, with 2 exceptions: the requirement for proficiency in reading Russian may be waived, and 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 credits 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 advisor and instructor of the course.

### Departmental Requirements for the Degree

1. Satisfactory completion of 33 cr, including the following required courses (15 cr):

RAS 701 Russia Before Great Reforms of 19th Century  
 RAS 702 Russia from Great Reforms to Present  
 RAS 703 Soviet Political Institutions  
 RAS 721 Soviet Economy: Principles and Practice  
 RAS 741 19th-Century Russian Literature  
 or  
 RAS 742 20th-Century Russian Literature

Students who have had equivalent training may, at the discretion of the program director, be exempted 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 at once begin an intensive language course. For information on Russian language courses, see the *Undergraduate Catalogue* under Russian

and Slavic Languages. Russian language courses are not credited toward 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 course 45 hrs, including conferences, 3 cr, unless otherwise noted.*

**RAS 701 Russia Before Great Reforms of 19th Century** History of Russia from its Kievan origins to its crystallization as a multinational, absolutist, military-bureaucratic empire in 19th century.

**RAS 702 Russia from Great Reforms to Present** History of Russia from late 19th-century absolutism, through liberal and Bolshevik revolutions of 1917, to triumph of Stalinist state after World War II.

**RAS 703 Soviet Political Institutions** Analysis of theory and practice of Russian and Soviet political institutions: party, government, army, bureaucracy, law; class structure; problems of continuity and change.

**RAS 704 Soviet Union and the World Communist Movement** Concepts of World Revolution and Communist International from Marx to Lenin, Trotsky, Stalin, and their successors.

**RAS 706 Russian Intellectual Currents in 19th and 20th Centuries** Study of main currents in Russian cultural, literary, and intellectual tradition and of aesthetic and social tendencies in Russian and Soviet literary criticism.

**RAS 707 Soviet Foreign Policy** History of Soviet relations with Europe, US, and Third World from 1917 through World War II and era of cold war.

**RAS 708 Theory of "Democratic Socialism" and Communism** Analysis of influence of 19th century antecedents on Marx and of Marx himself through Plekhanov, Lenin, Trotsky, and Stalin to 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** Analysis of relationship between Soviet Union and other members of Communist bloc in Eastern Europe, including problems of integration and fragmentation.

**RAS 712 Nationalities and Their Historic Development** History of non-Russian people of USSR, their status under Russian empire and in USSR. Evolution of Soviet nationality theory and practice.

**RAS 721 Soviet Economy: Principles and Practice** Resource base; analysis of Soviet economic institutions, their development and functions; theory and practice of central planning; performance and evaluation of Soviet economy since 1917; trends and prospects.

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

**RAS 731 Geography of the USSR** Prereq: a course in fundamentals of geography or equiv. Survey of Soviet geographic regions, economic and energy resources. Industry, agriculture, transportation. Inter-regional and international relationships.

**RAS 740 Russian Literature from 11th to 18th 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 in English translation.

**RAS 742 Twentieth-Century Russian Literature** Major 20th-century authors from Gorky to Pasternak and Solzhenitsyn in English translation.

**RAS 743 Russian Poetry** Conducted in Russian. Study of major Russian poets of 19th and 20th centuries.



Felicia Nestor

*Gloria Steinem and Bella Abzug, feminists and achievers both, share a moment on the occasion of the second Bella Abzug Annual Lecture in Women's Studies, in April 1985. Steinem delivered the lecture to a capacity audience in the College's Playhouse.*

**RAS 744 Soviet Novel: Art and Ideology** Study of genre of novel as vehicle for expressing artistic and ideological tendencies in Soviet times; major novelists from Bely to Solzhenitzyn, in English translation.

**RAS 745 History of Russian Literary Language** Development of Russian phonology, morphology, and syntax; evolution of Russian literary style.

**RAS 746 Russian Folklore: Slavic Myths and Traditions** Knowledge of Russian desirable, but not required. Analysis of Russian folk literature, including *byliny*, religious verse, fairy tales, folk theatre, and lyric songs as art form and cultural document.

**RAS 747 Russian Drama** Knowledge of Russian desirable, but not required. Development of Russian drama, including masterpieces of 19th and 20th centuries and innovative techniques of Soviet period.

**RAS 749 Seminar: Tolstoy and Dostoyevsky** Art and thought of Russia's two greatest novelists. Students matriculated in RAS program will be required to work with Russian-language sources.

**RAS 771 Colloquium in Russian History**

**RAS 771.51 Russian and Soviet Thought from Herzen to Trotsky**

**RAS 771.52 Religion in Russian History**

**RAS 771.53 Problems in Russian Cultural History**

**RAS 771.54 History of Soviet Foreign Policy**

**RAS 771.55 Political Dissent in Russia**

**RAS 779 Seminar: Selected Topics in Russian Literature**

**RAS 779.51 Maxim Gorky**

**RAS 779.52 Grotesque Tradition in Russian Literature**

**RAS 779.53 Soviet Dissident Movements**

**RAS 779.54 Silver Age in Russian Literature**

**RAS 779.57 Literature and Revolution**

**RAS 789 Selected Topics in Comparative Politics**

**RAS 789.51 Seminar: Social Engineering and Ethnic Politics in Soviet Union**

**RAS 789.52 Revolutionary Mass Movements: Communism, Fascism, Anarchism**

**RAS 789.54 Society and Economy in Soviet-Bloc Countries**

**RAS 789.56 Poland—Society in Crisis: Revolutionary Politics and East-West Conflict**

**RAS 799 Thesis Seminar** 3 cr. Prereq: proof of proficiency in reading Russian and approval of advisor.

## Social Research

**Acting Chair** Aubrey W. Bonnett, West Building room 1622 phone 772-5585

**Program Director and Advisor** Claus Mueller, West Building room 1601 phone 772-5581

## FACULTY

**Aubrey W. Bonnett**, Associate Professor and Acting Chair; PhD, CUNY; Medical Sociology, Political Sociology, Ethnic and Race Relations

**Pamela Stone Cain**, Associate Professor; PhD, Johns Hopkins; Population, Stratification, Quantitative Methods

**Jody M. Carlson**, Associate Professor; PhD, Rutgers; Urban Sociology, Research Methods, Political Sociology

**John M. Cuddihy**, Professor; PhD, Rutgers; Sociology of Knowledge, Social Movements, Ethnicity, Sociology of Jewish Intellectuals

**Charles Green**, Assistant Professor; PhD, Rutgers; Social Welfare Policy, Community Organization

**John Hammond**, Professor; PhD, Chicago; Political Sociology, Social Movements, Quantitative Methods

**Naomi Kroeger**, Associate Professor; PhD, Chicago; Research Methods, Organizations, Occupations, Sociology of Aging

**Claus Mueller**, Associate Professor; PhD, New School for Social Research; Media Analysis and Production

**Vladimir Nahirny**, Associate Professor; PhD, Chicago; Sociological Theory, Sociology of Intellectuals

**Robert Perinbanayagam**, Associate Professor; PhD, Minnesota; Sociological Theory, Social Psychology, South Asian Society, Mental Health

**Alphonso Pinkney**, Professor; PhD, Cornell; Ethnic and Race Relations, Research Methods, Social Problems

**Janet Poppendieck**, Assistant Professor; PhD, Brandeis; Social Policy, Community Organization

**Benjamin Ringer**, Professor; PhD, Columbia; Ethnic and Race Relations

**Yaffa Schlesinger**, Assistant Professor; PhD, NYU; Sociology of Law, Criminology, Family

**Marvin Scott**, Professor; PhD, California, Berkeley; Sociological Theory, Deviance, Social Psychology

**Ruth Sidel**, Professor; PhD, Union Graduate School; Human Services, Social Work, Child Welfare, Health Care Delivery

**Susan Toliver**, Assistant Professor; PhD, California, Berkeley; Family, Race Relations, Deviance, Sex Roles

**Peter Tuckel**, Associate Professor; PhD, NYU; Social Statistics, Research Methods, Stratification, Voting Behavior

**Michael Wood**, Assistant Professor; PhD, Texas; Consumer Behavior, Social Marketing, Marketing Research

## MASTER OF SCIENCE IN SOCIAL RESEARCH

The Department of Sociology offers an intensive 2-year program in social research leading to the MS 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 working in the field and wish to upgrade their skills. Graduates are prepared for professional research positions in government agencies, non-profit organizations, and business corporations. The program's curriculum emphasizes the development and application of skills in research design and data analysis, including proficiency in the use of computers. In addition, students are encouraged to focus on and specialize in an area of particular interest or relevance to them.

The program offers 3 broad areas of specialization: market research and consumer behavior, media analysis, and policy research in the public sector. 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 combination of course work, independent study, and a supervised internship. By carrying out a research project during the internship, students gain firsthand experience in the conduct of applied research and familiarity with practical problems in their field of interest. In some cases, internships have led to full-time employment after graduation. Students also gain professional exposure through monthly seminars with practitioners in various fields of applied research.

### Departmental Requirements for Admission

All applicants must have successfully completed at least 3 credits in statistics at either the undergraduate or the graduate level. Three credits in research methods and 3 credits in sociological theory are strongly recommended. An undergraduate major in sociology or a related social science is also recommended.

