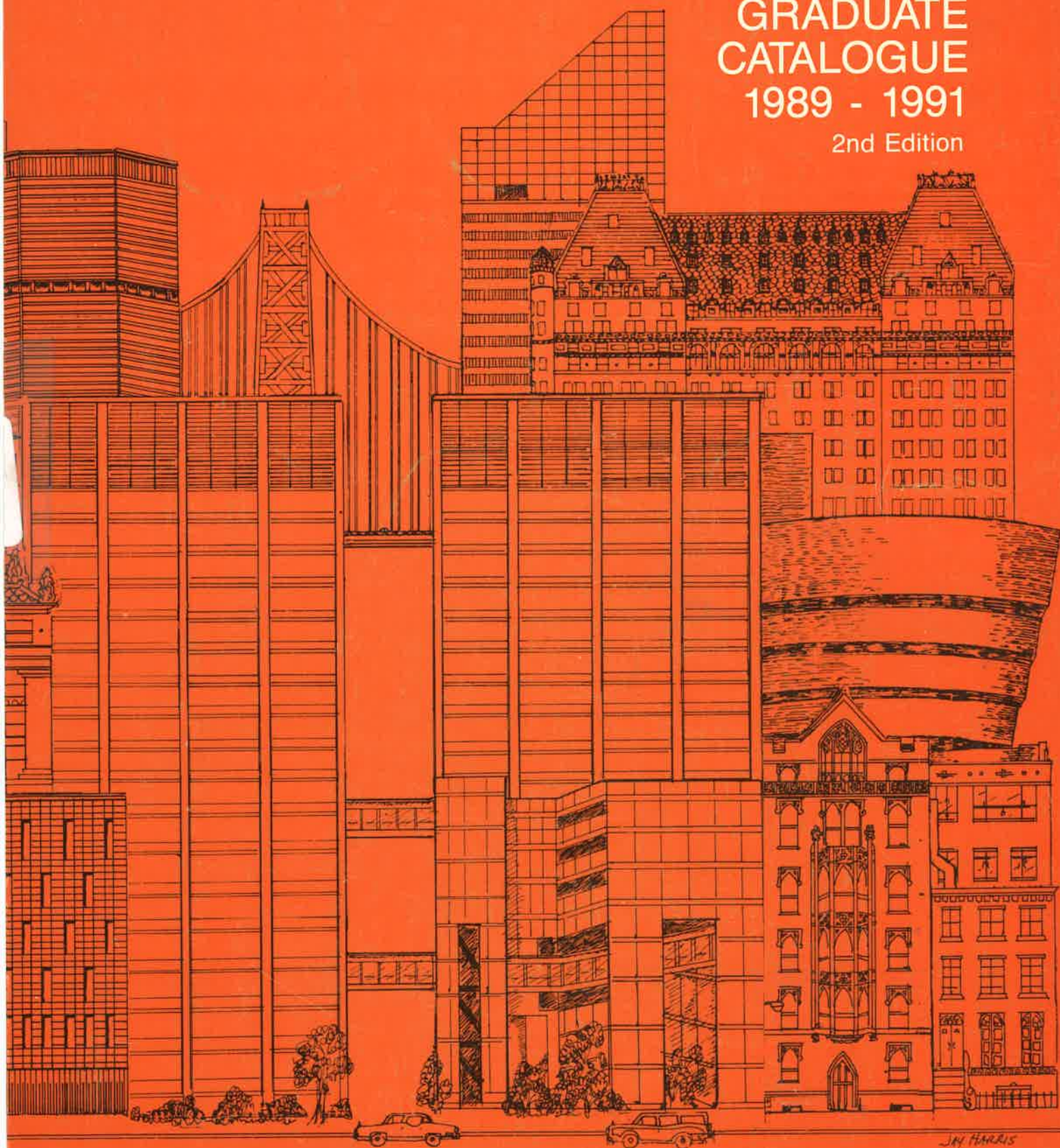


HUNTER COLLEGE

OF THE CITY UNIVERSITY
OF NEW YORK

GRADUATE CATALOGUE 1989 - 1991

2nd Edition



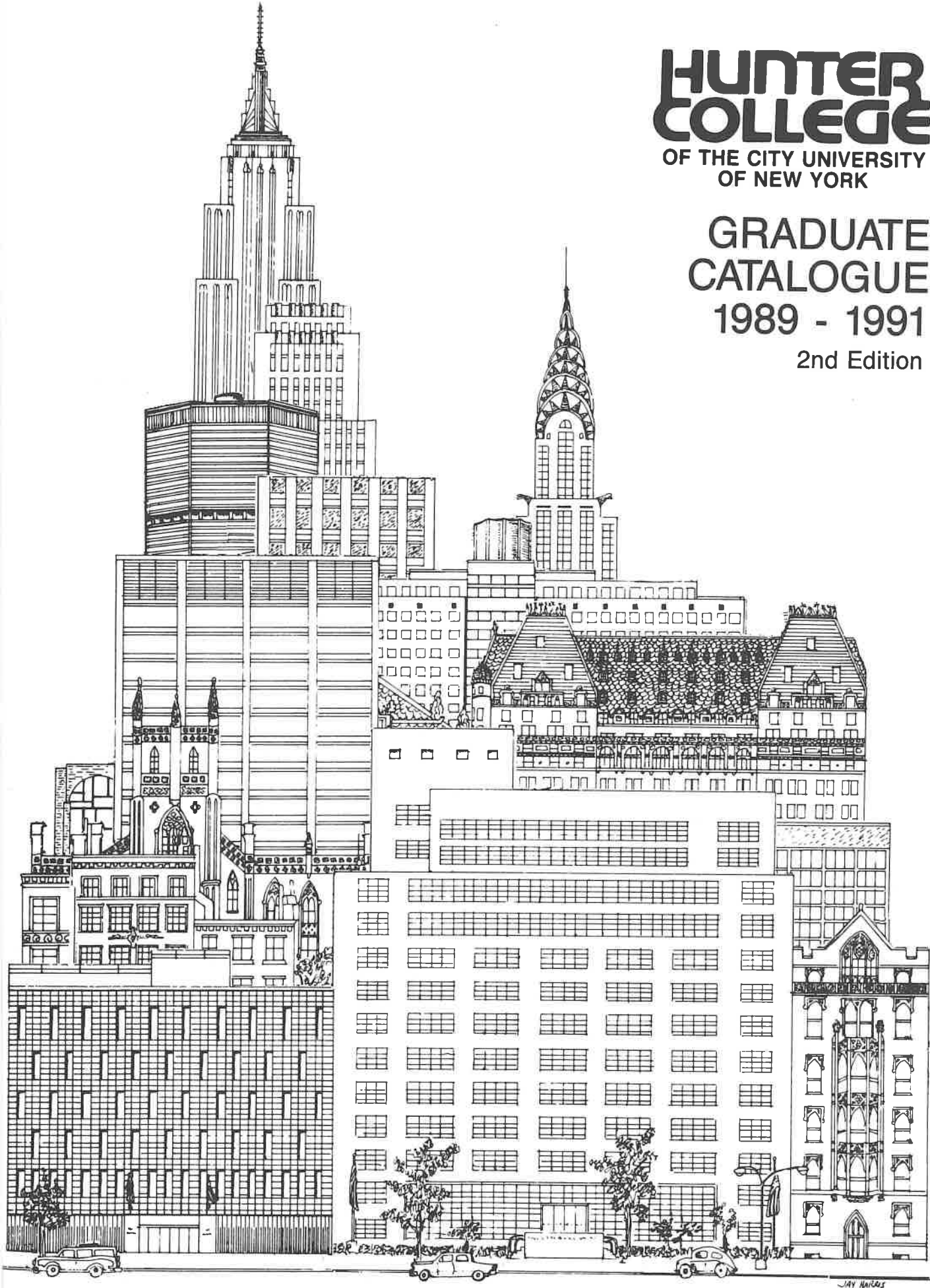


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OF NEW YORK

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THE CITY UNIVERSITY OF NEW YORK

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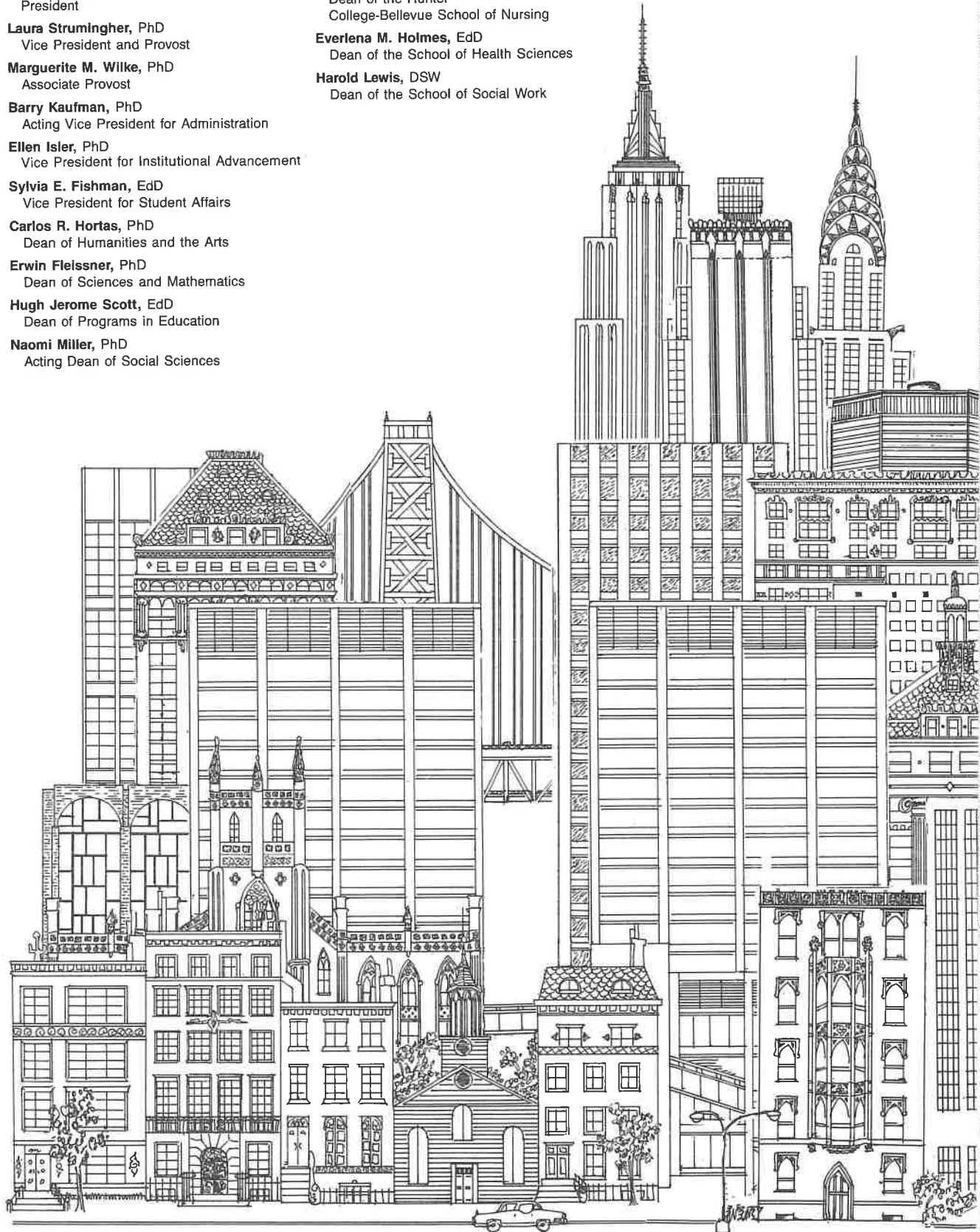
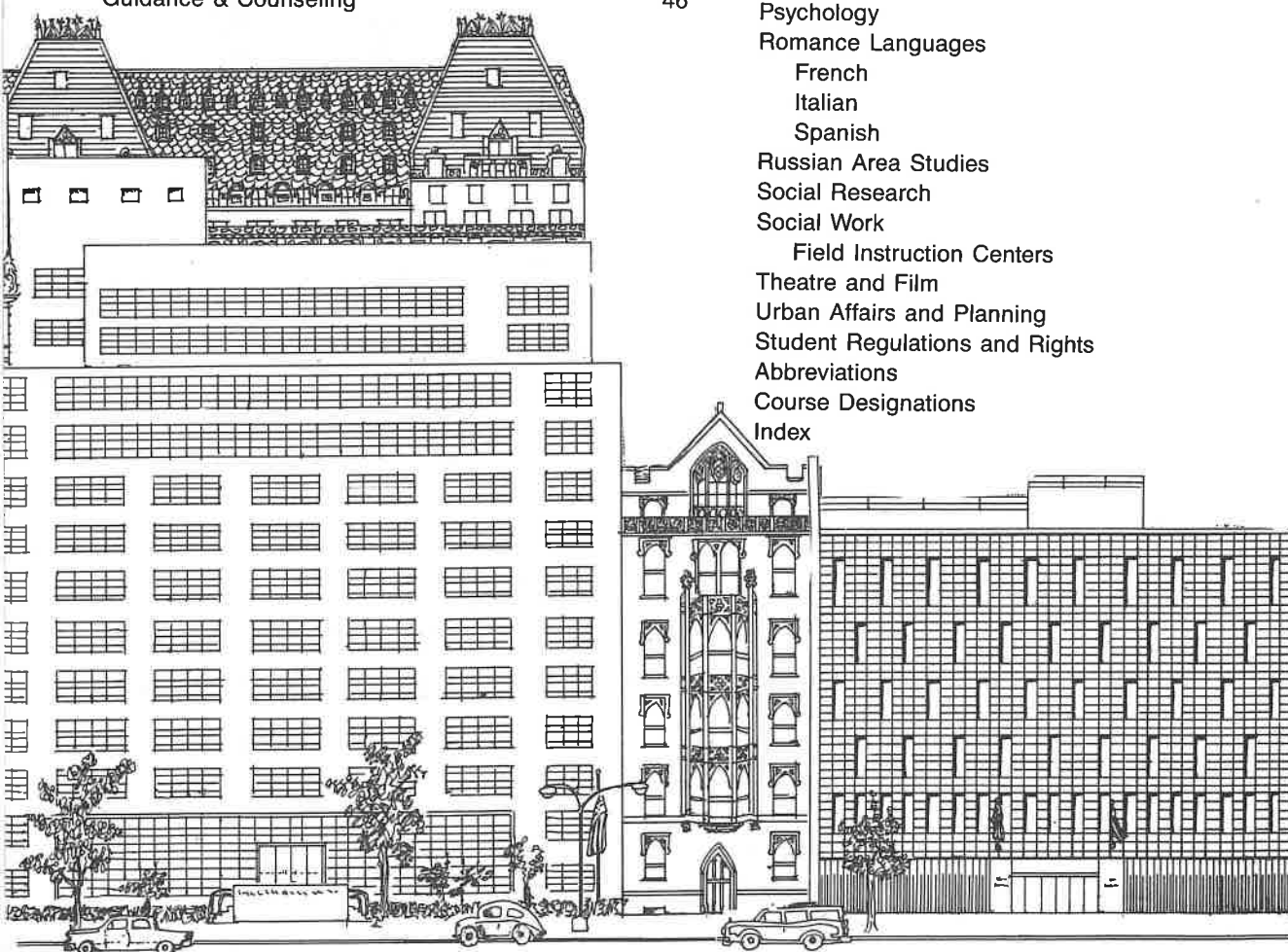
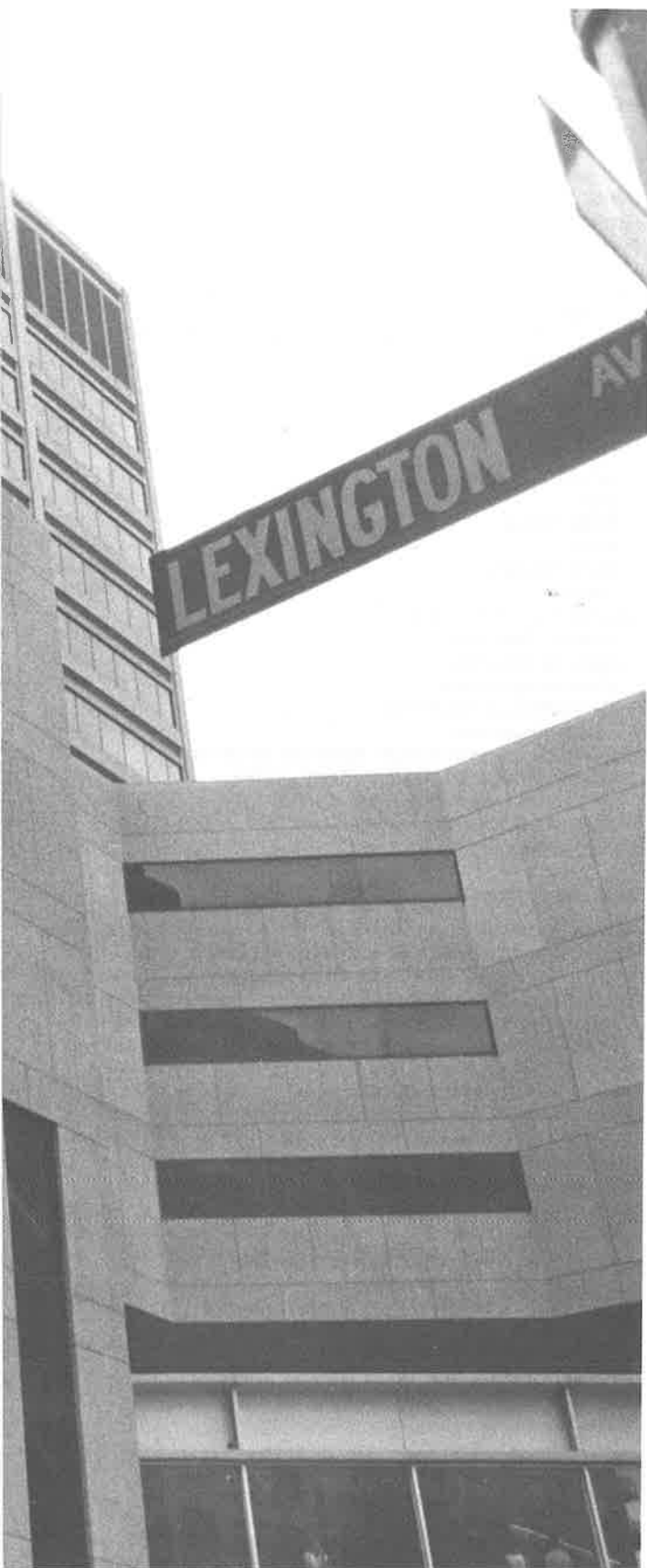