Applicants who do not meet the above requirements in full may apply and request special permission to enter.

### Departmental Requirements for the MS Degree

The MS degree in social research requires a minimum of 45 credits, which is 4 semesters of full-time attendance, although part-time attendance can be arranged. Candidates must complete 18 of the 45 credits needed for the degree in courses covering research design and data analysis. A 3-credit course in sociological theory is also required, as is a 9-credit sequence based on the internship (6 cr) and an internship report (3 cr) in which students report the results of their internship research. The remaining 15 credits are taken in elective courses related to the candidate's area of interest. With permission of the graduate advisor, these courses may be taken in related disciplines at Hunter, in the PhD program in sociology, or at other units of the City University. Students are also required to participate in the monthly research seminar.

## PhD Program in Sociology

The City University PhD program in sociology is located at the Graduate Center. Students wishing to pursue a PhD can receive up to 30 credits towards that degree for work done in the Hunter master's program in social research.

### Course Sequence

First Semester	SOC 702	Contemporary Sociological Theory
	SOC 710	Research Methods I
	SOC 714	Intermediate Statistics Elective
Second Semester	SOC 711	Research Methods II
	SOC 712	Workshop in Empirical Research
	SOC 715	Advanced Statistics Elective
Third Semester	SOC 713	Workshop in Applied and Evaluation Research
	SOC 750	Field Research Internship (6 cr) Elective
Fourth Semester	SOC 719	Thesis Seminar Elective Elective

### Teacher Education Program

All courses are available to students matriculated in the master's degree program in secondary education, provided they meet the prerequisites.

## COURSE LISTINGS

*Each course 45 hrs, including conferences, 3 cr, unless otherwise noted.*

Students must consult with the graduate advisor before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses are given on a rotating basis, and not every course is given every year.

**SOC 702 Contemporary Sociological Theory** Conclusions and methodological philosophies of major theorists: functionalists, interactionists, and phenomenologists, and theory construction.

**SOC 710 Research Methods I** Prereq: SOC 241, equiv. or perm. advisor. Basic concepts and methods used in research; research design, measurement, questionnaire construction, sampling.

**SOC 711 Research Methods II** Prereq.: SOC 710. Application of basic research techniques, including survey techniques; field research, focus groups, participant observation, library research.

**SOC 712 Workshop in Empirical Research** Prereq: SOC 710. Emphasis on exploratory research in the public or private sector.

**SOC 713 Workshop in Applied and Evaluation Research** Prereq.: SOC 711, 712, and 715. Theoretical and methodological issues in applied evaluation research: achieving agreement on program goals, qualifying goals, and presenting results.

**SOC 714 Intermediate Statistics** Prereq.: SOC 241 or equiv. Inferential statistics and introduction to multivariate techniques. Includes use of computer for problems sets.

**SOC 715 Advanced Statistics** Prereq.: SOC 714 with a grade of B or better. Topics covered include analysis of variance, multiple regression, and other multivariate techniques.



*The comfortable reading room of the library of the School of Social Work, located on East 79th Street between Park and Lexington Avenues.*

**SOC 717 Formal Organizations and Bureaucracy** Organizational dynamics in the business, public, and non-profit sectors.

**SOC 719 Thesis Seminar** (Limited to matriculated students.) Individual research under supervision. Credit given on satisfactory completion of report based on internship report.

**SOC 750 Field Research Internship** (Hours to be arranged, 6 cr) Student placement in a research department of a social service agency, non-profit organization, or private firm.

**SOC 779 Social Policy and Planning** Planning procedures and program evaluation in public, corporate, and other private sector settings; sources of error in forecasting.

**SOC 790.50 Mass Communication and Public Opinion** Role of mass communication in shaping public opinion; impact on government action.

**SOC 790.52 Media Analysis V: Video Sociology** Production of sociologically oriented documentaries. Incorporates research skills and technical skills for videotaping and studio programs.

**SOC 790.54 Mental Health** New approaches to explanation of mental illness and its treatment.

**SOC 790.56 Consumer Behavior** Role of consumers and development of consumer movements; differences among patterns of consumption.

**SOC 790.57 Media Analysis II: Motion Pictures** Investigation of contemporary American motion picture industry: structure, audience appeal, product analysis & marketing.

**SOC 790.59 Media Analysis II: Television** Socioeconomic analysis of television in contemporary society; review of relevant theoretical approaches and current research; patterns of television consumption.

**SOC 790.60 Public Policy Analysis** Approaches to public policy analyses regarding the social service sector, crime, and the environment.

**SOC 790.64 Media Analysis III: The New Electronic Media Markets** Analysis of the new markets (cable, home video, videotex, DBS, etc.); review of research and marketing strategies; case studies.

**SOC 790.66 Demography** Comparative analysis of fertility, mortality, migration trends, and related social factors.

**SOC 790.67 Computers in Applied Research** Use of micro and main-frame computers in research; statistical packages such as SPSS. Topics may vary.

**SOC 790.68 Media Analysis IV: Developmental Media** Electronic media use in developing countries; policy formation and problems; research issues and end users application; case study approach: review of ArabSat, SITE, etc.

**SOC 791.50, 791.51, 791.52 Independent Study** (3 cr each.) Individual research under supervision.

#### **Courses that may not be offered 1985-87:**

- SOC 730** Research in the Urban Community
- SOC 749** Deviant Behavior and Social Control
- SOC 755** Social Stratification
- SOC 760** Sociology of Advanced Industrial Society
- SOC 770** Sociology of the Media
- SOC 790.51** Seminar on the Family
- SOC 790.53** Applied Research in the Health Services
- SOC 790.58** Research in Social Work Process
- SOC 790.61** Sociology of Medicine
- SOC 790.63** Criminology
- SOC 790.65** American Society

## Social Work

**The Hunter College School of Social Work**  
**129 East 79th Street, New York, NY 10021**  
**General Information (212) 570-5037**

**Dean** Harold Lewis  
**Associate Dean** Robert Salmon  
**Admissions** (212) 570-5605  
 Coordinator: Roselle Kurland  
 Administrator for Admissions/Student Records: Elizabeth L. Landing  
**Alumni Relations/Public Information/Career Placement Director**  
 Beatrice Quitt  
**Continuing Education Coordinator** Elizabeth Dane  
**Field Instruction**  
 Educational Director: Reva Fine Holtzman  
 Field Placement Coordinator: Elaine Marshack  
**One-year Residence Program Coordinator** Martha Haffey  
**Scholarship Coordinator** Florence S. Schwartz

### FACULTY

**Miriam Abramovitz**, Associate Professor; MSW, DSW, Columbia  
**Gary R. Anderson**, Assistant Professor; MSW, Michigan; PhD, Chicago  
**Eleanor Bromberg**, Associate Professor; MSW, Smith; DSW, Columbia  
**Clifton Browne**, Assistant Professor; MSW, Pennsylvania; DSW, Adelphi  
**Stephen Burghardt**, Associate Professor; MSW, PhD, Michigan  
**Phyllis Caroff**, Professor; MS, DSW, Columbia  
**Elizabeth Dane**, Associate Professor; MSW, Fordham; DSW, Hunter  
**Kay W. Davidson**, Assistant Professor; MS, Columbia; DSW, Hunter  
**Patricia L. Dempsey**, Assistant Professor; MS, Columbia  
**Rose Dobrof**, Professor; MSW, Pittsburgh; DSW, Columbia  
**Rebecca A. Donovan**, Assistant Professor; MS, DSW, Columbia  
**Irwin Epstein**, Professor; MSW, PhD, Columbia  
**Michael Fabricant**, Assistant Professor; PhD, Florence Heller Graduate  
 School for Advanced Studies in Social Welfare, Brandeis  
**George S. Getzel**, Professor; MS, Western Reserve; DSW, Columbia  
**Muriel Gladstein**, Assistant Professor; MSW, Boston  
**Charles Guzzetta**, Professor; MSSW, Buffalo; EdD, Temple  
**Martha F. Haffey**, Associate Professor; MSW, Columbia; DSW, Hunter  
**Carmen Hendricks**, Lecturer; MSW, Adelphi  
**Reva Fine Holtzman**, Professor; MS, DSW, Columbia  
**Paul R. Keys**, Associate Professor; MSW, St. Louis; PhD, Wisconsin-  
 Milwaukee  
**Roselle Kurland**, Associate Professor; MSW, DSW, University of Southern  
 California  
**Paul A. Kurzman**, Professor; MS, Columbia; PhD, NYU  
**Elizabeth L. Landing**, Instructor; MA, Indiana  
**Harold Lewis**, Professor and Dean; MSW, Pittsburgh; DSW, Pennsylvania  
**Mildred D. Mailick**, Professor; MA, Chicago; DSW, Columbia  
**Elaine Marshack**, Assistant Professor; MSW, Columbia; DSW, Yeshiva  
**Yolanda Mayo**, Lecturer; MSW, Hunter  
**Terry Mizrahi**, Associate Professor; MSW, Columbia; PhD, Virginia  
**Beatrice Quitt**, HEO Assistant; MA, Smith  
**Maria Rosenbloom**, Thomas Hunter Professor; MSW, Adelphi  
**Angela Ryan**, Assistant Professor; MSW, Catholic  
**Robert Salmon**, Professor and Associate Dean; MSW, NYU; DSW,  
 Columbia  
**Andrea Savage-Abramovitz**, Assistant Professor; MSW, PhD, Michigan  
**Irene Schaefer**, HEO Aide; MA, Virginia  
**Florence S. Schwartz**, Professor; MSSW, Columbia; EdD, Columbia  
**Roger J. Sherwood**, Associate Professor; MSW, Illinois; DSW, Columbia  
**Michael J. Smith**, Associate Professor; MSW, Pennsylvania; DSW,  
 Columbia  
**Rose Starr**, Assistant Professor; MSW, Columbia; DSW, Hunter  
**Malka Sternberg**, Assistant Professor; MSSW, Pennsylvania; EdD,  
 Columbia  
**Florence Vigilante**, Professor; MSW, Columbia; DSW, Yeshiva  
**Joel Walker**, Associate Professor; MSW, DSW, Columbia  
**Harold H. Weissman**, Professor; MSW, Pittsburgh; DSW, Columbia  
**Ruth S. Wolotsky**, HEO Assistant; MPA, Baruch

### Henry and Lucy Moses Named Professorship

For 1984-85 Professor Francis J. Turner; for 1985-86 Professor Rino Patti.

### Associates of Faculty

**Grace Fields**, Adjunct Clinical Associate Professor; Director, Social  
 Service Department, Blythedale Children's Hospital  
**Lawrence Goodman**, MSW, Clinical Associate; Director of Social Work,  
 Mental Retardation Institute, NY Medical College  
**Helen Rehr**, DSW, Adjunct Clinical Professor; Edith J. Baerwald Professor  
 of Community Medicine (Social Work), The Mt Sinai Medical Center  
**Gary Rosenberg**, PhD, Adjunct Clinical Associate Professor; Director,  
 Social Service Department and Associate Professor, Department of  
 Community Medicine, The Mt Sinai Medical Center  
**H. Carlton Smith**, MSW, Clinical Associate; Associate Director, Social  
 Work Department, Mental Retardation Institute, NY 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 the 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 (OYR) 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 2 years of full-time successful employment as a social worker without a master's degree in recognized social welfare institutions. Students are permitted to take up to 30 hours of course work on a part-time basis in evening classes while remaining in full-time employment. The program is usually completed in 5 semesters including summer work and an academic year in residence. The total field instruction requirement is completed in the residence year. Usually the fieldwork 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 2-year full-time program impractical. As in all of the programs in the Hunter College School of Social Work, 5 years is the maximum period of time for the attainment of the degree.

Beginning with January 1983, an 80-credit, dual-degree program leading to an MSW in Social Work and an MS in Dance Therapy became available. For details see page 47.

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.

*The general Hunter College information section, found on pages 5–15, should be studied in conjunction with the School of Social Work's special requirements and policies, which follow.*

### Requirements for Admission

Applicants must hold a bachelor's degree from an accredited college. 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. All applicants with foreign credentials are required to take the TOEFL.

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.

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 the School's degree requirements. Matriculated students who wish to request credit toward their degree for work taken prior to matriculation at Hunter College are required to apply for transfer of credit after their first term in attendance as matriculants. This applies whether the work was taken at Hunter College as a non-matriculant or at another accredited institution.

As a condition for registration for placement in the field, students must have health insurance and professional liability insurance. For students without 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 for this policy is made at the time of registration. The cost does not exceed \$20 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, NY 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, NY 10021.

Staff is available at the School of Social Work by appointment to advise non-matriculated students. Call (212) 570-5605 for an appointment or write to 129 East 79th Street, New York, NY 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 Hunter College 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 2-year program generally meet these requirements in 4 semesters of full-time study; students in the one-year residence program generally meet them in 5 semesters of full- and part-time study. Consideration can be given to other plans for completing the course of study.

In their last semester, students are 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 them. The paper requires the student to utilize research findings, 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.

Transfer students will be considered for admission into the second year if they have successfully completed the first year of social work at an accredited graduate school of social work. To meet the degree requirements, they must successfully complete a minimum of 30 credits at the Hunter College School of Social Work as well as our required core courses, all within the official 5-year time limit.

Opportunities for waiver examinations are offered to newly admitted students each year in the fields of social policy, human behavior and the social environment, and research. Those students who feel they are knowledgeable in these areas, even though they have no formal graduate study to transfer, may avail themselves of this opportunity to be exempted from initial required courses. Exemption does not carry credit and students receiving waivers must still complete 60 credits of academic work for the degree.

New courses and changes in existing course work are initiated by various individuals and groups in the School, and must be approved by the curriculum committees and the Dean. Such 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 5 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 5 social functioning areas are called "concentrations." A 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 5 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. Usually, each student's faculty advisor will be a member of the faculty of the concentration to which the student is assigned.

### SCHOLARSHIP AND FINANCIAL AID

Financial aid from CUNY, the School of Social Work, and a number of government sources is administered by the School. Only applicants accepted for admission to the 2-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.

### DOCTORAL AND POST-MASTER'S PROGRAMS

A doctorate of Social Welfare (DSW) is offered through the CUNY Graduate Center. Courses are taught by School of Social Work faculty at the School of Social Work building. See *Bulletin of the Graduate School* for description of the DSW program and the complete list of courses.

Current certificate advanced programs (non-degree) include:

Post-master's Program in Advanced Clinical Social Work

Post-master's Program in Aging

Post-graduate Program in Social Work Administration

Post-master's Program in Social Work Education and Field Instruction

### COURSE LISTINGS

*Each course 45 hrs, 3 cr, unless otherwise noted.*

Course descriptions are available at the Admissions/Student Records Office at the School of Social Work.

SSW 701	<b>Social Welfare Organization</b>	
SSW 702	<b>Law and Social Welfare</b>	
SSW 704	<b>Seminar in Social Welfare</b>	30 hrs, 2 cr
SSW 705	<b>The Black Community and Social Welfare</b>	
SSW 705.1	<b>The Puerto Rican Community and Social Welfare</b>	
SSW 706	<b>Legal Issues in the Field of Aging</b>	30 hrs, 2 cr
SSW 707	<b>Social Work Policy in the Field of Aging</b>	30 hrs, 2 cr
SSW 708	<b>The Organization and Delivery of Social Services to Workers and Their Families</b>	30 hrs, 2 cr
SSW 711	<b>Human Behavior and the Social Environment I &amp; II</b>	
SSW 712	<b>Social Work In the Urban Community</b>	
SSW 713	<b>Human Behavior and the Social Environment I &amp; II</b>	
SSW 714	<b>Social Complexities of Health and Illness</b>	30 hrs, 2 cr
SSW 715	<b>Seminar in Psychodynamics</b>	30 hrs, 2 cr
SSW 716	<b>Comparative Theories of Personality and Systems of Psychotherapy</b>	30 hrs, 2 cr
SSW 721	<b>Social Casework I</b>	
SSW 722	<b>Social Casework II</b>	
SSW 723	<b>Social Casework III</b>	
SSW 724	<b>Social Casework IV: With Individuals/Pairs/Families</b>	30 hrs, 2 cr
SSW 725	<b>Social Casework I</b>	30 hrs, 2 cr. Elective for non-majors.
SSW 726	<b>Social Casework II</b>	30 hrs, 2 cr. Elective for non-majors.
SSW 731	<b>Social Group Work I</b>	
SSW 732	<b>Social Group Work II</b>	
SSW 733	<b>Social Group Work III</b>	
SSW 734	<b>Social Work IV</b>	30 hrs, 2 cr. Comparative group approaches for social work.
SSW 735	<b>Social Group Work I</b>	30 hrs, 2 cr. Elective for non-majors.
SSW 736	<b>Social Group Work II</b>	30 hrs, 2 cr. Elective for non-majors.
SSW 741	<b>Community Organization and Planning I</b>	
SSW 742	<b>Community Organization and Planning II</b>	
SSW 743	<b>Community Organization and Planning III</b>	
SSW 744	<b>Community Organization and Planning IV</b>	30 hrs, 2 cr. Strengthening skills for professional practice.
SSW 747	<b>Community Organization—Multi-method</b>	30 hrs, 2 cr
SSW 751	<b>Social Work Research I</b>	
SSW 752	<b>Clinical Uses of Research</b>	30 hrs, 2 cr



*On a spring day Thomas Hunter Professor Maria Rosenbloom meets with students in her class on Services for Holocaust Survivors and Their Families in the garden of the School of Social Work.*

SSW 753	Program Evaluation	30 hrs. 2 cr
SSW 758	Tutorial	1, 2 or 3 cr
SSW 760.50	Field Instruction I—Dance Therapy/Social Work	
SSW 760.51	Field Instruction II—Dance Therapy/Social Work	
SSW 761	Field Instruction I	5 cr
SSW 762	Field Instruction II	5 cr
SSW 763	Field Instruction III	5 cr
SSW 763.51	Field Instruction III—Dance Therapy/Social Work	5 cr
SSW 764.50	Field Instruction IV	5 cr
SSW 764.51	Field Instruction IV—Dance Therapy/Social Work	5 cr
**SSW 767	Field Instruction VII (OYR)	10 cr
**SSW 768	Field Instruction VIII (OYR)	10 cr
*SSW 770	Alcohol and Drug Abuse: Social Work Practice	30 hrs. 2 cr.
*SSW 771	Social Work in Authoritative Settings	
SSW 780	Administration of Social Agencies	
SSW 781	Social Welfare Administration I	
SSW 782	Social Welfare Administration II	
SSW 783	Social Welfare Administration III	
SSW 786	Advanced Administration	30 hrs. 2 cr. Elective for non-majors.
SSW 787	Supervision in Social Agencies	
SSW 790.50	Professional Seminar	
SSW 790.51	Professional Seminar in Art and Helping	
SSW 791	Special Topics in Social Work	30 hrs. 2 cr
SSW 792	Social Work Practice with Children, Adolescents, and Parents	30 hrs. 2 cr
SSW 793	A Multi-method Approach to Social Work Practice with the Aged	30 hrs. 2 cr
SSW 794	Social Work Practice: Family Treatment	30 hrs. 2 cr
SSW 795	Services to Adolescents: Implications for Practice and Service Delivery	30 hrs. 2 cr
SSW 796	Social Work Practice with Selected Age Groups and Family Constellations	30 hrs. 2 cr
SSW 797	Special Topics in Social Work	

\*Courses open to non-matriculated students.