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The City University of New York

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 over 20,000 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
Communications, MA	0601
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	0701
Geography, MA	2206
Mathematics (Pure), MA	1701
Mathematics (Applied), MA	1703
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, MS	1220
Audiology	
Speech Pathology	
Community Health Education, MPH	1214
Environmental and Occupational Health Sciences, MS	1299
Nutrition, MS	1306
Teachers of Speech & Hearing Handicapped, MS	0815

School of Nursing

Nursing, MS	1203.10
(Administration, Geriatric Practitioner, Medical-Surgical, Maternal/Child, 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, Elementary Education N-6, Gifted & Talented, Human Development & Learning, Individualized Program, Mathematics, Reading Teacher K-12, Science Education)	
College Counseling & Student Development, MA	0826
Dance Therapy, MS	1008
Guidance & Counseling (School Counselor), MSED	0826.01
School Health Management, 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
English	1501.01
French	1102.01
Italian	1104.01
Latin	1109.01
Mathematics	1701.01
Music	0832
Social Studies	2201.01
Spanish	1105.01
Special Education, MSED	
Learning Disorders	0808
Behavior Disorders	0808
Hearing Impairment	0812
Severe/Multiple Disabilities	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 and University Center, 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. The Graduate School and University Center is located at 33 West 42nd St., New York, NY 10036.

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. The student must have a bachelor's degree or its equivalent from an accredited institution acceptable to Hunter College.

2. The student must demonstrate 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. Applicants are required to submit official transcripts from *all* undergraduate and graduate institutions attended other than Hunter College.
3. For admission to an Arts and Sciences graduate program, the student is 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 or the MFA program. (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 6004, Princeton, NJ 08541-6000 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.

International Students

A report of the Test of English as a Foreign Language (TOEFL) is required of all applicants who have either completed their undergraduate education in a language other than English or who have not studied in English-speaking countries. Such applicants are advised to take the TWE (Test of Written English) and the TSE (Test of Spoken English), also administered by the Educational Testing Service. Students should take the tests no later than April for September admission and November for February admission. Information about TOEFL, TWE, and TSE can be obtained by writing to TOEFL, Educational Testing Service, Princeton, NJ 08541-6151.

Applicants are expected to have a firm command of the English language before they apply. No provisional admission is offered whereby a student may come to the university and spend a semester or a year learning English.*

If the applicant plans to enter or remain in the US on a student visa (F-1), it will be necessary to complete a Certification of Finances form and provide documented proof of financial support confirming that he or she has the funds necessary to cover all College tuition and personal expenses (approximately \$14,000 per year). This form and documentation are required in order to obtain the I-20 AB Certificate of Eligibility. This procedure takes place after the student is admitted and before registration for the first semester. *Note:* Overseas applicants who are interested in attending Hunter College are advised *not* to come to the US on a B-2 visitor's visa. Unless pre-arranged through the American consul (and unless the visa is marked "prospective student") the B-2 visitor's visa will not be changed to the F-1 student visa once the applicant enters the US. The I-20 form (required by the US Immigration Office) is issued only to students who have been accepted as full-time matriculants.

Applicants are responsible for the payment of all tuition fees at the time of registration. Because no financial assistance is available to international students, they must be in a position to finance the cost of their education and living expenses (estimate: \$14,000 per year).

Hunter College does not make housing arrangements for students; it is essential that students be prepared to make their own housing arrangements before arrival.

Note: Undergraduate credentials from non-U.S. institutions are evaluated by the Office of Admissions in order to establish an equivalency to a U.S. baccalaureate degree. Applicants must also submit official English translations if the transcript is recorded in a language other than English. The evaluation is conducted in accordance with minimum criteria set by the Hunter College Senate, and it takes place before the completed application is referred to the departmental admissions committee.

Procedure

Application blank (and 2 forms for letters of recommendation—references are not required for teacher education programs) should be obtained from the Office of Admissions, North Building, room 203, 695 Park Ave., New York, NY 10021. The deadline for applications is March 1 for fall admission and October 1 for spring admission. 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; telephone (212) 452-7052. Applicants for dance therapy should obtain admission forms from Professor Claire Schmais, Hunter College, 425 East 25th St., New York, NY 10010; telephone (212) 481-4347.

The complete application, accompanied by an application fee of \$30, must be sent to the appropriate office (check or money order only; no cash). 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 to some graduate programs may be asked for additional materials and 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 undergraduate course conditions by eliminating all deficiencies within one year of matriculation if in an arts and sciences

*Minimum satisfactory score on TOEFL is 550 (570 for teaching English as a second language and 600 for computer science.)

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 Ave., New York, NY 10021 no later than 2 months 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. A bachelor's and a master's degree are required in order to take courses in the 6th-year Certificate in Supervision and Administration program in education. Applicants who intend to qualify for New York State tuition rates may be asked to submit copies of 2 forms of proof of New York 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. You should present a student copy of your undergraduate transcripts as well as a copy of the undergraduate catalogue(s) to the departmental advisor in order to obtain course approval. The non-matriculation application fee of \$30 will be charged when the student registers.

Acceptance to non-matriculated status does not imply approval to take any specific course. This approval rests solely with the program advisor involved. That is to say, it does *not* guarantee enrollment in all or any desired courses. Non-matriculated students who wish to take courses in studio art (MFA program) or in Guidance and Counseling must be admitted by the department's review committee *in addition* to fulfilling the general requirements for graduate non-matriculant admission outlined above. Students should consult the graduate advisor in the appropriate department for specific information.

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. This requirement is in addition to the College and program admission requirements for matriculation. A separate application for matriculated status must be completed and can be filed while the non-matriculated courses are in progress. The application for matriculated status must be filed by March 1 for fall admission and by October 1 for spring admission.

In the graduate programs in arts and sciences, a non-matriculated student may be limited to 12 credits in that status (check with departmental advisor). A minimum grade point average of 3.0 must be maintained.

Registration as a non-matriculant does not entitle an international student to an I-20 AB (Certificate of Eligibility).

Graduate non-matriculants are not permitted to register for a total undergraduate program.

Approval of Credit from Non-Matriculant to Matriculant Status

Graduate courses taken at Hunter as a non-matriculant may or may not be approved for credit towards the Hunter degree when a student matriculates into a program. Restrictions on approval of credit, including restrictions on the maximum number of credits allowed from non-matriculant to matriculant status, vary from one graduate program to another. Therefore, it is advisable to consult the appropriate departmental advisor to clarify specific program requirements.

Within specific department or program limitations regarding the number of credits approved, automatic approval will be granted for those required courses taken within the program in which the student is matriculated if the grades received are B or higher.

Approval is not automatic for courses in which the grade received is less than B. To have such a course considered for approval, the student must submit a credit approval form, which may be obtained in the Office of Admissions.

Note: Grades in courses taken as a non-matriculant at Hunter *will* be calculated into the student's grade point average (GPA) whether approved towards the degree or not.

Transfer of Credit from Other Institutions

After registering for their first term as Hunter College matriculants, students may request transfer of credit for relevant graduate courses taken at other regionally accredited institutions. An application form for such a transfer may be obtained in the Office of Admissions. Transfer of credits is subject to the approval of the department or graduate advisor and to the regulations of the Hunter program in which the student is matriculated. The following additional limitations apply:

1. In order to be counted towards graduation, the course(s) for which transfer credit is requested must have been completed within 4 years prior to the awarding of the Hunter graduate degree. (A 5-year restriction applies for teacher education, health sciences, social work, and nursing programs.)
2. Credits for courses for which a grade below B was earned, or non-letter grades taken as a pass/fail option, are not transferable.
3. A maximum of 12 credits may be transferred.
4. Neither courses used to satisfy entrance requirements, nor courses used as part of a previously completed bachelor's or master's program, may be transferred.

Note: Grades in courses from other institutions will not be calculated into the student's grade point average (GPA) at Hunter College, nor will these grades be posted on the Hunter College record.

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. 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 and an application for graduate matriculation has been submitted and approved.

Courses in the graduate division may be taken for credit toward the bachelor's degree by highly qualified Hunter College undergraduates. A course approval 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. 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. Students who registered for the previous semester and officially withdrew after the 3rd week of classes are not required to file for readmission.

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 and submit an application fee of \$30 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. The application must be filed no later than March 1 for fall admission and October 1 for spring admission.

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 18 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.

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. 13) or by 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 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 11.)

Tuition

	New York State Residents*	Out-of-state Residents
Per credit	\$ 82.00	\$ 198.50
Per excess contact hour over credit value, each course	\$ 37.00	\$ 52.00
Semester maximum	\$950.00	\$2350.00

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

Students who now reside in New York State but who have had an address out of the state must submit proof of New York State residence to the Registrar's Office. Proof can be processed only by mail directed to Residency Requirements, Office of the Registrar, North Building, room 217, Hunter College, 695 Park Ave., New York, NY 10021. If, at the time of registration, proof of New York 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—\$30 payable at the time of filing application for admission.
- Application for non-matriculation—\$30 payable at registration
- 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)

*In order to qualify for New York State tuition rates, students must be US citizens or permanent residents or be in certain temporary visa classifications (A, E, G, I) and have resided in New York State for at least the 12 months immediately preceding the first day of classes of the semester.

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 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.

Requests for certifications and other statements should be addressed to the Registration Division of the Office of the Registrar.

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

During the refund period students may drop courses (in person or by mail) by filing with the Bursar's Office a change of program form that has been 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 grants, loans, 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 \$200 to \$600 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. Applications 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 matriculated graduate students may apply for Guaranteed Student Loans of up to \$7,500 to a combined aggregate total of \$54,750 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.

All applicants, regardless of income, are 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.

All applicants must submit a completed CUNY Student Aid Form (CSAF) as the initial application for a Guaranteed Student Loan.

Supplementary Loans to Assist Students (SLS—formerly ALAS)

Graduate and professional students will be able to borrow the SLS 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 maximum a student can borrow is \$4,000 yearly for an aggregate total of \$20,000 for undergraduate and graduate study.

The annual interest, which varies, is approximately 12%. There is a 1% one-time administrative charge. Students must pay an insurance premium—0.5% for each year the student will be in school plus 6 months—which is due 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 New York State lending institutions or through the processing of a CSAF (CUNY Student Aid Form).

Perkins Loans (Formerly NDSL—National Direct Student Loans)

The Perkins Loan is a federally funded 5% loan available to matriculated students who are United States citizens or permanent residents enrolled for at least 6 credits per semester. 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.

Taxability of Financial Aid

The Tax Act of 1986 requires that, beginning in 1987, certain portions of scholarships and other forms of student grants must be included in taxable income. This section of the catalogue provides you with general information on the impact of the Act. It is not intended as a substitute for professional or legal tax advice, which you should seek on your own.

The Act limits the exclusion from taxable income of scholarships and fellowships received by *degree* candidates. Degree candidates may exclude only those portions of scholarship or fellowship awards received that cover tuition and course-related expenses (e.g., fees, books, supplies, and equipment required for courses of instruction). Under the Act, students who are *not* candidates for a degree lose all of their previously favorable tax treatment. No portion of a scholarship or fellowship received by a non-degree-candidate student can be excluded from taxable income.

In filing your federal tax form you will have to separate the taxable and non-taxable portions of your student aid and document permitted expenses. *Students are advised to maintain detailed records—to keep copies of relevant bills, receipts, cancelled checks, and other documentation* for payment of tuition and fees and purchase of books, supplies, and equipment.

You should also be alerted to the fact that, commencing in 1987, students whose parents claim them on their tax returns as dependents will no longer be able to claim themselves on their own personal returns.

The new law is unclear in many respects, and it is expected that clarifying regulations will be issued. Students should direct specific questions about the new law to the local office of the Internal Revenue Service or to an appropriate tax advisor.

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 an agreement giving power of attorney to the school. Emergency loans can not 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 February 1987. 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 Ave., 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 the Veterans Administration.

The Ida and Daniel Lang Fellowship in the Humanities

One award is granted annually to a student of English literature, history, music, Romance languages, or theatre. Eligible students are nominated by their graduate programs, and the Ida and Daniel Lang Fellow is selected by the deans of humanities and the arts and the social sciences.

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 and the Arts

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

The Ruth G. Weintraub Graduate Scholarship in the Social Sciences

The George N. Shuster Master's Thesis Award

Contact divisional offices for further information.

Registration

Registration instructions are mailed to students accepted into or continuing in the graduate programs at Hunter College. All students are required to register in person. All registration is subject to space limitations and to adequate course registration. Enrollment in particular courses is subject to the stamped approval of the program 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 want 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 to the Office of the Registrar at Hunter College 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 obtain a permit from their home institution giving them permission to pursue specified graduate courses at Hunter College. The permit must be filed with the Office of the Registrar, North Building, room 217, before registration.

Students who have registered in courses for the appropriate semester at their home colleges should also present their student receipts to the Office of the Registrar, North Building, room 217.

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 10 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

Students who want a leave of absence for a specific period should apply for approval to their 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 9).

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 9).

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 10th 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 10th 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

Grades in graduate courses are reported as follows:

- 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.
- INC = Incomplete
- W = Official withdrawal (without prejudice)
- 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. The 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 GPAs 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.

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

Incomplete Work in Course

Instructors may assign the grade INC, meaning that course work (examinations, assignments, classwork, lab work) was not completed. For an INC grade to be changed to a letter grade all required course work must be completed within one year after the INC grade is entered. If not changed to a letter grade within one year, the INC grade will become permanent. Penalties for lateness that were previously established for the course will remain in effect.

Students will have a maximum of one year to complete required course work, whether or not they are in attendance.

Instructors and departments may choose to have make-up final examinations administered by the College. Such examinations will be given before the Monday of the 7th week of the following semester. It is the responsibility of the student who must take a make-up examination to determine from the instructor or department whether it will be administered by the College, and to file the appropriate form and pay any required fee by the deadline specified by the College.

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 fewer 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 comprehensive examinations, 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 to 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 every other year, and some of the material may become outdated. For updated information, please contact the Office of the Registrar 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 members occurs during the spring semester.