\*\*Courses pending approval from the CUNY Board of Trustees.

## 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. Students are expected to follow agency policies, including participation in home visits.

**Field Instruction Centers** The following agencies were those used by the School in the 1984-1985 academic year.

### Education—Formal and Informal and Community Development Concentration

American Jewish Joint Distribution Committee  
A. Philip Randolph Senior Center  
Aspira of New York, Inc.  
Boricua College  
Brookdale Center on Aging  
Brooklyn College—Department of Educational Service Counseling Center  
Catholic Charities-Archdiocese of Brooklyn  
Children's Aid Society  
Citizens Advice Bureau  
Community Service Society

Council Center for Senior Citizens  
Educational Alliance, Inc.  
Educational Center for Community Organizing (ECCO)  
Essex County Educational Services Commission  
Federation of Jewish Philanthropy  
Food and Hunger Hotline  
Forest Hills Community House  
Good Shepherd Services  
Green Chimneys Children's Service-Project Continue  
Herbert G. Birch School  
Herbert Lehman College - CUNY  
Hebrew Institute for Deaf and Exceptional Children  
Hunter College - CUNY  
Inwood House  
Jay Senior Center  
Learning Disabilities Project  
Lenox Hill Neighborhood Association  
Meals on Wheels of Rockland County  
National Association of Social Workers  
New York Chinatown History Project  
NYC Board of Education  
NYC Commission on Human Rights  
NYC Department of City Planning  
NYC Office of Council Member Ruth Messinger  
NYC Technical College  
92nd Street YM-YWHA  
North Star Fund  
Planned Parenthood of New York City  
Project Ezra  
Pueblo Nuevo  
Rheedlen Foundation, Inc.  
School Settlement Association, Inc.  
State Communities Aid Association  
Sunnyside Community Services  
University Settlement  
Washington Heights-Inwood Coalition, Inc.  
Youth Counseling League  
YWCA of New York

### Family, Youth, and Adult Development Concentration

Abbott House  
Academy House - Project New Directions  
Alfred Adler Mental Health Center  
Association for the Help of Retarded Children  
The Bridge, Inc.  
Brooklyn Catholic Guardian Society  
Brooklyn Psychiatric Centers, Inc.  
Cancer Care  
Catholic Charities - Archdiocese of Brooklyn  
Center for Family Life in Sunset Park  
Children's Home of Poughkeepsie  
Co-Op City Multi Service Center  
The Door - A Center of Alternatives  
Elmwood Club  
Family Consultation Service of Eastchester  
Family Counseling Service of Hackensack  
Fifth Avenue Center for Counseling and Psychotherapy  
Fordham Tremont Community Mental Health Center  
Hamilton-Madison House  
Highbridge Community Life Center  
Jamaica Service Program for Older Adults  
Jewish Association for Services to the Aged  
Jewish Board of Family and Children's Services  
Jewish Child Care Association  
Jewish Community Services of Long Island  
Jewish Community Services of Westchester  
Jewish Guild for Blind  
Lexington Center for Mental Health Services  
Lutheran Community Services  
Maimonides Developmental Center  
Mt. Carmel Guild/Catholic Community Services  
New Hope Guild Center  
New York Association for the Blind  
NYC Department for the Aging  
NYC Department of Social Services

New York Foundling Hospital  
 New York Service Program for Older Persons (SPOP)  
 NYS Department of Mental Retardation  
 OHEL Children's Home and Family Services  
 Postgraduate Center for Mental Health  
 Project Dorot  
 Queens Child Guidance Center  
 Riverdale Mental Health Clinic  
 St. Christopher/Jennie Clarkson Children's Services  
 St. Dominic's Home  
 St. Joseph's Children's Services  
 St. Vincent's Hall, Inc.  
 The Salvation Army  
 Self Help Community Services  
 Society for Seaman's Children  
 Soundview-Throgsneck Community Mental Health Center  
 Southeast Nassau Guidance Center, Inc.  
 Spence Chapin Services to Families and Children  
 Stanley Isaacs Neighborhood Center  
 Steinway Child and Family Dev. Center  
 Transitional Services of New York, Inc.  
 University Optometric Ctr. (State College of Optometry)  
 Westchester Association for Retarded Citizens  
 Young Adult Institute

#### Health Concentration

Animal Medical Center  
 Bellevue Hospital Center  
 Beth Israel Medical Center  
 Blythedale Children's Hospital  
 Bronx Lebanon Hospital Center  
 Bronx Municipal Hospital Center  
 Bronx Psychiatric Center  
 Brooklyn Hospital  
 City Hospital at Elmhurst  
 Elizabeth General Hospital Center  
 Friends and Relatives of the Institutionalized Aged (FRIA)  
 Gay Men's Health Crisis Center  
 Harlem Valley Psychiatric Center  
 Jewish Home and Hospital for the Aged-Kingsboro Psychiatric Center  
 Kings County Hospital Center  
 Lenox Hill Hospital  
 Lutheran Medical Center  
 Maimonides Medical Center  
 Memorial Hospital  
 Metropolitan Hospital  
 Montefiore Hospital Medical Center  
 Site For Secondary Assignments  
 Mt Sinai Hospital Medical Center  
 New York Hospital  
 NYS Department of Mental Hygiene  
 NYU Medical Center - University Hospital  
 North Central Bronx Hospital  
 North Shore University Hospital  
 Queens Field Instructional Center  
 St Luke's-Roosevelt Hospital  
 St Vincent's North Richmond Outpatient Mental Health Center  
 South Beach Psychiatric Center  
 State University Hospital of NY  
 Veterans Administration  
 Victory Memorial Hospital  
 Visiting Nurse Service of NY

#### Protection and Social Justice Concentration

Bedford-Stuyvesant Comprehensive Alcoholism Treatment Center  
 Bellevue Alcohol Program  
 Beth Israel Medical Center  
 Bronx Municipal Hospital Center  
 Program for the Development of Human Potential  
 Community Service Society  
 Covenant House  
 Greenwich House Counseling Center  
 Kings County Hospital Center  
 Legal Aid Society  
 Long Island College Hospital

Lower East Side Service Center  
 Lutheran Medical Center  
 Montefiore Medical Center  
 Montefiore Hospital  
 New York Asian Women's Center  
 NYC Department of Juvenile Justice  
 New York Hospital  
 NYS Attorney General's Office  
 Phoenix House Foundation  
 Regent Hospital  
 Rikers Island Health Service  
 Samaritan Village, Inc.  
 South East Nassau Guidance Center  
 Victims Services Agency

#### World of Work Concentration

Altro Health and Rehab. Services  
 Brooklyn Psychosocial Rehab. Institution  
 District Council 37  
 District Council 65-UAW  
 The Emergency Shelter  
 Federation Employment & Guidance Service  
 Hunter College Employee Assistance Program  
 Montefiore Hospital Medical Center  
 Mt Sinai Hospital Medical Center  
 National Maritime Union  
 NYC Department for the Aging  
 Social Workers Job Exchange  
 Soundview-Throgsneck Community Mental Health Center



*Two graduates of the Hunter College School of Social Work, preceptors on the staff of the Department of Social Work Services at Mt. Sinai Hospital in Manhattan, serving as mentors for two Hunter social work students in field placement at the hospital. A great many agencies and institutions throughout the New York area receive School of Social Work students for field instruction.*

**Special Education**

(See Programs in Education, page 47)

**Theatre & Film****Chair** Daniel Koetting, North Building room 336 phone 772-5149**Graduate Advisor** Michael E. Rutenberg, North Building room 428  
phone 772-4652**FACULTY****Ian R. Calderon**, Professor; MFA, Yale; Lighting Design, Visual Elements,  
Theatre Architecture, Dramatic Television**Mira Felner**, Associate Professor; PhD, NYU; Theatre History, Acting Theory**Daniel Koetting**, Associate Professor and Chair; MFA, Yale; Design and  
Production**Harry Lines**, Assistant Professor; MFA, NYU; Design, Visual Elements,  
Popular Entertainment**Vera Mowry Roberts**, Professor Emeritus; PhD, Pittsburgh; Theatre History**Michael E. Rutenberg**, Professor; DFA, Yale; Directing, Acting, Playwriting**Marvin L. Seiger**, Professor; PhD, Indiana; Theory, Criticism, Playwriting**Patricia S. Sternberg**, Associate Professor; MA, Villanova; Developmental  
Theatre, Creative Dramatics, Theatre for Youth**Edwin Wilson**, Professor; DFA, Yale; Playwriting, Theory and Criticism**MASTER OF ARTS**

The MA program in theatre & film at Hunter College is planned and offered for people with a bachelor's degree who wish a concentrated program of study in scriptwriting, dramatic criticism and/or history and theory, 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 people of varying backgrounds and career goals. In addition to the regular faculty, well-known people from the professional theatre teach on a part-time basis. The department anticipates offering an MA in cinema studies in the near future.

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 must complete an approved program of study of at least 30 credits, including THC 799 Thesis Seminar. Courses other than those in the Department of Theatre & Film may be applied toward the 30 credits with the approval of the graduate advisor, but may not exceed 9 credits.

**Examination** The student is required to pass a comprehensive examination in 2 of the following areas: directing and production; dramatic theory and criticism; playwriting; theatre history; developmental drama. The department also requires a proficiency examination in one foreign language.

**Thesis** The candidate for the degree must present a master's thesis on a subject of interest to the student, 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 production book or a satisfactorily completed play-script with a preface 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 branches of CUNY and at the Graduate Center.

**COURSE LISTINGS**

*Each course 30 hrs + conferences, 3 cr, unless otherwise noted.*

**THC 701 Theatre Research and Bibliography** Introduction to theatre research, bibliography, and critical methodology.

**Dramatic Theory and Criticism**

**THC 702 History of Theatrical Theory and Criticism** Offered Fa. Study of major theorists and critics, including Aristotle, Hegel, Brecht, and Artaud.

**THC 703 Development of Dramatic Structure I** Offered Fa. Analysis of dramatic structure of representative major plays of the Greek, Roman, Medieval, and Renaissance playwrights.

**THC 704 Development of Dramatic Structure II** Offered Sp. Analysis of dramatic structure in representative major plays of 18th- to 20th-century playwrights.

**THC 705 Theatre in Society** Study of influence of social, philosophical, and religious concepts on content and form of modern theatre.

**THC 710 Studies in Dramatic Genre** Theories and changing forms of traditional theatrical genres: tragedy, comedy, tragi-comedy, farce, melodrama. May be repeated for credit.

**THC 711 Theatre Criticism** Analysis of practical modern criticism.

**History**

**THC 751 History of Theatre I** Offered Fa. Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

**THC 752 History of Theatre II** Offered Sp. Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

**THC 753 History of American Theatre** Theatre in United States from Colonial times to present, with emphasis on its importance as social and cultural force.

**THC 760 Studies in Theatre History and Production** Intensive study of history and theory of one of the component arts of theatre. Subjects announced in advance. May be repeated for credit.

**Directing and Production**

**THC 754 Contemporary Styles of Production** Theories in style and method of dramatic production.

**THC 755 Visual Elements of Theatre I** Offered Fa. Study and practice of director's and playwright's conceptual approach to visual requirements of plays.

**THC 756 Visual Elements of Theatre II** Prereq: THC 755. Offered Sp. 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 theories and techniques of acting, with emphasis on historical and modern styles.

**THC 791 Advanced Directing and Rehearsal** 45 hrs, 3 cr. Offered Fa. 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. 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. Study of dramatic literature for children and its production for child audiences. Actual participation in production of plays for children.

**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. Conception, organization, and development of ensembles that use a variety of direct and indirect methods of involvement for and with child audiences.

#### Playwriting

**THC 790 Problems in Play Analysis** Study of structural elements of play essential to playwright and director.

**THC 793 Playwriting I** 45 hrs, 3 cr. Offered Fa. Study of problems of playwriting based on student's own work with special emphasis on scenes and one-act form.

**THC 794 Playwriting II** 45 hrs, 3 cr. Prereq: THC 793. Offered Sp. Writing and criticism of original material with emphasis on full-length form.

**THC 795 Seminar in Playwriting and Directing** 45 hrs, 3 cr. Prereq: THC 794 or 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. Study of problems of writing for film. Students are required to prepare original scripts for class critique.

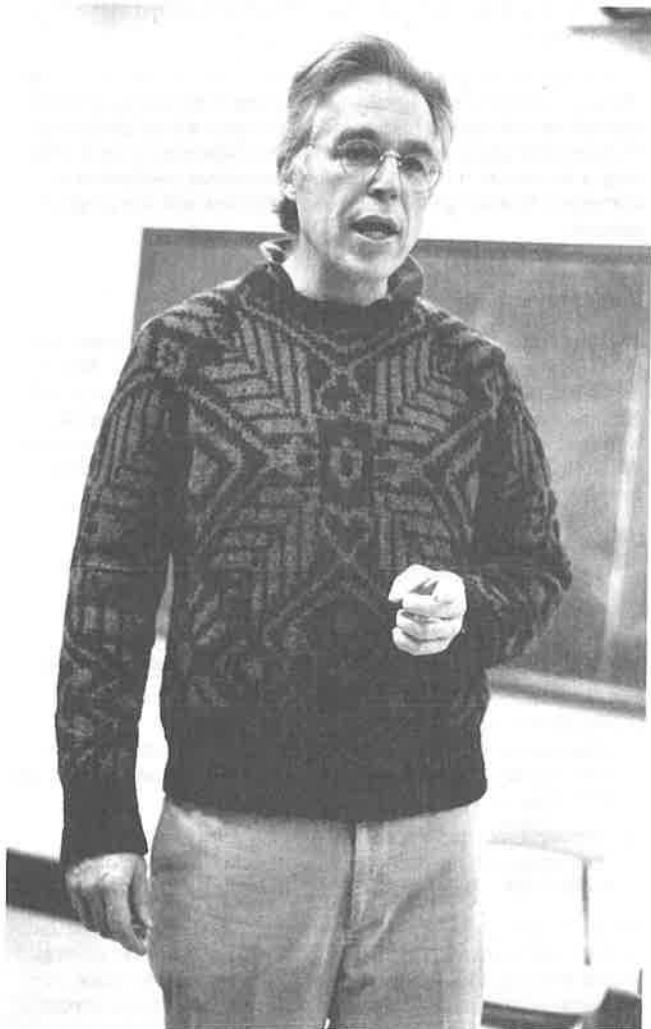
#### Independent Research and Special Problems

**THC 720 Independent Research** Hrs to be arranged, 1-3 cr. Prereq: Perm. inst. Directed program of reading, research, or creative presentation under supervision of graduate faculty member.

**THC 725 Special Problems** Problems in specialized areas of theatre. May be repeated for credit.

#### Thesis

**THC 799 Thesis Seminar** 3 cr. Individual research under supervision, leading to thesis or thesis equivalent.



*Playwrights John Guare and Marsha Norman speaking to students in the Clurman Seminar. The seminar, established in memory of the late director, critic, and teacher Harold Clurman, who served on the Hunter faculty for 13 years, is given annually by the Department of Theatre & Film. Other playwrights who took part in 1985 were Edward Albee, Amira Baraka, Charles Fuller, Arthur Kopit, and Wendy Wasserstein.*

## Urban Affairs—Urban Planning

**Chair** Peter D. Salins, West Building room 1611 phone 772-5517

### Graduate Program in Urban Planning

**Program Director and Advisor** Donald G. Sullivan, West Building room 1614 phone 772-5593

### Graduate Program in Urban Affairs

**Program Director and Advisor** Hans B.C. Spiegel, West Building room 1606 phone 772-5515

## FACULTY

**Eugenie Ladner Birch**, Associate Professor; PhD, Columbia; Planning History, Planning Theory, International Planning

**Herbert Hyman**, Professor; PhD, Brandeis; Health & Social Planning

**Steven Johnston**, Assistant Professor; BArch, PhD, Columbia; Urban Design, Land Use & Development Planning

**Edwin Margolis**, Associate Professor; JD, New York Law School; Planning Law, Fiscal Planning

**William Milczarski**, Assistant Professor; PhD, Michigan; Mass Transportation & Planning, Environmental Policy, Methodology

**Stanley Moses**, Associate Professor; PhD, Syracuse; Education & Manpower Planning

**Peter D. Salins**, Professor and Chair; BArch, PhD, Syracuse; Urban Spatial Theory, Land Use, Real Estate Economics

**Hans B.C. Spiegel**, Professor; EdD, Columbia; Community Development

**Donald G. Sullivan**, Professor; PhD, Cornell; Housing & Neighborhood Preservation

## Two Master's Degree Programs

The Department of Urban Affairs offers two graduate programs: one leading to the Master of Urban Planning (MUP) degree and the other leading to the MS in Urban Affairs.

## Urban Affairs/Urban Planning Fellowships and Grants

The Department of Urban Affairs may have available a number of fellowships offered by various public agencies. The US Department of Education Public Service Fellowships and the US Department of Housing and Urban Development Community Development Fellowships are designed for students qualified to enter the master's program in Urban Planning.