Twelve standing committees (including a Committee on Graduate Course of Study and on Graduate Academic Requirements) 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, East Building, room 1018; telephone 772-4200.

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.

The Ombudsman's office is in the East Building, room 1015; telephone 772-5203.

Student Services and Facilities

Academic Computing Services

Academic Computing Services (ACS) provides mainframe and microcomputer facilities to faculty and students for instruction and research. Mainframe facilities include a Remote Job Entry site with two high-speed printers, and computer labs that interface with the mainframe computers of the CUNY/University Computer Center (CUNY/UCC) over a high-speed data channel. The CUNY/UCC system includes an IBM 3090 computer with a vector facility running VM/SP and an IBM 3081 computer running OS/MVS. Microcomputer facilities include an IBM/PC lab, two IBM/AT labs, two Macintosh SE labs, and three electronic classrooms.

ACS offers orientation sessions and consulting services on selected mainframe and microcomputer software to students free of charge. In addition, a library of documentation, manuals, and software is maintained for student use.

Special-needs equipment for the disabled and visually impaired include a Versabril terminal and voice synthesizer installed on an Apple IIe, and a Visualtek large character monitor installed on an IBM/PC with communication capabilities to the CUNY/UCC mainframe computers.

Academic Computing Services is located in the North Building room 1001; phone 772-5525. Stop by for an ACS brochure that contains hours of operation, procedures, policies, and more resource information.

Auditoria

Hunter College Assembly Hall The Hunter College Assembly Hall seats 2,185 and is suitable for concerts, lectures, films, commencements, and a variety of 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 Theatre This variable space, which seats up to 125 people, is the production center for the Department of Theatre and Film and for the Hunter Playwrights Project.

Career Development Services

Career 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 graduation. Employer contact is maintained with academic institutions, business, industry, government, and non-profit organizations.

Students who want career counseling may make an appointment with a counselor at any time by coming to East Building, room 812, or calling 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 133N, 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, language and hearing.

Appointments can be made at the Center by calling 481-4464.

Disabled Student Services

Assistance is available to help give students with disabilities an accessible learning environment. Any student with a medical condition, or a physical or psychiatric disability, is eligible for services. This also includes people with learning disabilities, side effects of medication, or AIDS/ARC, and those recovering from chemical dependency.

Services include registration assistance (after course approvals have been obtained from the department), alternate testing, volunteer readers, notetakers, interpreters and proctors. There are 3 student clubs: the day and evening Disabled Student Organizations and Challenge—the Learning Disabled Organization.

Equipment includes Visualtek machines (print enlarger), large print computer, voice synthesizer, Braille printer, adjustable height computer work stations, portable science laboratory stations, wireless auditory assistance kits, telephone devices for the deaf, magnifier table, large print dictionaries, large print typewriter, Versabril system, braille writer, 4-track tape recorders, and public phone amplifiers. Computer accessibility for the blind and visually impaired is also available. Individual reading rooms are available on the 2nd floor of the Wexler Library in the East Building.

Each academic department has designated a faculty member to assist with problems or questions about accessibility and accommodation. For assistance at the departmental level, ask the department chairperson for the name of the Panel of Liaisons faculty member.

The Department of Health and Physical Education conducts an adapted physical education program (Project Happy) for disabled young adults on Saturdays from 11 am-3:00 pm at the Brookdale Campus, 425 East 25th St. Swimming, bowling, wheelchair sports, and various other sports activities are available. Contact the department chair, West Building, room 1130; telephone 772-4640.

For information, contact the Disabled Students Coordinator in Student Services, East Building room 1121; phone 772-4888.

There is a 504 Grievance Procedure for disabled students at Hunter College. Students can obtain the necessary form, which contains instructions for filing, from Student Services, East Building room 1121.

The Section 504 Coordinator at Hunter College—Linda Howard, Counsel to the President—is responsible for policies related to the disabled. She can be contacted in the East Building, room 1707; phone 772-4220.

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 at a price they can afford. 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 \$50 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 Bertha and Karl Leubsdorf 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 studios of the Department of Theatre & Film and 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 audiolingual 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. 34.

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.

Anthropology

Chair Susan H. Lees, North Building room 723 phone 772-5410
Graduate Advisor Daniel G. Bates, North Building room 712
 phone 772-5646

FACULTY

Daniel G. Bates, Professor; PhD, Michigan; Ecological Studies, Economic and Political Anthropology, Middle East
Edward H. Bendix, Professor; PhD, Columbia; Linguistics, Semantics, Creole Languages, Nepal
Timothy G. Bromage, Assistant Professor; PhD, Toronto; Biological Anthropology, Dental Morphology
Francis P. Conant, Professor; PhD, Columbia; Cultural Anthropology, Ecology, Africa, Satellite Sensing of Subsistence Systems and Settlements
Adrian W. DeWind, Jr., Associate Professor; PhD, Columbia; Haiti, Caribbean, Development
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
Gregory A. Johnson, Professor; PhD, Michigan; Archaeology, Complex Societies, Middle East Societies, Middle East
Susan H. Lees, Professor and Chair; PhD, Michigan; Ecological Studies, Economic Anthropology, History of Anthropological Theory, Peasant Studies, Mesoamerica
Louise Lennihan, Associate Professor; PhD, Columbia; Agrarian Society, Economic Anthropology, Development, Social History, Africa
Thomas H. McGovern, Professor; PhD, Columbia; Archaeology, Paleoecology, Faunal Analysis, Norse Inuit Cultures
Sally McLendon, Professor; PhD, California, Berkeley; Linguistics, Stylistics, Text Analysis, North America
John F. Oates, Professor; PhD, London University; Physical Anthropology, Primatology, Ecology
William J. Parry, Assistant Professor; PhD, Michigan; Southwest US, Mesoamerica, Lithic Analysis, Hunter Gatherers
Burton Pasternak, Professor; PhD, Columbia; Kinship and Social Organization, Ecology, China
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 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. Many students go on for training in the doctoral program in anthropology at the CUNY Graduate School and University Center. 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 or beyond the BA.
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 Psychological Anthropology Factors related to cross-cultural variation in personality, including male-female relationships and sexual preferences. Psychological explanations of different customs (initiation, folktales, games).

ANTH 711 Economic Anthropology Analysis of cultural varying systems 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 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 Human 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 instr.

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

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

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.

Biological Anthropology

ANTH 790 Biological Anthropology (Core Course) An introduction to the biology and evolutionary history of humans, including evolutionary theory, genetics, morphology, primate behavior, sociobiology, and paleontology.

ANTH 791 Seminar in Biological 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 Evolutionary Genetics 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.

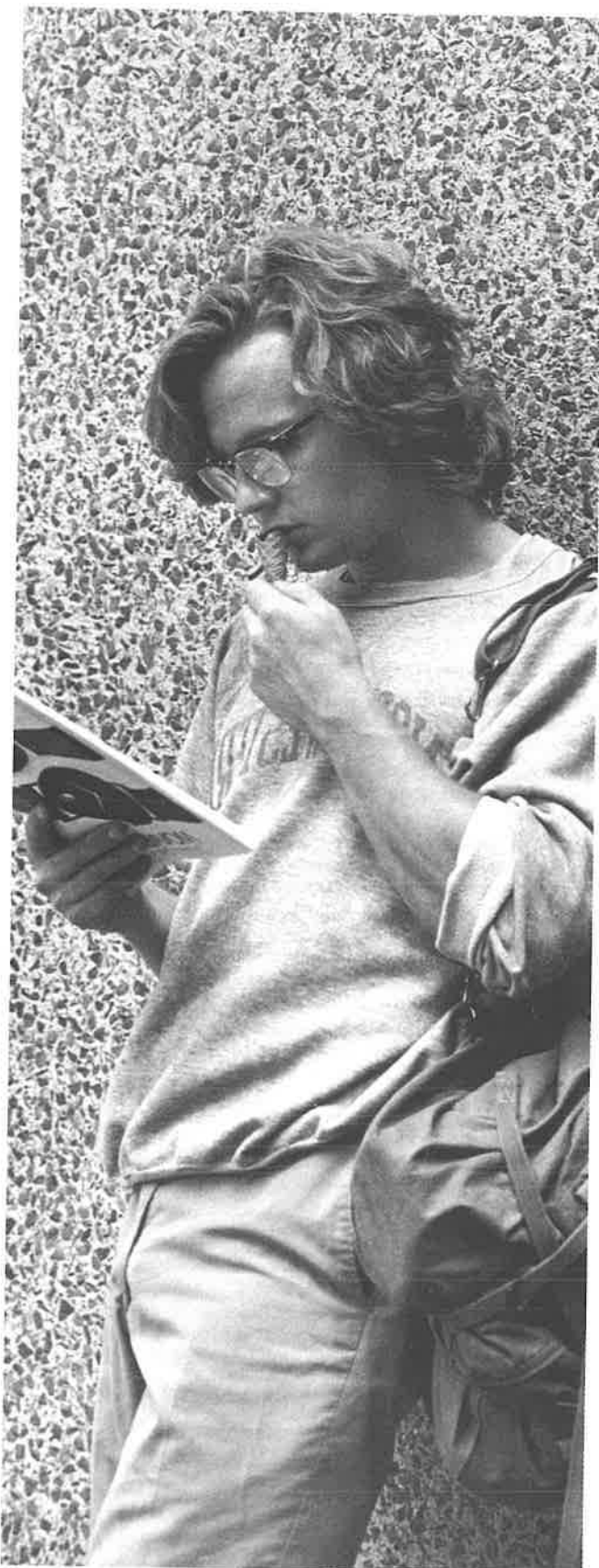
ANTH 799 Human Fossil Record Fossil evidence on human evolution from Pliocene *Australopithecus* to modern *Homo sapiens*. Considers paleoecology, morphology, chronology, and phylogeny.

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 instr 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); Ulku Bates (Art History), North Building room 1605 phone 772-5052/3

FACULTY

STUDIO

Roy DeCarava, Distinguished Professor; Cooper Union
Mark Feldstein, Professor; MA, Hunter
George Hofmann, Associate Professor; Akademie der bildenden Kunst, Nuremberg
Ralph Humphrey, Professor; Youngstown University
Robert Huot, Professor; BS, Wagner
Valerie Jaudon, Associate Professor; St. Martins School of Art, London
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; Islamic Art
Janet Cox-Rearick, Professor; PhD, Harvard; 16th-Century Italian Art
Wayne Dynes, Professor; PhD, NYU; Medieval Art, 20th-Century Theory and Criticism
Eugene Goossen, Professor; Certificat, Faculté des Lettres, Sorbonne; 18th and 19th-Century Theory and Criticism
Rosalind Krauss, Distinguished Professor; PhD, Harvard; 20th-Century Theory and Criticism
Mary Moore, Professor; PhD, NYU; Greek and Roman Art
Jane M. Roos, Assistant Professor; PhD, Columbia; Modern Painting and Sculpture
Richard Stapleford, Associate Professor; PhD, NYU; History of Architecture
Lisa Vergara, Associate Professor; PhD, Columbia; Baroque and Northern Renaissance Art

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

All supporting material requested by the Graduate Admissions Office (GRE score, 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 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 in the Education section of this catalogue.) 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 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.)

All non-matriculated MFA applicants are screened in the same manner as other applicants. Slide submission and deadlines are the same, and interviews are required.

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. No more than 9 cr may be taken at an outside institution (including the Graduate School) for credit toward the MA in art history. Permission of graduate advisor required.
5. Examination: A comprehensive examination in the history of art is required of all candidates and is given in the fall and spring semesters. Dates to be posted.

6. A thesis is required. ART H 799 Thesis Research (3 cr) is an elective.

MA Program for Secondary School Teachers of Art (30 cr)

This program is designed for students who already hold New York State provisional certification to teach 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.
3. ARTCR 790 Thesis Project (3 cr).
4. 6-9 cr in professional education courses (see p. 39).
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.

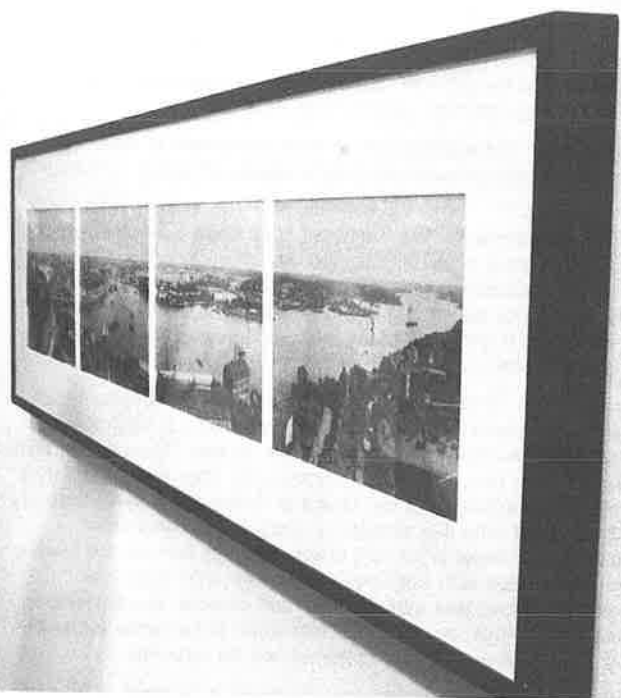
ARTCR 635, 636, 637 Advanced Ceramics I, II, III Individual tutorial with full-time faculty member. MFA majors in ceramics only.

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. Prereq: perm grad advisor. Limited to matriculated students in MA and Teacher Education Programs.

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 Research topics related to recent trends in modern art.

ART H 724 Seminar in Renaissance Art 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 Studies in art and architecture of Colonial and Federal periods.

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

ART H 731 Early Netherlandish Painting Studies in Flemish and Dutch painting of the 15th century.

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, Post-Impressionism, Early Modern Sculpture, 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.

Biochemistry

Graduate Advisors Peter Lipke, Department of Biological Sciences, North Building room 405A phone 772-5235; Maria Tomasz, Department of Chemistry, North Building room 1407 phone 772-5387

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

MASTER OF ARTS

The MA is offered either as a terminal degree or as the first year toward the PhD within CUNY. Both first-year courses and advanced courses are available at Hunter College and/or at the Graduate School and University 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 U710.1, U710.2 (Advanced Biochemistry).
2. BIOCHEM U711 (Basic Laboratory Techniques).
3. 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 MA.
4. BIOCHEM U750 (Bioorganic Chemistry) and BIOCHEM U880 (Physical Biochemistry).
5. 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 MA 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 MA 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 U710.1, .2 Advanced Biochemistry Prereq: a 1-sem course in biochemistry or equiv and physical chemistry. Offered Fa and Sp, respectively, at Graduate Center.

BIOCHEM U711 Basic Laboratory Techniques for Research in Biochemistry 105 hrs lab and conf, 4 cr. Offered Fa and Sp.

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.



Biological Sciences

Chair Richard L. Chappell, North Building room 942 phone 772-5293
Graduate Advisors Thomas Schmidt-Glenewinkel, North Building room 805A phone 772-5027; Peter Lipke, North Building room 405A phone 772-5235
Minority Biomedical Research Support Advisor Peter Lipke, North Building room 314 phone 772-5243
Research Centers in Minority Institutions (RCMI) Program
Coordinator Robert Dottin, North Building room 937 phone 772-5171

FACULTY

Edward R. Balboni, Associate Professor; PhD, Massachusetts; Bioenergetics
Marla D. Brody, Professor; PhD, Illinois; Photosynthesis
Richard L. Chappell, Professor and Chair; PhD, Johns Hopkins; Cellular Neurophysiology of the Retina
William D. Cohen, Professor; PhD, Columbia; Role of Cytoskeleton in Cellular Morphogenesis
Robert P. Dottin, Professor; PhD, Toronto; Regulation of Development
David A. Foster, Assistant Professor; PhD, Columbia; Molecular Mechanisms of Transformation
S. Marvin Friedman, Associate Professor; PhD, Purdue; Temperature Acclimatization; Protein Synthesis
Robert J. Grant, Associate Professor; PhD, Columbia; Muscle Physiology
Ann S. Henderson, Professor; PhD, North Carolina; Molecular Genetics; Human Chromosomes
Joseph S. Krakow, Professor; PhD, Yale; Structure-Function Studies on RNA Polymerase and CRP Protein
Peter N. Lipke, Associate Professor; PhD, California, Berkeley; Molecular Biology and Biochemistry of Cell-Cell Interaction
Katherine Lyser, Professor; PhD, Radcliffe; Differentiation of Cells of the Nervous System
Constance R. Martin, Professor; PhD, Iowa State; Endocrinology
Shirley Raps, Professor; PhD, Illinois; Molecular Organization of the Photosynthetic Apparatus
Rivka Rudner, Professor; PhD, Columbia; Function of Ribosomal RNA Genes in *Bacillus*
Thomas Schmidt-Glenewinkel, Assistant Professor; Dr phil nat, Frankfurt; Molecular Biology of Nervous System Development
Ezra Shahn, Associate Professor; PhD, Pennsylvania; Thermodynamics

The Department of Biological Sciences has graduate and post-graduate research programs in molecular and cell biology, cancer biology, molecular and developmental genetics, and molecular neuroscience. Students may obtain the MA from Hunter College and/or the PhD from the City University Graduate School. The doctoral program is designed to prepare students to cope with the radical changes in direction and experimental approaches that will characterize future developments in biology, as well as to train highly qualified research scientists who are fully equipped to teach and to direct research in a wide variety of university programs in biology.