Other sources of support include the Robert C. Weaver Scholarship and the James Felt Scholarship, awarded to selected students pursuing a master's degree in Urban Affairs or Urban Planning.

For information write to: Chair, Hunter College, Department of Urban Affairs, 695 Park Ave, New York, NY 10021.

## 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 physical planning, 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 although 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 fieldwork projects: student-directed planning-policy bus tours of New York, and planning projects in many parts of New York City and its suburbs. For many students, these opportunities have led to fulltime 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 3rd year of joint study, a JD after the 4th.

## Requirements for Admission to the Planning Program

Applicants must meet Hunter's general graduate 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 with varied undergraduate majors will be considered. 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 advisor.

## Requirements for the MUP Degree

The graduate program in urban planning involves a 2-year course of full-time study (60 cr) beyond the bachelor's degree. With approval of the director, 15 of the 60 credits may be elected in subjects related to planning; 45 of the 60 credits must be elected within the Hunter College Graduate Program in Urban Planning. Within the 60 credits of coursework, a student must complete the following core requirements:

1. Physical Planning (3 cr)  
URBP 706 Elements of Land Use
2. Analytical Skills (3 cr minimum)
  1. URBP 704 or 726 (Planning Methods I, II).
  2. URBP 787.53 (Statistical Concepts for Urban Planners) required for students not proficient in statistics.
3. Policy Planning (3 cr)  
One course in a functional specialization, including housing, transportation, health, or manpower development (URBP 735, 737, 750, or 755).
4. Theory, Law, and Process (3 cr)  
One course in the theory, law, or practice of urban planning (URBP 700, 720, 742, 743, 751, or 787).

Students are encouraged to elect fieldwork internships in a variety of public and private planning agencies as part of their professional training. In addition, workshops are offered to 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 (36 cr) leading to the MS degree. The program emphasizes the acquisition of an interdisciplinary knowledge of urban processes; it attempts to improve the participant's capacity to contribute to the solution of contemporary urban problems in a variety of program management and program development positions. The program also affords students unique training before or after graduate study in related specializations or professional schools.

The program entails prescribed courses (21 cr including an urban development workshop) and electives (15 cr) which the student and his/her advisor choose from related disciplines; these constitute a "field of concentration" tied to career objectives.

The program can be completed in 2 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.

Two dual degree programs in cooperation with the General Theological Seminary are available. They lead to an MS in urban affairs coupled with a master's of divinity or master's of sacred theology.

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.

### Requirements for Admission to the Urban Affairs Program

Applicants must meet Hunter's general graduate 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 advisor, request admission with special conditions.

### Requirements for the MS Degree

1. A minimum of 36 cr beyond the bachelor's degree.
2. Required (21 cr)
  - URBA 702 (3 cr)
  - URBA 790.50 and 790.51 (12 cr)
  - URBA 791 (2 cr)
  - URBA 792 (4 cr)
3. Each student and his/her academic advisor will establish an elective field of concentration for a minimum of 15 cr. 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 2 formal reports in writing, in lieu of a master's thesis, in connection with 2 of the required courses. These reports will be used to evaluate the student's competence in urban problem-solving and in articulating career and study plans.

## COURSE LISTINGS

*Each course 45 hrs, including conferences, 3 cr, unless otherwise noted.*

- URBP 700 Theory of Planning
- URBP 701 History of Planned Urban Development
- URBA 702 The Structure of the Urban Community
- URBP 704 Planning Methods I
- URBP 705 Urban Design Methods
- URBP 706 Elements of Land Use
- URBP 707 Urban Design Theory
- URBP 708 Environmental Planning
- URBP 709 Law of Environmental Planning
- URBA 720 Analysis and Formulation of Public Policy
- URBP 722 Economic Planning
- URBP 724 Social Planning
- URBP 726 Planning Methods II
- URBP 727 Workshop in Social Planning 60 hrs, 3 cr.
- URBP 729 Planning of Community Functions—Public Safety
- URBP 731 Regional Planning
- URBP 733 Planning for Urban Education
- URBP 735 Planning for Urban Transportation
- URBP 737 Manpower Planning and Urban Development Policy
- URBP 740 Coordinated Planning of Services, Facilities, and Budgets
- URBP 742 Law of Land Use Regulation
- URBP 743 Contemporary Law for Urban Planners
- URBP 744 Fiscal Aspects of Planning
- URBP 745, 746, 747, 748 Fieldwork Each 90 hrs, 3 cr.
- URBP 750 Fundamentals of Housing
- URBP 751 Planning Process Seminar
- URBP 752 Transportation Workshop
- URBP 753 Housing and Urban Development Seminar
- URBP 755 Administration and Planning of Health Services
- URBP 757 Issues in Health Planning
- 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
- URBP 787.21 Budgeting and Cost Analysis
- URBP 787.28 Advanced Computer Applications
- URBP 787.50 Land Use Workshop
- URBP 787.51 Site Planning
- URBP 787.52 Computer Applications in Planning
- URBP 787.53 Statistical Concepts for Urban Planners
- 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 787.59 Planning Issues/Intergovernmental Relations
- 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 787.70 Real Estate Economics

URBP 787.71 Health Finance

URBP 787.74 Urban Spatial Theory

URBP 787.75 Economic Issues In Health Care

URBP 787.76 Development in the Central Business District

URBP 787.78 Management Control of Non-profit Organizations

URBP 787.79 Community Planning Implementation

URBP 787.80 Performance Auditing of Public Programs

URBP 787.82 Housing and Development Law

URBP 787.90 Contemporary Urban Crisis

URBP 787.93 Strategic Planning for Non-profit Organizations

URBP 787.94 Women in Housing

URBP 787.95 Computer Application Workshop

URBP 787.96 Planning Information Systems

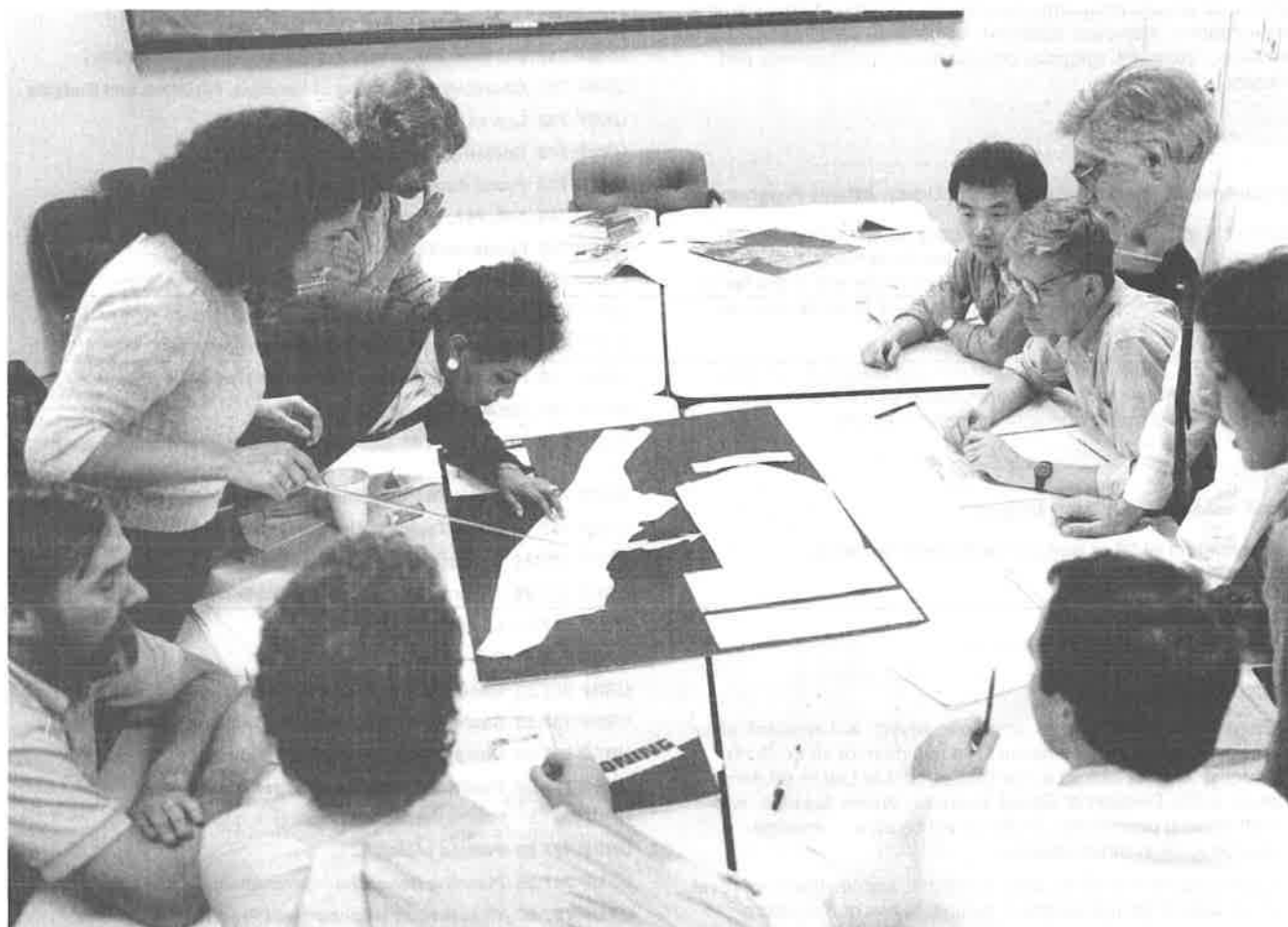
URBP 787.97 Planning for Non-traditional Social Institutions

URBP 787.98 Urban Economics

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.