The faculty of the Department of Biological Sciences are pursuing projects in the forefront of modern research. In addition to the individual research laboratories, shared facilities have been established. A fermentor is available for the large scale growth of microorganisms. New, fully modern animal facilities have recently been completed. A departmental machine and electronic shop allows development of special instrumentation and equipment. The newly-founded Institute for Biomolecular Structure and Function, located in the biology and chemistry departments, includes a sequencing and synthesis facility equipped with a DNA synthesizer, a peptide synthesizer, a gas-phase sequencer and advanced HPLC and data processing equipment. A micro-

vax computer contains the databases and software for sequence analysis of proteins and nucleic acids. The microvax computer will also be part of the computer network under development at Hunter that will link the biology department to national and international computer networks. The laboratory for electronmicroscopy and cytology houses transmission and scanning electron microscopes. A cell culture and hybridoma facility, now under construction, will allow the large-scale growth of eukaryotic cells and the generation of monoclonal antibodies.

MASTER OF ARTS

The degree is offered either as a terminal degree or as the first year toward the PhD 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 and cell biology, cancer biology, molecular and developmental genetics, and molecular neuroscience.

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 or German or a computer 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 in August. If the student passes with a grade of 40 or better, he or she will 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.

BA/MA IN BIO-PHARMACOLOGY

A special biological sciences combined BA/MA program in bio-pharmacology is open to a limited number of departmental majors. The program offers promising students the opportunity to complete both the BA and MA requirements in 5 years, taking the final 2 years of lab and course work in the Department of Pharmacology at the Mount Sinai School of Medicine. Students have the chance to develop a deeper knowledge of pharmacology, physiology, and neuroscience useful for work in the pharmaceutical industry, as well as to prepare for doctoral research in pharmacology, neuroscience, or other related biomedical sciences. The program has a large number of required courses, many of which have other courses as prerequisites. It is recommended that students in the program begin taking such courses in their first or second semester. Interested students should contact the Department of Biological Sciences as early as possible regarding eligibility and curriculum requirements. Students are expected to maintain a 3.0 GPA to be considered for admission to the senior year program at Mount Sinai. The Department of Pharmacology at Mount Sinai, in consultation with the Department of Biological Sciences at Hunter College, will make final determination regarding admission to the first year of the program at Mount Sinai, as well as to the final year of master's course work at Mount Sinai. The BA will be awarded *en passant* upon completion of degree requirements for a major in biological sciences. The student is not required to complete the MA. The comprehensive examination requirement for the master of arts may be met with a passing grade on a comprehensive examination in bio-pharmacology prepared under the supervision of the Department of Pharmacology at the Mount Sinai School of Medicine and the Department of Biological Sciences at Hunter College.

OTHER JOINT PROGRAMS LEADING TO MA & MS DEGREES

There is a joint program leading to the MA degree in biology and secondary education. This program requires completion of a project and a comprehensive exam. There is also a combined program leading to a BA in biology and an MS in environmental health sciences. Contact a graduate advisor for details on both programs.

DOCTOR OF PHILOSOPHY

The City University offers courses and research training leading to the PhD in biology in the following areas: molecular, cellular, and developmental biology, physiology and neurosciences, ecology, evolutionary biology and behavior, plant sciences. 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; regulation of macromolecular biosynthesis; 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. Isolation of RNA and DNA, construction and screening of cDNA libraries, Southern and Northern blot analysis, cloning, DNA sequencing.

BIOL 714.01 Cell Biology 60 hrs, 4 cr. Prereq: undergraduate organic chemistry or biochemistry. Offered Sp. In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

BIOL 770.06 Fine Structure of Cells: Laboratory 30 hrs lec demon, 90 hrs lab, 4 cr. Prereq: perm instr. Offered Fa. Course emphasizes cellular architecture and biochemistry, methodology of tissue preparation for morphological analysis and evaluation of ultrastructural components visualized in electron micrographs. Independent laboratory exercises are emphasized. Enrollment limited to 4 or 5 students since individual instruction is required.

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 lec, 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, genetic engineering and molecular techniques.

BIOL 750.03 Developmental Biology Prereq or coreq: BIOL 710.13 and 714.01. Offered Sp. Analysis of morphological and molecular aspects of development and differentiation. Topics include gametogenesis, fertilization, early development, differentiative processes, organogenesis, neoplasia and aging with emphasis on genetic regulation in development.

Physiology and Neuroscience

BIOL 722.02 Endocrinology Prereq: BIOL 710.13 and 714.01. Offered Fa. Vertebrate hormone biochemistry and metabolism; mechanism of action 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.

Neuroscience I* Offered Fa. Given at CUNY Graduate Center. Comprehensive introduction to neuroscience with regard to structure and function at the cellular level.

BIOL 790.70 Neuroscience II Offered Sp. Given at CUNY Graduate Center. Introduction to sensory and motor systems and to neural behavioral development.

*Students must register for Neuroscience I at City College.

Seminars

BIOL 790.51-BIOL 790.99 Prereq: BIOL 700.05 and BIOL 710.13. Offered Fa and Sp. Seminars may be offered in any of the following areas: cell biology, genetics, biochemistry, molecular genetics, physiology, developmental biology, neuroscience, and other special topics.

Tutorials

BIOL 792.02 and BIOL 792.04 30 or 60 hrs, 2 or 4 cr. Prereq: perm grad advisor.

Thesis Research – MA

BIOL 799.1, .2, .3 Each 15, 30, or 45 hrs, 1, 2, or 3 cr. Prereq: perm grad advisor.

Independent Doctoral Research

BIOL U899.1-U899.10 Each 15 to 150 hrs, 1 to 10 cr. Prereq: perm grad advisor.

Chemistry

Chair William Sweeney, North Building room 1307 phone 772-5330
Graduate Advisor Klaus Grohmann, North Building room 1402
 phone 772-5333

FACULTY

Edward J. Barrett, Professor; PhD, Columbia; Organic Chemistry
Michelle S. Broido, Associate Professor; PhD, California, San Diego; Bio-physical 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, Professor; PhD, Toledo; Physical Chemistry
Richard W. Franck, Professor; PhD, Stanford; Organic Chemistry
Dixie J. Goss, Associate 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; PhD, Chicago; Inorganic and Bioinorganic Chemistry
Louis Massa, Professor; PhD, Georgetown; Physical Chemistry
D. R. Mootoo, Assistant Professor; PhD, Maryland and Duke; Organic Chemistry
Gary J. Quigley, Professor; PhD; SUNY College of Environmental Science & Forestry at Syracuse; Biochemistry
Angelo Santoro, Professor; PhD, Kansas; Organic Chemistry
William Sweeney, Associate Professor and Chair; 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 School and Univer-

sity 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
Graduate Advisor Ronnie Ancona, West Building room 1401
 phone 772-4960

FACULTY

Ronnie Ancona, Assistant Professor; PhD, Ohio State; Latin Poetry, Latin Pedagogy, Horace, Feminist Criticism
Tamara M. Green, Associate Professor and Chair; PhD, NYU; Ancient History, Late Antiquity, Greek and Roman Religion
Adele J. Haft, Assistant Professor; PhD, Princeton; Classical Epic and Tragedy, Classical Mythology, Greek and Roman Civilization
William J. Mayer, Lecturer; MA, Columbia; Latin Pedagogy, Cicero, Vergil
Sarah B. Pomeroy, Professor; PhD, Columbia; Women and the Family in Classical Antiquity, Social History, Papyrology
Susan I. Rotroff, Associate Professor; PhD, Princeton; Classical Archaeology
Robert J. White, Associate Professor; PhD, Yale; Greek Literature, Classical Mythology, Greek Tragedy, Classics in Translation, Caesar

MASTER OF ARTS IN THE TEACHING OF LATIN

The MA program in the teaching of Latin is meant for students who have majored in Latin on the undergraduate level and who want to pursue a teaching career in the secondary schools, for teachers already in the field who wish to gain certification in Latin, and for Latin teachers who want further training and study.

This program differs from the traditional MA program in Latin in 2 ways. First, each of the language courses provides the student with both increased linguistic competency and a pedagogical methodology for teaching Latin more effectively. In addition, the program requires courses in ancient culture and literature in translation; these can be useful later in designing humanities courses suited to the junior and senior high school curricula.

Classes meet in the late afternoon and evening, making the program accessible to people who work during the day.

Departmental Requirements for Admission

Applicants must present a bachelor's degree from an accredited institution acceptable to Hunter College. An undergraduate major in Latin or classics or the equivalent (24 credits in Latin) is required for admission. Students with 18 credits in undergraduate Latin courses may be admitted provisionally if they are certified to teach languages other than Latin. Education credits necessary for New York State secondary certification acceptable to the Division of Programs in Education must be completed prior to admission. Undergraduate students who are considering application to the MA program are advised to complete an undergraduate minor in English or a second language, since teachers of Latin may be required to teach another subject.

An undergraduate average of 3.0 (B) in the major and an overall cumulative average of B- are required for admission. The selection process includes a personal interview in order to determine the applicant's suitability for the program.

Departmental Requirements for the Degree

The course of study for the MA in the teaching of Latin has 3 components, totaling 33 credits.

1. 18 cr in Latin, including Latin composition. Up to 2 courses in Latin may be taken in the graduate program in classics at the CUNY Graduate School.
2. 12 cr in classical culture, including CLA 705 (The Greek and Latin Roots of English).
3. EDUC 720 (Methods of Teaching Latin).

At the completion of all coursework, candidates for the degree are required to take 3 comprehensive examinations in Latin translation, Latin grammar, and classical culture.

Program of Study

- | | | |
|----|--|---------|
| 1. | 18 cr in Latin | |
| | | Credits |
| A. | 9 cr from the following: | |
| | LAT 701 Literature of the Early Republic | 3 |
| | LAT 702 Literature of the Late Republic | 3 |
| | LAT 703 Literature of the Early Empire | 3 |
| | LAT 704 Literature of the Late Empire | 3 |
| B. | 6 cr from the following: | |
| | LAT 705 Caesar | 3 |
| | LAT 706 Cicero | 3 |
| | LAT 707 Vergil | 3 |
| | LAT 708 Supervised Reading | 3 |
| C. | LAT 709 Latin Composition | 3 |

2. 12 cr in Classical Culture

- | | | |
|----|--|---------|
| A. | 9 cr from the following: | Credits |
| | CLA 701 The Legacy of Ancient Greece | 3 |
| | CLA 702 The Legacy of Ancient Rome | 3 |
| | CLA 703 Classical Literature in Translation I | 3 |
| | CLA 704 Classical Literature in Translation II | 3 |
| | CLA 706 Supervised Reading | 3 |
| B. | CLA 705 The Greek and Latin Roots of English | 3 |

3. EDUC 720 Methods of Teaching Latin 3

No more than 6 credits in Latin beyond the BA taken before admission to the program may be used to fulfill the degree requirements.

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 classics department courses. Acceptance by Hunter College does not guarantee acceptance by the Department of Classics.

DOCTOR OF PHILOSOPHY

Some members of the Hunter College Department of Classics participate in a joint PhD program based at the City University Graduate School. Information concerning degree requirements, courses, etc., may be obtained from Professor Jacob Stern, Executive Officer, PhD Program in Classics, 33 West 42nd Street, New York, NY 10036. Phone 642-2304.

COURSE LISTINGS

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

LAT 701 Literature of the Early Republic Early history of the Latin language and the development of Latin literary forms and styles.

LAT 702 Literature of the Late Republic Selections from authors of the late republic.

LAT 703 Literature of the Early Empire Selections from authors of the early empire.

LAT 704 Literature of the Late Empire Selections from authors of the late empire.

LAT 705 Caesar Selections from the *Commentaries on the Civil War* and *Commentaries on the Gallic War*.

LAT 706 Cicero Selections from the orations, philosophical treatises, and letters of Cicero.

LAT 707 Vergil Selections from the *Aeneid*, *Eclogues*, and *Georgics*.

LAT 708 Supervised Reading Independent reading in individual Roman authors or particular literary genres supervised by a faculty member. Prior approval of advisor required. May be taken twice for credit.

LAT 709 Latin Composition History of the Latin language, including an analysis of Latin syntax and grammar. Translation of short passages from English into Latin.

CLA 701 The Legacy of Ancient Greece A survey of Greek culture and civilization from the second millennium BC to the rise of Alexander.

CLA 702 The Legacy of Ancient Rome A survey of the culture and civilization of Rome from the founding of the city to the reign of Marcus Aurelius.

CLA 703/704 A Survey of Classical Literature in Translation An analysis, through genre, of the major traditions of classical literature. Students may take either semester for credit.

CLA 705 The Greek and Latin Roots of English The influence of Greek and Latin on the development of the English language and its vocabulary. Methods for using etymology as a language teaching tool.

CLA 706 Supervised Reading Independent reading on a particular aspect of ancient Greek or Roman culture supervised by a faculty member. Prior approval of advisor required.

EDUC 720 Methods of Teaching Latin An in-depth view and study of topics essential for the contemporary Latin classroom.

Courses not offered in 1989-91

LAT 703 Literature of the Early Empire

LAT 704 Literature of the Late Empire

LAT 706 Cicero

LAT 709 Latin Composition

CLA 705 The Greek and Latin Roots of English

EDUC 720 Methods of Teaching Latin

Communications

Chair Stuart Ewen, North Building room 334 phone 772-4949

Advisor Serafina Bathrick, North Building room 334 phone 772-4949

Faculty

Serafina Bathrick, Associate Professor; PhD, Wisconsin; Women and Media, Television Culture, Photographic Images, Film Analysis

Joseph DeVito, Professor; PhD, Illinois; Interpersonal Communication, Nonverbal Communication, Language, Communication Theory

John D. H. Downing, Professor; PhD, University of London; Communication Theory; Race, Ethnicity, and Media; Soviet Media; Third World Cinema; Alternative Media

Stuart Ewen, Professor and Chair; PhD, SUNY; Social History of Consumer Culture, Mass Media in History, Advertising, Style

Arnold Gibbons, Associate Professor; PhD, Syracuse; Media in Developing Countries, Comparative Media, International Communication

Thomas Mader, Associate Professor; PhD, Northwestern; Communication as Symbolic Action, Identification and Persuasion

Helen Newman, Associate Professor; PhD, CUNY; Communication Within Intimate Relationships, Information Processing and Social Cognition

Ruth Ramsay, Assistant Professor; PhD, CUNY; Intercultural Communication

James Roman, Associate Professor; EdD, Fairleigh Dickinson; Cable Television, Television Production

Fulton Ross, Associate Professor; EdD, Columbia; Public Communication

Laurence Shore, Lecturer; PhD, Stanford; International Communication, Popular Music and the Music Industry, Media and Politics

Robert Stanley, Professor; PhD, Ohio; Television Arts, Media Criticism

MASTER OF ARTS

The program is designed for graduates in communications, or more generally from a humanities, social sciences, or education background, who wish to pursue the study of communications at an advanced level. The program can either be complete in itself or serve as the basis for entering a PhD program in communications at another institution. Jobs in different aspects of communications are increasing, so that as well as the lively intellectual stimulation it will provide, the MA may also assist in developing a career inside or outside the communications industries.

The program is designed to enable students to follow a variety of pathways in the advanced study of communication processes. Those who wish a broad program of study may choose across the curriculum. Those wishing to focus on media analysis should concentrate on CMC 703, 704, 705, 707, 708, 710. Those wishing to focus on the human communications studies area should concentrate on CMC 702, 703 and other forthcoming courses.

Students concerned with professional media practice should concentrate on CMC 706, 709, and other forthcoming courses. No student, however, may concentrate exclusively on any single pathway. The required courses, CMC 700 and 701, indicate our commitment to theoretical and research education as a basis for all advanced study.

Departmental Requirements for Admission

General admission requirements to the graduate program in the arts and sciences are observed. Applicants whose native language is not English must take the Test of Written English (TWE) component of the TOEFL examination.

Departmental Requirements for the Degree

Courses Each candidate must complete an approved program of study of at least 30 credits, which shall include CMC 700, 701, and 798 or 799. Courses taken in other departments may be credited toward the 30 credits with the approval of the graduate advisor, but they may in no case exceed 9 credits.

Comprehensive Examination The student is required to pass a comprehensive examination related to the sequence of courses taken. This may, with departmental permission, include courses taken outside the department.

Master's Thesis or Project The candidate for the degree must present a master's thesis on a subject approved by the department or a master's project approved by the department.

COURSE LISTINGS

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

CMC 700 Theory and Research in Mass Communication and Culture A critical review of theoretical and research approaches to the analysis of communication, focusing principally upon mass communication and culture.

CMC 701 Theory and Research in Human Communication A critical review of theoretical and research approaches to interpersonal communication, and of the underlying assumptions in standard methodologies of communication research.

CMC 702 Communications: Cognitive, Interpretive, and Perceptual Processes Exploration of interpretive processes through which people create, organize, and make sense of communicative experiences.

CMC 703 Social and Historical Roots of Mass Culture Social and historical context of development of mass media from 15th century to present.

CMC 704 Communications and the City Urban imagery in mass media and its varying relation to problems of urban life.

CMC 705 Social Class, Racism, and the Media Analysis of interrelations between social classes, racism, and the media.

CMC 706 Problems of American Journalism Analysis of the social responsibility of the press in relation to the dominant institutions of American society.

CMC 707 Communication and International Development Analysis of the development of the modern global communication system.

CMC 708 International Communication in the Contemporary World Prereq: CMC 707. The contemporary problems and issues of international communication.

CMC 709 Alternative Media: Examples and Experiences Review of the history and role of small-scale alternative media.

CMC 710 Feminist Approaches to the Mass Media An historical perspective on feminist cultural theories as they have addressed the representation of women in American mass culture.

CMC 751 Special Themes Seminar Rubric for occasional or experimental courses. Subject to approval by department's Policy and Curriculum Committee.

CMC 790 Independent Study Hrs to be arranged, 1 cr. Rubric for student's independent study. Permission of Policy and Curriculum Committee required.

CMC 791 Independent Study Hrs to be arranged, 2 cr. Rubric for student's independent study. Permission of Policy and Curriculum Committee required.

CMC 792 Independent Study Hrs to be arranged, 3 cr. Rubric for student's independent study. Permission of Policy and Curriculum Committee required.

CMC 798 Master's Project This course or CMC 799 must be completed satisfactorily before graduation. Approval of Policy and Curriculum Committee required.

CMC 799 Master's Thesis Normally not longer than 12,000 words. This course or CMC 798 must be completed satisfactorily before graduation. Approval of Policy and Curriculum Committee required.

Computer Science

Chair Daniel I. A. Cohen, North Building room 1008 phone 772-5213
Graduate Advisor Talbot M. Katz, North Building room 1000F
 phone 772-5211

FACULTY

Daniel I. A. Cohen, Professor; PhD, Harvard; Combinatoric Algorithms, Theory of Computability
Susan L. Epstein, Associate Professor; PhD, Rutgers; Artificial Intelligence, Knowledge Representation, Machine Learning
Talbot M. Katz, Assistant Professor; PhD, Rockefeller; Statistical Modeling of Computer Systems, Combinatoric Algorithms
Constantin V. Negoita, Professor; PhD, Bucharest; Fuzzy Logic, Artificial Intelligence
Howard A. Rubin, Associate Professor; PhD, CUNY; Software Engineering
Jose M. S. Simoes-Pereira, Professor; PhD, Coimbra; Graph Theory and Algorithms, Matroids
Robert S. Tannenbaum, Associate Professor; EdD, Columbia; Computer Education in Humanities and Social Sciences
Virginia M. Teller, Associate Professor; PhD, NYU; Artificial Intelligence, Natural Language Processing
Stewart N. Weiss, Assistant Professor; PhD, NYU; Software Testing, Computability Theory
Thomas C. Wesselkamper, Professor; PhD, London; Multiple-Valued Logic and Switching Theory, Stochastic Models
Christina M. Zamfirescu, Associate Professor; PhD, Aachen; Graph Theory and Algorithms, Operations Research

Master's-level graduates with both an understanding of the theoretical foundations of computing and expertise in its practical applications are much in demand in business, industry, government, and education. Hunter College, recognizing the need for an affordable, conveniently located program in this field, now offers a master of arts in computer science.

MASTER OF ARTS

An MA in computer science is offered either as a terminal degree or as the first year toward the PhD within CUNY. Students in the MA program may take introductory and advanced courses at both Hunter College and the Graduate School and University Center.

Departmental Requirements for Admission

To be considered for admission to the MA program in computer science, prospective students must meet the following criteria:

1. A BA or its equivalent, preferably in computer science, with a minimum GPA of 3.0 in the final 2 years of computer science and related course work.
2. Courses in calculus I and II, linear algebra, statistics, discrete structures, data structures, an assembly language, computer logic, and operating systems.
3. A combined score of better than 1600 on the 3 sections of the Graduate Record Examination, with no score less than 500.
4. Students must also take the GRE subject examination in computer science.

Note: Foreign students whose first language is not English must score above 600 on the Test of English as a Foreign Language (TOEFL) to be admitted to the program.

Departmental Requirements for the Degree

Courses Upon admission, each student is assigned an advisory committee to provide counseling and to approve a plan of study. A minimum of 30 credits is required for the degree. After completing 9 credits of core courses (CSCI 701, 705, and 740), a student's curriculum is made up of either 5 elective courses (15 credits) and a 6-credit thesis or 7 elective courses and an exit examination. The program of study may include up to 6 credits from a department other than computer science, provided the student receives proper approval from his or her advisors.

Note: No student may take for graduate credit any course equivalent to a course for which he or she has received undergraduate credit.

Areas of Concentration Students may concentrate in one of 3 tracks within the Department of Computer Science: theoretical computer science, professional applications of computing, or specialized applications of computing. After completing the core courses, students are advised to take a significant number of courses in one of these 3 areas in addition to courses outside the department.

COURSE LISTINGS

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

CSCI 701 Theory of Operating Systems Prereq: an undergraduate course in operating systems. Resources, concurrent processes, processor scheduling, probability models of sequencing, memory management, performance analysis models.

CSCI 705 Sorting and Searching Algorithms Prereq: undergraduate courses in operating systems, data structures, computer logic, and calculus I. Complexity and applicability of file and database techniques including searching, sorting, supporting data structures, internal and external files, and sequential and direct access methods.

CSCI 710 Contemporary Data Base Technology Prereq: undergraduate course in data base management or equiv. Current techniques in technology; case studies of pioneering applications; next-generation breakthrough analysis; current research efforts.

CSCI 711 Data Base Security and Integrity Prereq: undergraduate course in data base management or equiv; CSCI 710 suggested. Privacy requirements, computer system security; policy formation, authorization, data integrity, audit control; other topics.

CSCI 722 Formal Methods in Programming Languages Prereq: undergraduate course in advanced programming languages or equiv. Data and control abstractions; backtracking and nondeterminism; the effects of formal methods for program description; proving correctness.

CSCI 724 Computational Complexity Prereq: undergraduate course in computer theory and CSCI 705. Turing machine model for computation; multiple tapes, multiple heads and nondeterminism, space-bounded and time-bounded TMs; completeness theorems.

CSCI 730 Microcomputer Systems Prereq: undergraduate course in computer architecture and CSCI 701. Terminology, function units, buses, DMA, interrupts, priorities, memory systems, I/O systems, addressing modes, time-sharing, networking.

CSCI 740 Models for Computer Systems Prereq: undergraduate courses in operating systems and systems analysis and simulation. Examination of major models of operating systems and computer systems; Petri nets, data flow diagrams, queuing theory.

CSCI 750 Combinatorial Computing Prereq: undergraduate course in numerical analysis or equiv. Computer representation of combinatorial objects; backtracking; generating and enumerating combinatorial objects; other topics.

CSCI 751 Cryptography Prereq: undergraduate course in numerical analysis and STAT 213; CSCI 750 suggested. Problems and possibilities of encryption and decoding; traditional and contemporary methods of encryption and time/memory trade-off.

CSCI 752 Graph Theory I Prereq: undergraduate course in numerical analysis. Permutations and combinations, generating functions, advanced counting numbers, cycles, parity, conjugacy classes, graphs, other topics.

CSCI 753 Graph Theory II Prereq: CSCI 752. Depth-first search, ordered trees, codes, optimization problem, sort-by-merge; applications of network flow techniques; other topics.

CSCI 760 Computational Linguistics Prereq: undergraduate course in artificial intelligence. Formal grammars, transformational models, augmented transition networks, design of parsers, parsing techniques, Determinism Hypothesis, other topics.

CSCI 761 Knowledge Representation Prereq: undergraduate course in artificial intelligence; CSCI 760 recommended. Levels and types of knowledge, uses of knowledge, declarative-procedural controversy, scope and specificity, choice of primitives, other topics.

CSCI 771 Contemporary Application Development Technology Prereq: undergraduate course in software engineering and CSCI 701. Current techniques in technology, pioneering applications; analysis of next-generation breakthroughs and current research efforts.

CSCI 772 Contemporary Office Technology Prereq: undergraduate course in software engineering and CSCI 701; CSCI 771 recommended. Current techniques commercially available in office technology; fundamental theoretical foundations of various case studies and expected benefits.

CSCI 773 Contemporary Telecommunications and Network Technology Prereq: undergraduate course in software engineering and CSCI 701; CSCI 772 suggested. Analysis of breakthroughs in the areas of telecommunications and networking; current research; case studies of pioneering applications.

CSCI 774 Real Time Systems I Prereq: CSCI 701. Communications protocols, handshaking, error detection; networking, process control systems, time-sharing, other topics.

CSCI 775 Real Time Systems II Prereq: CSCI 774. Types of communications, terminology, memory systems, peripheral and DMA interface adaptors, timing problems, other topics.

CSCI 776 Software Metrics Prereq: CSCI 740. Measurement problem, Halstead's software science and results, Albrecht's function point measure, other topics.

CSCI 795 Advanced Topics in Computer Science Prereq: perm grad advisor. Topics will vary, dealing primarily with state-of-the-art material in computer science. May be repeated for a maximum of 6 cr.

CSCI 799 Thesis Research in Computer Science Prereq: perm grad advisor. Thesis research. The course is open only to students selecting the thesis option.

Economics

Chair Marjorie Honig, West Building room 1524 phone 772-5400
Graduate Advisor Laura Randall, West Building room 1504
 phone 772-5430

FACULTY

Howard Chernick, Associate Professor; PhD, Pennsylvania; Public Finance, Urban Economics
Randall K. Filer, Associate Professor; PhD, Princeton; Labor Economics, Demography, Finance, Urban Economics
Herbert G. Geyer, Professor; PhD, Goethe University; Public Finance, Macro- & Microeconomic Theory
Devra L. Golbe, Associate Professor; PhD, NYU; Industrial Organization, Finance, Microeconomics
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, Professor; PhD, Columbia; Labor Economics, Income Distribution & Transfer Policy
Mary Schranz, Assistant Professor; PhD, Washington University; Industrial Organization, Finance, Money and Banking
Eric Seeley, Assistant Professor; PhD, NYU; Consumer Economics, International Trade and Finance, Microeconomic Theory
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 master's program in economics equips students with analytic tools that can be directly applied to business and public policy. The program integrates economic theory, quantitative methods, and practical application and emphasizes elective courses in economic development, domestic and international banking, international trade, labor, and public finance. 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.

The program is offered in the evening to accommodate students who hold full- and part-time jobs.

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 in each of the following courses or their equivalents: Techniques of Economic Analysis (ECO 220), Economic Statistics (ECO 320), and a semester of either intermediate macroeconomic theory or intermediate microeconomic theory (ECO 301 or 302). Both ECO

301 and ECO 302 are prerequisites for required courses in the MA program. Students who have not completed these courses at the time of admission will be required to complete them during their first semester at Hunter. (Completion of such courses cannot be counted towards the MA.)

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.

DOCTOR OF PHILOSOPHY

The PhD program in economics is based at the City University Graduate School and University Center. Under special circumstances, advanced students in the MA program may take up to 12 credits and transfer them to Hunter towards their MA. In addition, students in the PhD program who wish to transfer to the Hunter MA program may transfer up to 12 credits towards the Hunter MA. PhD students at the City University Graduate School who wish to earn an *en passant* master's degree after completing 45 credits at the Graduate School—in cooperation with Hunter College—should consult the executive officer of the PhD program.

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 1989-91

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 and ECO 302 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 equilibrium.

ECO 703 Income Determination Prereq: ECO 220 or equiv and ECO 301 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 Prereq: ECO 302 or equiv.* Systems of economic measurement, estimation, and computation of income flows and asset values for micro- and macroeconomic units.

ECO 705 Development of Economic Thought Prereq: ECO 301 or equiv.* History of economic doctrines from mercantilists to recent economic theory.

ECO 710 Monetary Theory and Policy Prereq: ECO 210 and 301 or equiv.* Factors determining demand for and supply of money; theories of rate of interest; issues of monetary policy.

ECO 711 Banking and Financial Structure Prereq: ECO 210 and 302 or equiv.* 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 302 or equiv.* 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 or equiv.* 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 301 and 302 or equiv.* Offered Sp. Econometric methods for single equation models. OLS, GLS, and problems with heteroscedasticity; discrete dependent variables and distributed lags.

ECO 723 Time Series and Forecasting Prereq: ECO 321 and ECO 720 or equiv.* Introduction to autoregressive and moving average models (ARIMA) as applied to economic data.

ECO 725 Economics of Consumption Prereq: ECO 302 or equiv.* Determinants of consumption and savings; microeconomic analysis of consumption; integration of consumption theory and microeconomic analysis.

ECO 730 Economic Development Prereq: Any one of ECO 301, 330, 331, 332, 340, 350, 351, or equiv.* Theories of economic development; constraints on economic policies faced by developing nations; economic policy choices and results.

ECO 731 American Economic History Prereq: Any one of ECO 301, 330, 331, 332, 340, 350, 351, or equiv.* 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 Prereq: ECO 302 or equiv.* 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 Prereq: ECO 301 and 302 or equiv.* 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 Prereq: ECO 302 or equiv.* 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 Prereq: ECO 302 or equiv.* Economic foundations of social insurance and income maintenance programs, objectives and achievements in relation to individuals, firms, and economy.

ECO 750 Comparative Economic Systems Prereq: Any one of ECO 301, 330, 331, 332, 340, 350, 351, or equiv.* Capitalism and other methods of organizing economic activity; emphasis on price system and central planning.

ECO 751 Economic Development of Latin America Prereq: Any one of ECO 301, 330, 331, 332, 340, 350, 351, or equiv.* Economic theories, policies, and world conditions influencing economic policies and economic development of Latin American nations.

*Pending Board of Trustees approval.

ECO 755 Business Enterprise and Public Policy Prereq: ECO 302 or equiv.* 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 Prereq: ECO 220 and ECO 302 or equiv.* 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 instr 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 1989-91

ECO 700 Techniques of Economic Analysis
ECO 706 Contemporary Economic Thought
ECO 732 European Economic History
ECO 749 Collective Bargaining and Arbitration

*Pending Board of Trustees approval.