*Professor Hans B.C. Spiegel and students in the Urban Development Workshop of the Department of Urban Affairs. The workshop tackles current urban problems, many of them referred by community organizations or governmental agencies. Here participants are discussing the likely impact on the community of a proposed facility for homeless women.*

# 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 respect general conditions conducive to the freedom to learn is shared by all members of the academic community."

Students' 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 at 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 the 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 or 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. Extracurricular 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.

## BOARD OF HIGHER EDUCATION

The By-Laws of the Board of Higher Education 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 urged to develop the capacity for critical judgement and to engage in a sustained and independent search for truth.

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 regulations of the Board of Higher Education 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 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. Extracurricular 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 religious, 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 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 is charged with violating, and the possible penalties for such violation.

2. The time, the date (which will 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 rights in the proceeding and possible consequences. Specifically the notice shall include:

- A. A warning that anything he may say at this meeting may be used against him at a non-college hearing; therefore, he may have legal counsel present to advise him.

- B. A statement of his 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 recommendations to the Dean of Students for affirmation and the complainant shall be so notified.

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 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 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 chairman. 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 Chairman of the Committee shall be selected 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 who have been involved in preferring charges or who may participate in appeals procedure 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 decision shall be final 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 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 an 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 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 information 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 Higher Education in accordance with the Education Law and the bylaws of the Board of Higher Education, 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 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 supercede any inconsistent provisions contained in this Article.

#### ARTICLE XVI — STUDENT ACTIVITY FEES AND AUXILIARY ENTERPRISES

Section 16.1 **STUDENT ACTIVITY FEE.** The student activity fee is the total of the fees for student government and other student activities. Student activity fees, including student government fees collected by a college of the university shall be deposited in a college central depository and, except where earmarked by the Board, allocated by a college association budget committee subject to review by the college association as required in these bylaws.

Section 16.2 **STUDENT ACTIVITY FEES USE-EXPENDITURE CATEGORIES.** Student activity fee funds shall be allocated and expended only for the following purposes:

1. Extracurricular educational programs;
2. Cultural and social activities;
3. Recreational and athletic programs;
4. Student government;
5. Publications and other media;
6. Assistance to registered student organizations;
7. Community service programs;
8. Enhancement of the college and university environment;
9. Transportation, administration and insurance related to the implementation of these activities;
10. Student services to supplement or add to those provided by the university;
11. Stipends to student leaders.

Section 16.3 **STUDENT GOVERNMENT FEE.** The student government 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 fees now in effect shall continue until changed. Student government 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, subject to the review of the college association. Where more than one duly elected stu-

dent government exists, the college association shall apportion the student government fees to each student government in direct proportion to the amount collected from members of each student government.

Section 16.4 **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 University or the duly established College authorities.

Section 16.5 **COLLEGE ASSOCIATION.** a. The college association shall have responsibility for the supervision and review over college student activity fee supported budgets. All budgets of college student activity fees, except where earmarked by the board to be allocated by another body, should be developed and allocated by a college association budget committee and recommended to the college association for review by the college association prior to expenditure. The college association shall review student activity fee, including student government fee allocations and expenditures, only for conformance with the expenditure categories defined in section 16.2 of this article and the college association shall disapprove any allocation or expenditure it finds does not so conform.

b. A college association shall be considered approved for purposes of this article if it consists of at least eleven (11) members, its governing documents are approved by the college president and the following requirements are met:

1. The governing board of the college association is composed of at least one more student member than the combined total of faculty and administrative members and its chair is elected by and from the membership.
2. There are an equal number of faculty and administrative members.
3. The administrative members are appointed by the college president.
4. The faculty members are appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.
5. The student members are the student government president(s) and other elected students and the student seats are allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable in proportion to the student activity fees provided by the students from the respective constituencies.
6. The college association structure provides for one or more budget committees composed of at least a majority of students selected in accordance with section 16.5(b) (5) of these bylaws. Each budget committee shall be empowered to receive and review student activity fee budget requests and to develop and allocate a budget subject to the review of the college association.
7. The governing documents of the college association have been reviewed by the board's general counsel and approved by the board.

Section 16.6 **MANAGEMENT AND DISBURSEMENT OF FUNDS.** The college and all student activity fee allocating bodies shall employ generally accepted accounting and investment procedures in the management of all funds. All funds for the support of student activities are to be disbursed only in accordance with approved budgets and be based on written documentation. A requisition for disbursement of funds must contain two signatures; one, the signature of a person with responsibility for the program; the other the signature of an approved representative of the allocating body.

Section 16.7 **REVENUES.** All revenues generated by student activities funded through student activity fees shall be placed in a college central depository subject to the control of the allocating body. The application of such revenues to the account of the income generating organization shall require the specific authorization of the allocating body.

Section 16.8 **FISCAL ACCOUNTABILITY HANDBOOK.** The chancellor or his/her designee shall promulgate regulations in a fiscal accountability handbook, to regulate all aspects of the collection, deposit, financial disclosure, accounting procedures, financial payments, documentation, contracts, travel vouchers, investments and surpluses of student activity fees and all other procedural and documentary aspects necessary, as determined by the chancellor or his designee to protect the integrity and accountability of all student activity fee funds.

Section 16.9 COLLEGE PURPOSES FUND. a. A college purposes fund may be established at each college and shall be allocated by the college president. This fund may have up to twenty-five (25) percent of the unearmarked portion of the student activity fee earmarked to it by resolution of the board, upon the presentation to the board of a list of activities that may be properly funded by student activity fees that are deemed essential by the college president.

b. Expenditures from the college purposes fund shall be subject to full disclosure under section 16.13 of these bylaws.

c. Referenda of the student body with respect to the use and amount of the college purposes fund shall be permitted under the procedures and requirements of section 16.12 of these bylaws.

Section 16.10 AUXILIARY ENTERPRISE BOARD. a. The auxiliary enterprise board shall have responsibility for the oversight, supervision and review over college auxiliary enterprises. All budgets of auxiliary enterprise funds and all contracts for auxiliary enterprises shall be developed by the auxiliary enterprise budget and contract committee and reviewed by the auxiliary enterprise board prior to expenditure or execution.

b. The auxiliary enterprise board shall be considered approved for the purposes of this article if it consists of at least eleven (11) members, its governing documents are approved by the college president and the following requirements are met:

1. The governing board is composed of the college president or his/her designee as chair, plus an equal number of students and the combined total of faculty and administrative members.

2. The administrative members are appointed by the college president.

3. The faculty members are appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.

4. The student members are the student government president(s) and other elected students and the student seats are allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable, in proportion to the student enrollment by headcount from the respective constituencies.

5. The auxiliary enterprise board structure provides for a budget and contract committee composed of a combined total of faculty and administrative members that is one more than the total of student members. The budget and contract committee shall be empowered to develop all contract and budget allocation proposals subject to the review and approval of the auxiliary enterprise board.

6. The governing documents of the auxiliary enterprise board have been reviewed by the board's general counsel and approved by the board.

Section 16.11 THE REVIEW AUTHORITY OF COLLEGE PRESIDENTS OVER STUDENT ACTIVITY FEE ALLOCATING BODIES AND AUXILIARY ENTERPRISE BOARDS. a. The president of the college shall have the authority to disapprove any student activity fee, including student government fee, or auxiliary enterprise allocation or expenditure, which in his or her opinion contravenes the laws of the city, state, or nation or any bylaw or policy of the university or any policy, regulation, or order of the college. If the college president chooses to disapprove an allocation or expenditure, he or she shall consult with the general counsel and vice chancellor for legal affairs and thereafter communicate his/her decision to the allocating body or auxiliary enterprise board.

b. The president of the college shall have the authority to suspend and send back for further review any student activity fee, including student government fee, allocation or expenditure, which in his or her opinion is not within the expenditure categories defined in section 16.2 of this article. The college association shall, within ten (10) days of receiving a proposed allocation or expenditure for further review, study it and make a recommendation to the president with respect to it. The college president shall thereafter consider the recommendation, shall consult with the general counsel and vice chancellor for legal affairs, and thereafter communicate his/her final decision to the allocating body as to whether the allocation or expenditure is disapproved.

c. The chancellor or his designee shall have the same review authority with respect to university student activity fees that the college president has with respect to college student activity fees.

d. All disapprovals exercised under this section shall be filed with the general counsel and vice chancellor for legal affairs.

e. Recipients of extramural student activity fees shall present an annual report to the chancellor for the appropriate board committee detailing the activities, benefits and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee.

Section 16.12 REFERENDA. A referendum proposing changes in the Student Activity Fee shall be initiated by a petition of at least 10 (10) percent of the appropriate student body and voted upon in conjunction with student government elections.

a. 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.

b. 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.

c. At the initiation of a petition of at least ten (10) percent of the appropriate student body, the college president may schedule a student referendum at a convenient time other than in conjunction with student government elections.

d. Where the referendum seeks to affect the use or amount of student activity fees in the college purposes fund, the results of the referendum shall be sent to the Board by the college president together with his/her recommendation.