Programs in Education

Dean Hugh J. Scott, West Building room 1000 phone 772-4621
Associate Dean Shirley Cohen, West Building room 1000 phone 772-4622

Office of Educational Services Adele Schwartz, West Building room 1000 772-4623

Teacher Placement Sally-Anne Milgrim, West Building room 1001 phone 772-4624

Teacher Certification Charlotte Seley, West Building room 1000 phone 772-4625

Departmental Chairs

Curriculum and Teaching Mae Gamble, West Building room 1023 phone 772-4686

Educational Foundations Louise Fox, West Building room 1016 phone 772-4710

Health and Physical Education Susan Higgins, West Building room 1121 phone 772-4640

Special Education Lester Mann, West Building room 913 phone 772-4701

FACULTY

Curriculum and Teaching

Miriam Balmuth, Professor; PhD, NYU; Educational Psychology, Developmental & Remedial Reading

Elaine C. Block, Professor; PhD, Wisconsin; Curriculum Development, Art Education

Donald R. H. Byrd, Professor; PhD, North Carolina at Chapel Hill; Linguistics & English to Speakers of Other Languages

David Cooper, Professor; EdD, Stanford; English Education

Richard A. Duschl, Associate Professor; PhD, Maryland; Science Education

Joan Dye, Professor; EdD, NYU; Methodology & Supervision in Foreign Language Education

Mae Gamble, Professor and Chair; EdD, Columbia; Aesthetic Education, Language Arts & Reading

Maureen L. Herman, Associate Professor; EdD, Columbia; Mathematics Education

Harold Judenfriend, Professor; 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

Carmen Mercado, Assistant Professor; PhD, Fordham; Reading & Language Arts

Sally-Anne Milgrim, Professor; PhD, NYU; English & English Education

John Niman, Professor; PhD, Columbia; Math & Math Education

Herbert Perr, Professor; MA, Hunter; Art & Art Education

Migdalia Romero, Associate Professor; PhD, NYU; Linguistics & Bilingual Education

Elizabeth Ruccius, Instructor; DMA, Temple; Music Education & Piano

Hugh J. Scott, Professor and Dean, Programs in Education; EdD, Michigan State; Administration

Alene Smith, Assistant Professor; EdD, Columbia; Curriculum & Teaching

Richard Smolens, Associate Professor; EdD, Columbia; Methods in Social Studies & Math

L. Christina Taharally, Assistant Professor; EdD, Massachusetts; Early Childhood Education

André L. Thibodeau, Associate Professor; EdD, Boston University; Developmental & Remedial Reading

José A. Vázquez, Professor; MA, Columbia; Language in Education, Policy & Administration

Sinai M. Waxman, Professor; PhD, NYU; Language Learning

Educational Foundations and Counseling Programs

Caroline Manuele Adkins, Associate Professor; PhD, Columbia; Career Development/Counseling

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 & Application to Education

Lawrence Goldstein, Associate Professor; PhD, NYU; Life-Cycle Psychology

Sherryl Graves, Assistant Professor; PhD, Harvard; Clinical Psychology & Public Practice

David Julian Hodges, Professor; PhD, NYU; Cultural Anthropology

Shirley Hune, Professor; PhD, George Washington; Social Foundations & Educational Policy

Mario A. Kelly, Assistant Professor; EdD, Rochester; Developmental/Educational Psychology

Kimberly Kinsler, Assistant Professor; PhD, CUNY; Educational Psychology

Simi Linton, Assistant Professor; PhD, NYU; Developmental/Counseling Psychology

Mary McRae, Assistant Professor; EdD, Columbia; Counseling

Maurice M. Martinez, Professor; PhD, Michigan; Social Systems

John O'Neill, 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

Rena Subotnik, Assistant Professor; PhD, U. of Washington; Gifted Education

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 Rosenberg Zalk, Professor; PhD, Yeshiva; Women's Studies

Health Education and Physical Education

Philip A. Belcastro, Assistant Professor; PhD, Ohio State; School Health Education, Occupational Stress, Sexuality

Ronald H. Brown, Professor; EdD, Boston University; Curriculum Development & Teaching Methodology

Thomas R. Burke, Associate Professor; EdD, Columbia; Exercise Physiology & Adapted Physical Education

Franklyn R. Greenberg, Associate Professor; EdD, Temple; Curriculum and Program Development & Emergency Medical Care

Richard C. Havel, Professor; EdD, Columbia; Administration, Teaching & Program Development

Susan Higgins, Professor and Chair; EdD, Columbia; Motor Learning & Movement Analysis

Kathryn Katzman, Assistant Professor; EdD, Fairleigh Dickinson; Social & Cultural Health Issues

Nana Koch, Assistant Professor; MA, Adelphi; Dance Therapy & Movement Observation

Mary Lefkarites, Associate Professor; PhD, NYU; Human Sexuality, Women's Health Studies

Robert Schleihauf, Associate Professor; EdD, Columbia; Biomechanics

Claire Schmais, Professor; PhD, Union; Dance Therapy Theory & Practice

Special Education

Nicholas Anastasiow, Professor; PhD, Stanford; Language Development of Normal & Exceptional Children

Ellis I. Barowsky, 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 & Curriculum Development for the Learning Disabled

Marsha Lupi, Assistant Professor; EdD, Columbia; Working with Mentally Retarded & Their Families

Lester Mann, Professor and Chair; PhD, North Carolina; Assessment & Cognitive Processes

Thomas C. McIntyre, Associate Professor; PhD, Connecticut; Emotional & Behavior Disorders

Rosanne K. Silberman, Professor; EdD, Columbia; Visual Impairment, Severe/Multiple Disabilities

Marsha Smith-Lewis, Assistant Professor; EdD, Syracuse; Communication Disorders & Augmentative Communication

Graduate programs in education are designed to extend the competence of the classroom teacher, to provide training for specialized school and agency personnel, and to establish a base for research skills in education and related fields. The graduate education, counseling and dance therapy programs offer opportunities for greater mastery of academic disciplines, development of professional theory and practice, study of problems confronting the professional in the field, and the building of competence for research. Most programs lead to the New York 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 urban, multicultural settings. Opportunities are offered to students through participation in research programs, enrollment in special summer institutes, and studies in degree programs to develop skills and strategies to meet the needs of diverse school populations effectively.

Hunter College Elementary School and Hunter College High School, serving 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 observation, demonstration and research. In addition, many public schools in New York City cooperate with Hunter College as "affiliated schools" for research, demonstration, teacher preparation, and in-service education.

Research in Teacher Education An extensive program of research in teacher education has attracted substantial support from federal, state, and private sources. Projects currently in process include research and training in bilingual education; improvement of teaching of science, mathematics, and computers in urban schools; and preparation of rehabilitation counselors and teachers for children with disabilities. These projects afford graduate students an opportunity for advanced training and development of research skills.

Certification In general, the programs described in this section of the catalogue have been approved by the New York State Department of Education to provide graduates with permanent certification. US citizenship is required for permanent certification. Students must make application for permanent certification through the Degree Audit section of the Office of the Registrar when they apply for graduation, just prior to completing the master's degree. Further information is available from the Certification Advisor in the Office of Educational Services.

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, with the permission of the instructor.

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

1. Students with degrees from Hunter College who have completed at least 12 education credits at Hunter and the College's course in student teaching (or at least one year of full-time teaching).
2. Graduate students currently enrolled in a master's degree program at Hunter who have completed at least 12 graduate education credits.

The Office helps students seeking jobs locally, nationally, and internationally. It assists students in fulfilling the NTE (National Teacher Exam) requirements for New York State certification.

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.)

Matriculation with Conditions A student who is otherwise qualified for a particular program 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 9 cr.
2. Work to remove conditions must begin in the first semester and be completed in no more than 3 consecutive semesters.

A course taken as a condition to matriculation will not be credited toward the master's degree.

Student Internships and Field Practica Many master's programs require field placements or internships. In some, these may be waived because of equivalent work experience. The master's degree cannot be granted without completion of the internship or waiver. Students must apply in the fall semester if they wish to student teach in the spring, and in the spring semester if they wish to student teach in the fall.

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 duration of the applicant's teaching experience, the type of class(es) taught, and the quality of the teaching services.

Matriculation in Individualized MS in Education Program

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

Degree Requirements

Master's program requirements vary according to students' qualifications and the requirements of the specific program. Students must achieve a GPA of at least 3.0 in both graduate courses and conditions. Students should *not* expect to complete the master's degree requirements in one year's full-time attendance immedi-

ately after taking the undergraduate degree, although this may be possible in some programs.

In most areas of study, a candidate will be required either to pass a comprehensive examination or to submit a thesis or a contribution in the field of specialization acceptable to the proper College authority. Candidates should consult the program coordinator 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 program coordinator. The thesis is to be typewritten on good quality paper 8½ x 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 well in advance of the last day of classes.

Comprehensive Examination A comprehensive examination may be required of MS in Education candidates in specified programs. In programs where students may select either a thesis or a comprehensive examination, the thesis may not be chosen after a failure on the examination.

Time Limit Candidates for a master's degree in the Division of Programs in Education must complete the 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 serious illness, maternity, or military leave. In such cases the time limit is extended by the duration of the leave, not to exceed one year.

Students exceeding the time limit, with or without prior approval, may be required to take more than the number of 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 unless a time extension is granted.

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 an advisor's permission. Most graduate courses in education are offered after 4:00 pm to meet the needs of students who are employed.

Status and Tuition

Applicants who enter with another master's degree in any of the division's master's degree programs 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 one master's degree in the division may, on approval, transfer to a different curriculum. Students who wish to change programs must do so in the Office of Admissions. Such students must see the program coordinator or the associate director of the Office of Educational Services to determine which course credits from the first program may be transferred to the new curriculum.

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

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

Transfer and Approval of Credit

Students must apply to the Office of Admissions for transfer of credit for courses taken at Hunter College as a non-matriculant if these courses total more than 9 credits. Students must also apply to the Office of Admissions to transfer graduate courses taken at other colleges. Applications and catalogue course descriptions must be reviewed and approved by program coordinators.

The following limitations apply:

- No more than 12 cr will be allowed for courses completed at other colleges.
- 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 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 may be made after registering for the first semester of matriculation. 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.
- Approved courses taken as a non-matriculant at Hunter College will be acceptable for approval of credit toward the graduate degree if the student earns a B or better in the courses.

Non-Matriculated Students

Qualified students who do not initially meet matriculation requirements and/or application deadlines may be permitted to take courses on a non-matriculated basis.* Admission to non-matriculant status does *not* imply approval to take any course. This approval rests solely with the department and is contingent upon course enrollments and the advisor's judgment of the student's preparation. The division reserves the right to limit the total number of credits that a student may take as a non-matriculant.

Students who want to teach junior and senior high school subjects or who want to qualify for provisional certification in a subject area at the secondary level should apply for admission as *undergraduate* non-degree students and take undergraduate courses. Graduate courses for secondary teaching require provisional certification or eligibility for provisional certification. Students for all other graduate program courses described in this section should apply for education graduate matriculant status.

Some programs offer the non-matriculant option as a temporary alternative when prior academic records do not meet admission

standards for matriculation. In these cases, students take the recommended courses or credits and re-apply for matriculated admission during the semester in which they take the last non-matriculant credits. In the second admission review, the grades of the courses taken at Hunter as a non-matriculant will be reviewed as evidence of academic capability for admission.

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

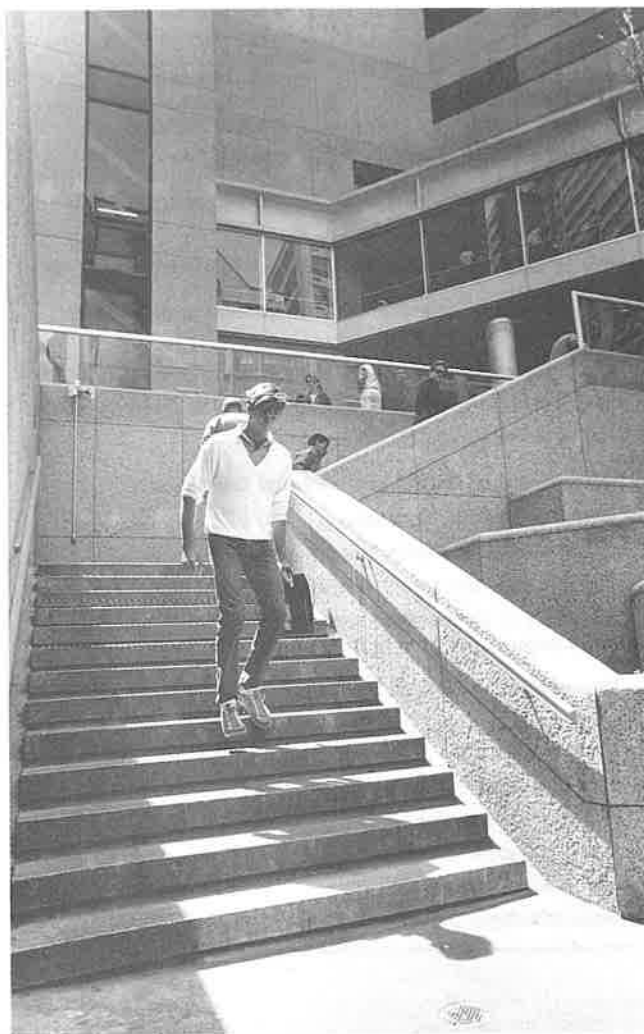
Graduate Programs

The Division of Programs in Education comprises the departments of curriculum and teaching, educational foundations and counseling programs, health and physical education, and special education.

The division provides a wide variety of programs in teaching, counseling, school management and dance therapy.

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

*Except in counseling programs where interviews and other requirements may apply.



A GUIDE TO PROGRAMS IN EDUCATION

Department of Curriculum and Teaching and Department of Educational Foundations and Counseling Programs

MS in Elementary Education, N-6 (45 cr)
(for students with little or no education background)

MS in Elementary Education, N-6 (36 cr)
(for students eligible for New York State Certificate of Qualification or Provisional Certification, N-6) to specialize and concentrate in:

Arts and Humanities p. 37	Human Development & Learning p. 38
Early Childhood p. 37	Mathematics p. 38
General Elementary p. 37	Corrective Reading (Reading Teacher K-12) p. 38
Gifted and Talented p. 38	Individualized Program p. 34
Science p. 38	

MS in Elementary Education, N-6
(Bilingual Education) p. 39

MA in Secondary Education (Teacher Education Program—TEP, see p. 39), offered in collaboration with the following departments or programs:

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

Department of Curriculum and Teaching

MA in Teaching English as a Second Language p. 42

Certificate in Reading (K-12) p. 38

Sixth-year Certificate in Supervision & Administration p. 43

Department of Educational Foundations and Counseling Programs

MA in College Counseling & Student Development p. 45

MSEd in Guidance & Counseling (School Counselor) p. 46

MSEd in Rehabilitation Counseling p. 47

Department of Health and Physical Education

MSEd in Physical Education p. 49

MSEd in School Health Management p. 49

MS in Dance/Movement Therapy p. 50

MS/MSW in Dance/Movement Therapy and Social Work (dual degree program) p. 51

Department of Special Education

MSEd in Education: Special Education, with concentration in:

Learning Disorders p. 54
Behavior Disorders p. 54
Hearing Impairment p. 55
Visual Impairment p. 55
Severe/Multiple Disabilities p. 55

TEACHER EDUCATION PROGRAMS

MS IN ELEMENTARY EDUCATION, N-6 (36 or 45 cr)

The MS in elementary education is a 2-track program that accommodates students who have extensive, limited, or no undergraduate teacher education preparation. One track, requiring 36 credits, is for students who have extensive undergraduate background in elementary education. The other track, requiring 45 credits, is for students who have had few or no undergraduate courses in elementary education.

Both tracks meet the certification requirements for elementary education, N-6 of the New York State Education Department.

Students may begin on a non-matriculated basis, but courses taken as a non-matriculant and later transferred to the matriculated record cannot exceed 9 credits. When appropriate, selected graduate courses from other institutions may be accepted for transfer of credit after matriculation.

Requirements for Admission

In addition to meeting the academic requirements for admission to matriculation, students may be admitted to the 36-credit track if they have:

1. Completed an elementary education sequence resulting in eligibility for New York State Education Department Provisional Certification, N-6
- or
2. Completed 24 cr of teacher education courses in an institution of higher education acceptable to the Office of Admissions, including:

6 cr in reading methods	3 cr in math/science methods
3 cr in educational psychology	1 cr in drug abuse education
3 cr in child development	3 cr in social foundations

and

Completed 300 clock hrs of supervised student teaching in an early childhood/elementary setting.*

*Students who have completed one year of approved full-time teaching may be granted a waiver of this requirement.

Otherwise qualified students with limited or no undergraduate education preparation may be admitted to the 45-credit track.

Matriculation with Conditions A student who is otherwise qualified for the 36-credit track but who has not completed all the prerequisites to matriculation may be allowed to matriculate but required to take the missing courses as a condition of admission. However:

1. Courses to remove conditions may not exceed 9 cr.
2. Coursework 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 towards the master's degree requirements.

Qualified applicants who do not have the prerequisite courses and supervised teaching for admission to the 36-credit track will be admitted to the 45-credit track.

45-Credit Track

Coordinator André L. Thibodeau, West Building room 1000
phone 772-4623

Students in the 45-credit track will begin with the introductory courses listed below which they have not completed on the undergraduate level. Equivalent undergraduate courses may be submitted to waive some of these requirements; equivalent graduate courses may be submitted for transfer of credit.

Students in this program will also complete all of the courses in the core requirement (18 cr) listed below, plus approved electives to total 45 cr for completion of degree requirements.

45-Credit Track Introductory Courses (23 cr)

		Credits
EDFDN 704 or EDFDN 705 or EDFDN 706	For students with no undergraduate Social Foundations or equivalent. (Prerequisite for EDFDN 703.)	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 Elementary 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 or EDUC 712	Teaching of Music in Elementary School Teaching of Music in Early Childhood Programs	3
EDUC 728	Art for Elementary School Teachers	3
EDUC 746	Supervised Internship*	4

*Students may submit one year or more of approved full-time teaching, N-6, in lieu of student teaching. The master's degree will not be conferred without the internship or one year of approved full-time teaching at the elementary level.

36- and 45-Credit Tracks—Core 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 or EDFDN 722	Educational Evaluation Educational Tests and Measurements	2
EDUC 724	Advanced Studies in Teaching Elementary Math	2
EDUC 726	Science Instruction in Elementary 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, p. 39.

36-Credit Track

Coordinator Judith Dederick, West Building room 1014 phone 772-4753

Students accepted to the 36-credit MS program are required to complete the core requirements above (18 cr), one of the specializations below (12-18 cr), and approved electives to total 36 credits for completion of the degree requirements.

36-Credit Track Specializations

Arts and Humanities (12 cr)

Advisor Mae Gamble, West Building room 1023 phone 772-4686

		Credits
THC 776	Creative Dramatics	3
EDUC 727	Teaching Music in Elementary School	3
EDUC 729	Children's Art	3
EDUC 737	Literature in Elementary School	3
After taking 9 cr from above, students take the following required course:		
EDUC 775	Aesthetic Education of the Child	3

Early Childhood Education (12 cr)

Advisement Office of Educational Services, West Building room 1000 phone 772-4623

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 phone 772-4623

12 cr from the following or other appropriate elective courses with advisor's approval:

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

Education of the Gifted and Talented (15 cr)***Advisor** Rena Subotnik, East Building room 1307 phone 772-4722

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 (15 cr)

	Credits
EDFDN 730 Conceptions of Giftedness and Talent: Definitions, Identification, and Implications for Programming	3
EDFDN 731* Socio-Emotional Development of Gifted and Talented Students	3
EDUC 772* Curriculum Development for the Gifted and Talented Child I	3
EDUC 773* Curriculum Development for the Gifted and Talented Child II	3
EDFDN 732* Seminar in the Study of Gifted and Talented Children	3

Corrective Reading (Reading Teacher K-12) (18 cr)**Coordinator** Miriam Balmuth, West Building room 929 phone 772-4687

This 18-credit sequence is intended to develop special competence for corrective/remedial reading. It can also lead to New York State provisional certification as a Reading Teacher (K-12). Students who are enrolled in or who have completed any education-related master's degree program may enroll in the specialization and receive dual certification. (Examples: elementary education and reading; secondary education and reading; special education [any field] and reading; TESL and 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 Elementary Schools: Advanced Course	3
EDUC 733 Diagnosis of Reading Difficulties	3
EDUC 734 Practicum in Correction of Reading Difficulties	3
EDUC 735 Advanced Practicum in 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 Elementary 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)**Advisor** Judith Dederick, West Building room 1014 phone 772-4753

*Pending New York State Department of Education approval.

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 (15 cr)**Advisor** Maureen Herman, West Building room 920 phone 772-4684**Required Courses**

	Credits
EDUC 740 Mathematics for Children	3
EDUC 741 Development of Mathematical Concepts in Children (N-6)	3
EDUC 742 Workshops in Elementary School Mathematics (N-6)	3
EDUC 744 Microcomputers in Mathematics Education (N-6)	3
EDUC 771 Microcomputers in Elementary Education (N-6)	3

Science Education (14 cr)**Advisor** Elizabeth Lawlor, West Building room 902 phone 772-4676

The specialization in science for elementary teachers is designed to provide a background in science curricula and methodologies for elementary school teachers and curriculum specialists.

	Credits
EDUC 776 Biological Science Background for Elementary Teachers	3
EDUC 777 Physical Science Background for Elementary Teachers	3
EDUC 778 Methods of Teaching Environmental Science in Elementary School	3
EDUC 779 Materials and Resources for Elementary Science Program	3
EDUC 780 Field Experiences in Elementary Science	2

Specializations Students in the 45-credit track who have sufficient elective credits available after fulfilling the above requirements may take one of the specializations listed under the 36-credit track.

Electives for Either Track In addition to courses listed in the specializations, electives are available with approval from the advisor.

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	Issues and Practices in Educating Persons with Disabilities	3
EDSPC 715	Classroom Management of Students with Mild/Moderate Disabilities	3

Bilingual Education

Coordinator José A. Vázquez, West Building room 925
phone 772-4764

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

36-Credit MS in Bilingual Education

Core Requirements (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 Elementary Math	2
EDUC 726	Science Instruction in Elementary School—Advanced Course	2

EDUC 730BE	Advanced Studies in Teaching Reading and Language Arts	3
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Additional Required Courses (11 cr)

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)		3
LING 773, BILED 771, 777		

Electives to be approved by program coordinator:		
ANTH 777, EDESL 781, EDUC 720.21, 720.22, 720.23, 776, 785, 786, EDSPC 700(BE), ENGL 505		3

MA—SECONDARY EDUCATION

Advisor Joan Dye, West Building room 1004 phone 772-4623

Offered with departments in other divisions. The applicant must be admitted by both the Division of Programs in Education and a major subject department.

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. Students with undergraduate course deficiencies will be required to take these courses as a condition of matriculation. They will receive no graduate credit.

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 and references are not required.) A minimum cumulative average of 2.5, and a major subject index of at least 3.0, are required.

In addition to the above matriculation requirements, admission to the TEP/Secondary MA program assumes that the applicant can meet the New York State Certification requirements, which are: 12 credits in education*; a secondary-level student teaching experience or one year of full-time teaching on the secondary level in the certification subject area, and sufficient course work in the subject area, as indicated in the table below:

Art	24 credits**	Latin	24 credits**
Biology	36 credits**	Spanish	24 credits**
English	36 credits**	Mathematics	24 credits**
French	24 credits**	Music	24 credits**
Italian	24 credits**	Social Studies	36 credits**

Hunter College Secondary Education MA programs will conditionally admit qualified students as matriculants if undergraduate course deficiencies in either education and/or the subject matter do not exceed a total of 12 credits. These courses must be completed within the first three semesters of matriculation.

Students with inadequate preparation for admission to matriculation have an alternative route, which is to seek admission as undergraduate non-degree students. They may then take the necessary undergraduate courses in order to qualify for graduate admission at a later date.

Further information is available from the Office of Admissions or from the Office of Educational Services.

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

*Subject to approval by the Division of Programs in Education.

**Subject to approval by the subject area department.

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	
Latin	
Mathematical Sciences	
Music	

*Candidates with no undergraduate courses in geography or economics will be required to complete such courses as a condition of matriculation in these specializations.

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 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 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 720,721 Workshops in Curriculum Materials Development Each 15-45 hrs, 1-3 cr. Prereq: letter from supervising faculty. Project course for those interested in developing instructional materials adapted to specific student groups.

EDUC 724 Advanced Studies in Teaching of Elementary Mathematics 30 hrs, 2 cr. Prereq: EDUC 705 or equiv. 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 elementary and intermediate social studies programs. Recent research and curricula.

EDUC 726 Science Instruction in Elementary School—Advanced Course 30 hrs, 2 cr. Prereq: EDUC 705 or equiv. 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 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 pre-school 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 Prereq: EDUC 704 or equiv. 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 Prereq: EDUC 704 or equiv. 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 instr. 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 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 Prereq: EDUC 724 or equiv. Relationship of current theories of child development for teaching mathematics and current mathematics curricula.

EDUC 741 Development of Mathematical Concepts in Children (N-6) Prereq: EDUC 724 or equiv. Developmental levels of mathematical concepts through work of Piaget and others. Individual projects with children.

EDUC 742 Workshop in Elementary School Mathematics (N-6) Prereq: EDUC 724 or equiv. Individualized projects in developing teaching materials for children using a variety of media.

EDUC 744 Microcomputers in Mathematics Education (K-VI) Prereq: EDUC 724 or equiv. Microcomputer applications in elementary school math curriculum. Intro to programming in LOGO, BASIC, PASCAL. Authoring language—PILOT.

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 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.

**Applicants for supervised internship must apply during the preceding term. Announcements of application conferences are posted in West Building room 1000.

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

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 772* Curriculum Development for the Gifted and Talented Child I Prereq: 1 course in teaching methods. Principles of curriculum design specific to gifted and talented children will be applied to mathematics, science, social studies and language arts (including reading).

EDUC 773* Curriculum Development for the Gifted and Talented Child II Prereq or coreq: EDUC 772. Curriculum development in areas of visual arts, performing arts, and computers and technology, based on increased understanding of and access to out-of-school resources.

EDUC 775 Aesthetic Education of the Child Prereq: completion of 9 cr in arts and humanities specialization or perm dept. 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 Biological Science Background for Elementary Teachers Prereq or coreq: EDUC 726. Concepts in the biological sciences necessary for teaching science in elementary school. Appropriate laboratory experiences.

EDUC 777 Physical Science Background for Elementary Teachers Prereq or coreq: EDUC 726. Concepts in the physical sciences necessary for teaching science in elementary school. Appropriate laboratory experiences.

EDUC 778 Methods of Teaching Environmental Science in the Elementary School Prereq or coreq: EDUC 726. Basic ecological and sociological concepts helpful in identifying and analyzing major environmental problems and issues. Methods and materials for developing an interdisciplinary program in environmental science.

EDUC 779 Materials and Resources for the Elementary Science Program Prereq or coreq: EDUC 726. Practical methods and materials needed to set up an inquiry-based program in elementary science. Use of resources available to teachers.

EDUC 780 Field Experience in Elementary Science 30 hrs, 2 cr. Prereq: EDUC 776, 777, 778, and 779. Supervised field experience and weekly seminars to pursue an in-depth project on teaching science 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.

Courses offered in 1989-91 only if student demand is sufficient:

EDUC 701 Seminar in Teaching Children and Youth from Depressed Urban Areas

EDUC 723 Learning of Values in School

EDUC 745 Advanced Student Teaching Internship for Nursery School-Kindergarten

EDUC 770 Education of the Gifted

BILINGUAL EDUCATION 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.

EDUCATIONAL FOUNDATIONS COURSE LISTINGS

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

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 703 Advanced Social Foundations Prereq: course in social, historical, or philosophical foundations of education. Contemporary educational scene in urban society examined in relationship to social change, historical development, and current philosophies of education. (May include human relations component to satisfy NYC Board of Education requirement.)

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 710 Advanced Educational Psychology Prereq: EDFDN 719 or other course in child/adolescent development. Current psychological theory and research related to learning motivation, cognition, pupil-teacher relationships, and classroom management.

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.

*Pending approval of New York State Department of Education.

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. Prereq: EDFDN 710 or equiv. 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. Prereq: EDFDN 710 or equiv. 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 Prereq: EDFDN 725. Analysis of educational research, dealing with programs and problems in urban schools; implications of research findings.

EDFDN 730* Conceptions of Giftedness and Talent: Definitions, Identification, and Implications for Programming Prereq: 1 course in educational psychology. Analysis of varying conceptions of giftedness and talent with implications for identification procedures and the design of program options for levels N-12.

EDFDN 731* Socio-Emotional Development of Gifted and Talented Students Prereq: 1 course in child development. Analysis of socio-emotional development of gifted and talented individuals with implications for educational settings.

EDFDN 732* Seminar in the Study of Gifted and Talented Children Prereq: EDFDN 730, 731 and EDUC 772, 773. Research design and proposal writing techniques for the study of gifted and talented children. Includes evaluation of selected psychological and educational studies and production of an original research proposal.

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 771 Individual Supervised Research 15 hrs, 1 cr. Prereq: form letter from supervising faculty. Independent study or research under supervision of a faculty member in department.

EDFDN 772 Individual Supervised Research 30 hrs, 2 cr. Prereq: form letter from supervising faculty. Independent study or research under supervision of a faculty member in department.

EDFDN 773 Individual Supervised Research 45 hrs, 3 cr. Prereq: form letter from supervising faculty. Independent study or research under supervision of a faculty member in department.

Courses offered in 1989-91 only if student demand is sufficient:

EDFDN 520 Basic Statistics

EDFDN 700 Educational Foundations

EDFDN 702 School and Community

EDFDN 707 European Backgrounds of American Education

EDFDN 708 Comparative Education

EDFDN 709 Public Policy and Public Education

EDFDN 712 Human Relations

EDFDN 750 Teaching Children and Youth in Depressed Urban Areas

EDFDN 762 Analysis of Instruction via Principles of Learning

*Pending approval of New York State Department of Education.

MA—TEACHERS OF THE SPEECH AND HEARING HANDICAPPED

This program (see p.66) is offered in the School of Health Sciences, 425 East 25th Street, New York, NY 10010.

MA—TEACHING ENGLISH AS A SECOND LANGUAGE

Coordinator Donald R. H. Byrd, West Building room 1025 phone 772-4691

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 New York 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 New York 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.

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

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 or EDFDN 719 Advanced Child Development	3
EDFDN 703 Advanced Social Foundations or EDFDN 704 Anthropology in Contemporary American or Education	3
EDFDN 705 Philosophy of Education or EDFDN 706 History of the American School	3
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 Second 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.

CERTIFICATE AS READING TEACHER (K-12)

(see page 38, under Corrective Reading [Reading Teacher, K-12])

ADVANCED CERTIFICATE IN EDUCATIONAL SUPERVISION & ADMINISTRATION

Coordinator Harold Judenfriend, West Building room 1026 phone 772-4962

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 New York 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 of those who choose to write a master's essay.

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 Supervision and Administration I	3
ADSUP 707	Field Experience Seminar in Supervision and Administration 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 .51—Bilingual Education 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.

ADSUP 728* Selected Topics in Supervision and Administration Students will be provided opportunities to study innovative practices in schools and to pursue a research area which relates practice to theory.

COUNSELING PROGRAMS

Hunter College offers 2 specialized graduate-level counseling programs to qualified students. Application for admission should indicate the program of choice. Enrollment by non-matriculated students must be approved by the program coordinator.

Philosophy of Graduate Programs

Central to all counseling approaches is the belief that people can develop, assume responsibility, achieve autonomy, and engage in problem solving. Effective counseling requires counselors to understand and accept clients, develop rapport, and establish collaborative working relationships. To achieve these ends, counselors need a background in the psychology of human development, counseling theories, and cultural similarities and differences, as well as skills in individual and group counseling, mastery of assessment techniques, and knowledge of current issues and research.

The Curriculum

The counselor-education curriculum at Hunter includes basic core courses and two specializations: guidance and counseling or rehabilitation counseling. The curriculum integrates theory and practice through a carefully sequenced series of courses with emphasis on fieldwork in urban settings.

Core Courses

Specialties in counseling share common principles and practices, including a body of knowledge, skills, and values. The courses listed below deal with material basic to the counseling programs offered at Hunter. Students in both counseling programs take the following courses: COCO 701, 702, 706, 707, 708.

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

COCO 700 Life Stage Development Analysis of developmental stages throughout the lifespan.

COCO 701 Counseling Skills and Interviewing Techniques Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

COCO 702 Theories of Counseling Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

COCO 703 Psychological Aspects of Disability: Rehabilitation and Special Education Psychological, developmental, social, economic, and political concomitants with emphasis on attitudes, self-concept, and adjustment in a handicapping world.

*Pending approval of New York State Department of Education.