Section 16.13 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 Activities 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 student activity fee allocating bodies shall be responsible for 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. The auxiliary enterprise board 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 auxiliary enterprises.

e. 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 reserves, surplus accounts, contingency and stabilization funds. Certified independent audits performed by a public auditing firm shall be conducted at least once a year.

Section 16.14 STIPENDS. The payment of stipends to student leaders is permitted only within those time limits and amounts authorized by the Board.

POLICY ON PAYMENT OF STIPENDS TO STUDENT LEADERS. The Board believes and intends that service as a student leader should be an educational experience. Recognizing the educational role of student leadership positions, the Board, while not encouraging the payment of stipends, believes some stipend payments to student leaders should be allowed within the parameters outlined below.

1. Stipend payments to student leaders shall be limited to two (2) years in the university, except:

a. A student leader elected to an office of the University Student Senate shall be allowed three (3) years of stipend payments, with no more than two (2) years of stipend payments as an officer of the University Student Senate.

b. A student who receives two (2) years of stipend payments as an undergraduate student leader, shall be permitted a third (3rd) year of stipend payments as a graduate student leader.

2. The amount of stipend payments to student leaders shall be limited as follows:

a. College student leaders shall be limited to a maximum of \$2,200 per year and no more than \$1,100 per semester.

b. The Chairperson of the University Student Senate shall be limited to a maximum of \$6,000 per year and no more than \$3,000 per semester.

c. Vice-Chairpersons of the University Student Senate shall be limited to a maximum of \$3,300 per year and no more than \$1,650 per semester.

3. No student leader shall for the same time period receive more than one stipend, or be an employee of or receive any other compensation from a student activity fee allocating body.

4. The Chancellor or his designee shall periodically review the schedule of stipend payments, and report to the Board on any adjustments he recommends as being appropriate.

5. This policy shall be effective immediately, except that student leaders currently receiving a stipend may continue to receive said stipend at the existing rate until the end of their current term of office.

EXPLANATION: This stipend policy is adopted pursuant to Bylaw section 16.14 to authorize the payment of stipends to student leaders within the time limits and amounts set forth above.

*(The above amended Bylaws of the Board of Trustees of The City University of New York were approved at the April 25, 1983, meeting of the Board.)*

#### **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 Board of Higher Education.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Higher Education provided that:

"THE PRESIDENT. The president, with respect to his educational unit, shall:

"a. Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction;

"b. Be the advisor and executive agent of the Board and of his respective College Committee and as such shall 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;

"c. Exercise general superintendence over the concerns, officers, employees, and students of his educational unit. . . ."

#### **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 interfere with the institution's educational processes 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 and 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 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 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 facilities, 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 possession a rifle, shotgun, or firearm or knowingly have in his 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 or is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college.

#### **II. PENALTIES**

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-8 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 1-8 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of the Board of Higher Education, 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, tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-8 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 1-8 shall be subject to ejection and/or arrest by the civil authorities.

#### **APPENDIX**

##### **SANCTIONS DEFINED:**

A. **ADMONITION.** An oral statement to the offender that he 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 for 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.

Adopted by the Board of Higher Education  
June 23, 1969, Calendar No. 3(b)

#### **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 is unable, because of his 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 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 religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he 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 meridiem 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 availing himself 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 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 Higher Education of the City of New York or any community college.

\*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.

\*\*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.

## **Abbreviations**

<b>ABS</b>	Absence
<b>ALAS</b>	Auxiliary Loans to Assist Students
<b>BA</b>	Bachelor of Arts
<b>conf</b>	conference
<b>CORE</b>	Council on Rehabilitation Education
<b>coreq</b>	corequisite
<b>cr</b>	credit(s)
<b>CSAF</b>	CUNY Student Aid Form
<b>CUNY</b>	City University of New York
<b>CWS</b>	College Work Study
<b>D</b>	day
<b>demo</b>	demonstration
<b>dept</b>	department
<b>disc</b>	discussion
<b>DSW</b>	Doctor of Social Work
<b>E</b>	evening
<b>Fa</b>	Fall
<b>ff</b>	following
<b>GPA</b>	Grade point average
<b>GRE</b>	Graduate Record Examination
<b>GSA</b>	Graduate Student Association
<b>GSL</b>	Guaranteed Student Loan
<b>HEGIS</b>	Higher Education General Information Survey
<b>hr(s)</b>	hours(s)
<b>ID</b>	identification
<b>INC</b>	incomplete
<b>Inst</b>	instructor
<b>JD</b>	Doctor of Jurisprudence
<b>K-12</b>	Kindergarten through 12th grade
<b>lab</b>	laboratory
<b>lec</b>	lecture
<b>MA</b>	Master of Arts
<b>MBRS</b>	Minority Biomedical Research Support
<b>MFA</b>	Master of Fine Arts
<b>MS</b>	Master of Science
<b>MSEd</b>	Master of Science in Education
<b>MSW</b>	Master of Social Work
<b>MUP</b>	Master of Urban Planning
<b>NDSL</b>	National Direct Student Loan
<b>NSL</b>	Nursing Student Loan

<b>perm</b>	permission
<b>PhD</b>	Doctor of Philosophy
<b>pract</b>	practicum
<b>prereq</b>	prerequisite
<b>rec</b>	recommendation
<b>recit</b>	recitation
<b>SecEd</b>	Secondary education
<b>sem</b>	semester
<b>Sp</b>	Spring
<b>Su</b>	Summer

<b>TAP</b>	Tuition Assistance Program
<b>TBA</b>	to be arranged
<b>TEP</b>	Teacher Education Program
<b>TESL</b>	Teaching English as a Second Language
<b>TH</b>	Thomas Hunter Hall
<b>W</b>	withdrawal without penalty
<b>WU</b>	unofficial withdrawal
<b>yr</b>	year

## Course Designations

**Numbering Systems** Each course in the curriculum is defined by an alphabetical prefix and a 3-digit number. The 3-digit number indicates the level of study: 500-, 600-, and 700-level courses are graduate courses.

**Alphabetical Prefixes** The following prefixes are used, preceding the 3-digit number, to designate the field of study. They are listed here alphabetically, with the field and department or program to which they pertain. Specific departments and programs appear alphabetically in the table of contents and the index.

Prefix	Field	Department/Program
ADSUP	Advanced supervision	Curriculum & Teaching
ANTH	Anthropology	Anthropology
ARTCR	Art (studio)	Art
ART H	Art (theory and history)	Art
BILED	Bilingual education	Programs in Education
BIOCHEM	Biochemistry	Interdisciplinary (Biological Sciences & Chemistry)
BIOL	Biological sciences	Biological Sciences
CCSD	College counseling & student development	Educational Foundations
CHEM	Chemistry	Chemistry
COMHE	Community health science	School of Health Sciences
COMSC	Communication sciences	School of Health Sciences
COUNS	Counseling	Educational Foundations
DANTH	Dance therapy	Health & Physical Education
ECO	Economics and accounting	Economics
EDESL	English as a second language	Curriculum & Teaching
EDFDN	Educational foundations	Educational Foundations
EDSPC	Special education	Special Education
EDUC	Education	Curriculum & Teaching
EHS	Environmental health science	School of Health Sciences

Prefix	Field	Department/Program
ENGL	English	English
FREN	French	Romance Languages
GEOG	Geography	Geology & Geography
GEOL	Geology	Geology & Geography
H ECO	Home economics	Nutrition (School of Health Sciences)
HED	Health education	Health & Physical Education
HIST	History	History
ITAL	Italian	Romance Languages
LING	Linguistics	Linguistics
MATH	Mathematics	Mathematical Sciences
MUS	Music	Music
NURS	Nursing	Hunter-Bellevue School of Nursing
NUTR	Nutrition	School of Health Sciences
PED	Physical education	Health & Physical Education
PHYS	Physics	Physics & Astronomy
PSYCH	Psychology	Psychology
RAS	Russian area studies	Russian Area Studies
REC	Recreation	Health & Physical Education
REH	Rehabilitation counseling	Educational Foundations
RLING	Romance languages	Romance Languages
SHS	Health sciences —interdisciplinary	School of Health Sciences
SOC	Sociology	Social Research
SPAN	Spanish	Romance Languages
SSW	Social work	School of Social Work
STAT	Statistics	Mathematical Sciences
THC	Theatre	Theatre & Film
URBA	Urban affairs	Urban Affairs—Urban Planning
URBP	Urban planning	Urban Affairs—Urban Planning

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Hunter College does not discriminate on the basis of sex, religion, race, handicap, age, color, national or ethnic origin, marital status, or sexual orientation.

The course descriptions in this catalogue summarize the full, official descriptions authorized by the Hunter College Senate. Full descriptions are available in the appropriate school and department offices.

Hunter College reserves the right to change rules, policies, fees, and curricula without advanced notice.



*The crosswalks above Lexington Avenue connecting the new Hunter College towers are pleasant places for lingering to discuss a class with a friend or to gaze at busy midtown to the south.*

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