COCO 704 Career Development Process and determinants of occupational choice and adjustment; career patterns in personal and vocational developmental counseling.

COCO 705 Vocational Assessment and Placement Application of principles of occupational development, vocational choice, work adjustment, job seeking skills, worksite analysis, and worker traits including special problems of the disabled. Sources and uses of occupational information, labor market trends. Emphasis on vocational evaluation, job development, follow-up.

COCO 706 Group Counseling Theory and principles of group counseling. Developing group counseling skills through practice.

COCO 707 Multi-Cultural Aspects of Counseling Understanding behavioral patterns among people of different backgrounds. Developing counseling strategies for effective intervention.

COCO 708 Measurement and Appraisal Basic theory of measurement and appraisal. Practice in administration, scoring, and interpretation of major tests used in counseling settings with a focus on disabled and minority groups.

COCO 709 Research Methods in Counseling Principles and analysis of research methods. Use of assessment and evaluation measures. Review of the literature on research problems in the counseling field.

COCO 710 Alcohol (Chemical) Abuse Counseling Approaches and strategies in dealing with the multifaceted problems of addiction.

COCO 711 Supervision and Training in Counseling Knowledge and skills in the basic process of supervision and training of beginning counselors and others in human service professions. Assignments based on student needs.

COCO 741 Independent Study 15 hrs (supervised), 1 cr. Student will carry out independent project approved by faculty and supervised by a staff member.

COCO 742 Independent Study 30 hrs (supervised), 2 cr. Student will carry out independent project approved by faculty and supervised by a staff member.

COCO 743 Independent Study 45 hrs (supervised), 3 cr. Student will carry out independent project approved by faculty and supervised by a staff member.

MA—COLLEGE COUNSELING & STUDENT DEVELOPMENT

Advisor Linda Scheffler, East Building room 1204 phone 772-4717

Note: Admission to the CCSD program has been suspended. Students who want a counseling degree should consider the Guidance and Counseling or the Rehabilitation Counseling program.

This 45-credit graduate program is designed to develop competent professionals who understand, in both 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 theoretical 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.

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.

Sequences

First Semester		Credits
COCO 700	Life Stage Development	3
COCO 701	Counseling Skills and Interviewing Techniques	3
COCO 702	Theories of Counseling	3
CCSD 716	Pre-practicum in Counseling	3

Second Semester

COCO 704	Career Development	3
COCO 706	Group Counseling	3
CCSD 719	Diagnostic Assessment	3
CCSD 717	Practicum in Counseling	3

Third Semester

COCO 707	Multi-Cultural Aspects of Counseling	3
COCO 708	Measurement and Appraisal	3
CCSD 726	Internship in Counseling	4
CCSD 722*	Special Topic: Crisis Intervention	3

Fourth Semester

COCO 710*	Alcohol (Chemical) Abuse Counseling	3
CCSD 721	Issues of Sex and Gender in Counseling	3
CCSD 725*	Psychodynamics	3
CCSD 727	Internship in Counseling	4
COCO 741	Independent Study	1
COCO 742	Independent Study	2
COCO 743	Independent Study	3

*Since the degree requires 45 credits the curriculum sequence includes selected electives the students might choose.

COLLEGE COUNSELING & STUDENT DEVELOPMENT COURSE LISTINGS

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

CCSD 716 Pre-practicum in Counseling: I Interviewing experience through class exercises and supervised experience in counseling setting.

CCSD 717, 718 Practicum in Counseling: II (may be taken twice) Prereq: CCSD 716. Application of counseling theory through supervised experience in counseling setting. Student presentation of interviews with clients.

CCSD 719 Diagnostic Assessment and Counseling Techniques Prereq: CCSD 716. Supervised research for role-playing presentations of counseling interviews to help students understand emotional distress and intervention techniques.

CCSD 720 Intensive Case Analysis Review of case materials to elucidate approaches to helping clients.

CCSD 721 Issues of Sex and Gender in Counseling Analysis through literature and case presentation of sex differences and commonalities and their effects on counseling relationships.

CCSD 722, 723, 724 Seminar in Special Topics Study of selected topics relating to counseling.

CCSD 725 Psychodynamics Introduction to observation and understanding of psychological determinants in human behavior.

CCSD 726 Internship in Counseling I 60 hrs incl supervision, 4 cr. Prereq: CCSD 717 or 718. Supervised work experience in approved college counseling setting.

CCSD 727 Advanced Internship in Counseling II 60 hrs incl supervision, 4 cr. Continuation of supervised work experience in approved college counseling setting.

MSEd—GUIDANCE & COUNSELING

Coordinator Caroline Manuele Adkins, East Building room 1201
phone 772-4712

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, community based organizations, unions, senior citizen facilities, and vocational training centers. Graduates of this program are eligible for New York State Certification as a School Counselor.

The program is open to college graduates with a wide variety of academic and experiential backgrounds. 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.

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. Grades of B or better must be achieved in the following skill-development courses: COCO 701, 705, 706 and COUNS 711, 717, 719.

At the completion of 30 credits and a school-based practicum experience, students are eligible for the New York 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.

Sequences

First Semester

		Credits
COCO 700	Life Stage Development	3
COCO 701	Counseling Skills and Interviewing Techniques	3

Second Semester

COCO 702	Theories of Counseling	3
COCO 706	Group Counseling	3

Third Semester

COCO 703	Psychological Aspects of Disability: Rehabilitation and Special Education	3
COCO 704	Career Development	3

Fourth Semester

COCO 708	Measurement and Appraisal	3
COCO 705	Vocational Assessment and Placement	3

Fifth Semester

COUNS 716	Urban Counseling	3
COUNS 717	Counseling Practicum	3

Sixth Semester

COCO 707	Multicultural Aspects of Counseling	3
COUNS 718	Leadership and Administration	3

Seventh Semester

COCO 709	Research Methods in Counseling	3
COCO 719	Counseling Internship	3

Eighth Semester

COCO 711	Supervision and Training in Counseling	3
COUNS 720	Research Project	3

Independent Study by arrangement with instructor

COCO 741		1
COCO 742		2
COCO 743		3

GUIDANCE & COUNSELING COURSE LISTINGS

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

COUNS 716 Urban Counseling Understanding urban ethnic, social and class systems. Developing novel counseling strategies for effective intervention.

COUNS 717 Counseling Practicum Developing individual and group counseling skills with a variety of clients and settings through supervised practice. Placement in counseling settings and additional hours to be arranged.

COUNS 718 Leadership and Administration Organization and administration of counseling programs; community resources; proposal writing.

COUNS 719 Counseling Internship Advanced development of individual and group counseling skills with a variety of clients and settings through supervised practice. Placement in counseling setting and additional hours to be arranged.

COUNS 720 Research Project Conducting evaluation or research project and writing report.

4. A student receiving a grade of C or below in any of the following courses cannot continue in the program: Counseling Skills, Practicum, Internship.
5. The faculty may require a student to gain additional experience in counseling skills and competencies before permission is granted to complete the program.

Additional Information

1. Field work placement must be in an approved and accredited rehabilitation agency.
2. Students doing fieldwork must purchase their own professional liability insurance.
3. Students are graded on academic work, examination, papers, oral presentations, peer group interactions, field placement tapes and verbatims, and supervisor's evaluations of achievement.

Areas of Concentration

Because the field of rehabilitation is constantly changing, course content, learning modes, and curricular emphasis must be continually examined and adjusted to assure currency and utility. Current economic conditions, social attitudes, and educational imperatives make it necessary for us to train counselors in new skills areas to meet the critical needs of the disabled. Thus, the curriculum has been revised to include two new areas of concentration within the rehabilitation counseling specialization:

1. Alcohol (chemical) abuse in the workplace and among the disabled.
2. Transition from school to work.

Sequence—Alcohol (Chemical) Abuse

First Semester

		Credits
REH 716	Resources and Foundations of Rehabilitation	3
COCO 701	Counseling Skills and Interviewing Techniques	3
COCO 702	Theories of Counseling	3
COCO 703	Psychological Aspects of Counseling	3

Second Semester

REH 718	Supervised Practicum in Rehabilitation Counseling	3
COCO 708	Measurement and Appraisal	3
COCO 705	Vocational Assessment and Placement	3
REH 720	Medical Aspects of Disability	3

Third Semester

COCO 710	Alcohol (Chemical) Abuse Counseling	3
COCO 707	Multicultural Aspects of Counseling	3
COCO 706	Group Counseling	3
REH 725	Internship in Rehabilitation Counseling I: Alcohol (Chemical) Abuse	4

Fourth Semester

COCO 709	Research Methods in Counseling	3
REH 721	Psychiatric Aspects of Counseling	3
REH 726	Internship in Rehabilitation Counseling II: Alcohol (Chemical) Abuse	4
REH 722	Employee Assistance Programs in Business and Industry	3

MSED—REHABILITATION COUNSELING

Coordinator John O'Neill, East Building room 1205 phone 772-4755

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 disabled 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. Evidence of oral and written expression consonant with graduate-level study.
4. 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.
5. 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.
3. Participation in small group seminars and community and professional activities is required.

Sequence—Transition from School to Work**First Semester**

REH 716	Resources and Foundations of Rehabilitation	3
COCO 701	Counseling Skills and Interviewing	3
COCO 702	Theories of Counseling	3
COCO 703	Psychological Aspects of Counseling	3

Second Semester

REH 718	Supervised Practicum in Rehabilitation Counseling	3
COCO 708	Measurement and Appraisal	3
COCO 705	Vocational Assessment and Placement	3
REH 720	Medical Aspects of Disability	3

Third Semester

EDSPC 790	Nature and Needs of Students with Learning Disabilities	3
COCO 707	Multicultural Aspects of Counseling	3
COCO 706	Group Counseling	3
REH 725	Internship in Rehabilitation Counseling I: Transition	4

Fourth Semester

COCO 709	Research Methods in Counseling	3
REH 721	Psychiatric Aspects of Counseling	3
REH 723	Transition from School to Adult Living for Youth with Disabilities	3
REH 726	Internship in Rehabilitation Counseling II: Transition	4

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

REH 727,728	Special Issues in Rehabilitation	3
REH 729	Special Problems of Disabled Women	3
REH 730	Rehabilitation Counseling with the Aged	3
REH 731	Independent Living	3
COCO 711	Supervision and Training in Counseling	3

Independent Study by arrangement with instructor

COCO 741	1
COCO 742	2
COCO 743	3

REHABILITATION COUNSELING 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 716 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 718 Supervised Practicum in Rehabilitation Counseling 100 hrs, to be arranged in selected agencies in the field. 3 cr. Prereq: COCO 701, 702. Experience in applying techniques of counseling with disabled and alcoholic clients from selected state, city, and nonprofit agencies. Case seminars to discuss clients, roles, and responsibilities of counselor.

REH 720 Medical Aspects of Disability Study of etiology, symptoms, treatment and prognosis of physically disabled. Understanding of medical reports and basic medical terminology.

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 722 Employee Assistance Programs in Business and Industry Knowledge of employee assistance programs, including alcoholism and disability management. Job analysis, counseling and referral techniques, confidentiality.

REH 723 Transition from School to Adult Living for Youth with Disabilities Prereq or coreq: EDSPC 700 or perm instr. Services, programs, and processes for facilitating the transition of disabled youth from school to work, post-secondary education, independent living, and adult roles.

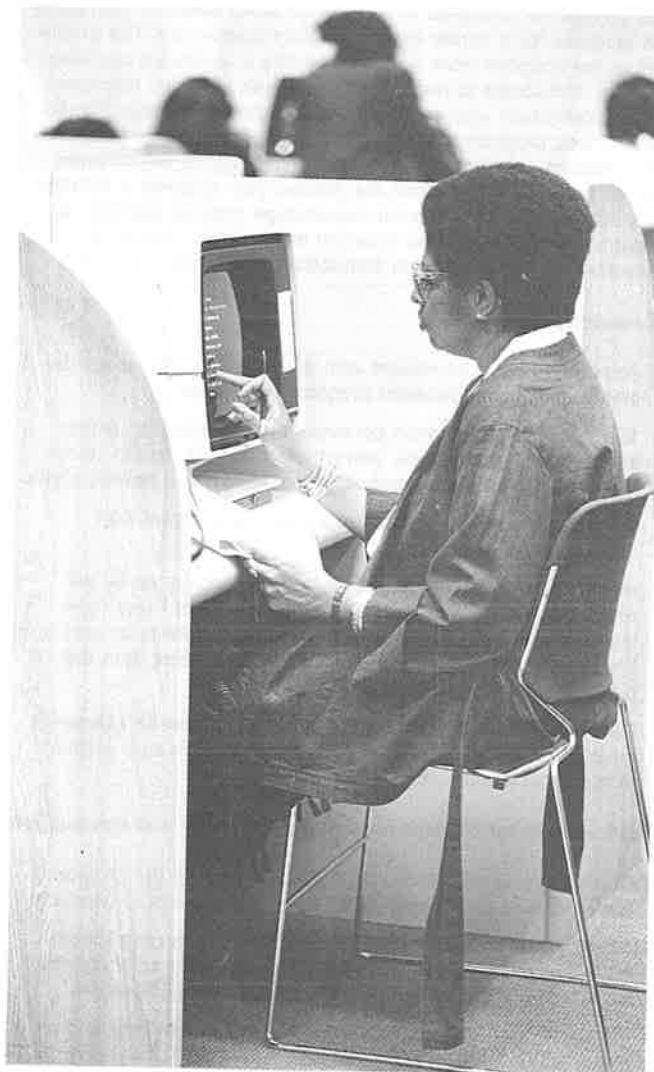
REH 725 Internship in Rehabilitation Counseling I Each 300 hrs, 4 cr for 2 sem. Prereq: 25 cr in required courses or approved equiv; perm college field work supervisor required. Students working in the field with acceptable experience may receive 2 cr each for supervised counseling in their agencies. Supervised internship at accredited state, city, and private agencies. Development of counselor skills and techniques.

REH 726 Internship in Rehabilitation Counseling II As above, second half.

REH 729 Special Problems of Disabled Women Socio-economic, psychological, and vocational factors affecting the rehabilitation of handicapped women.

REH 730 Rehabilitation Counseling with the Aged Implications for personal adjustment of the aging and aged. Complex problems inherent in the aging process. Areas of counseling skills and techniques suitable to the older person.

REH 731 Independent Living History, development, and impact of de-institutionalization, with particular emphasis on federal legislation, current issues, trends, and service delivery systems. Approaches to the development of independent living centers and services.



Health and Physical Education

MSEd—PHYSICAL EDUCATION: TEACHING AND PROGRAM DEVELOPMENT

Coordinator Richard C. Havel, West Building room 1102
phone 772-4617

This program is directed toward students who want to broaden their professional career horizons and seek increased physical education responsibility in the schools. The curriculum is designed to prepare individuals for leadership roles in the improvement and conduct of school physical education programs. Students who complete this program meet New York State certification requirements for teachers of physical education.

Requirements for Admission

1. An undergraduate major in physical education or related study.
2. Successful completion of a course in student teaching or one year's experience in teaching.
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. Successful completion of a comprehensive examination or a master's thesis.

Course Requirements

Core Requirements (12 cr)

PED 762 Curriculum Development in Physical Education (3 cr)
PED 763 Supervision and Administration in Physical Education (3 cr)
PED 770 Motor Learning and Performance (3 cr)
PED 780 Research Methods (3 cr)

Specialized Related Courses (5-12 cr)

Students may take 5-12 credits from the following courses:

PED 750 Sport in Society (3 cr)
PED 760 Workshops in Physical Education (1-3 cr)
PED 761 Athletic Administration (3 cr)
PED 764 Theory and Research in Teaching Physical Education (3 cr)
PED 772 Exercise Physiology (3 cr)
PED 773 Sports Medicine (3 cr)
PED 782 Seminar in Physical Education (3 cr)
PED 783 Independent Study (1-3 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 (2-9 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: TEACHING AND PROGRAM DEVELOPMENT

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

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

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 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.

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

PED 773 Sports Medicine Study of medical ramifications of sport and physical activity with emphasis on athletic training and conditioning, nutrition, ergogenic aids, prevention, and care of injuries.

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 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.

Courses offered in 1989-1991 only if student demand is sufficient:

PED 751 Movement and Meaning
PED 753 Current Issues in Physical Education
PED 771 Biomechanics
PED 781 Research Studies: Analysis and Interpretation

MSEd—SCHOOL HEALTH MANAGEMENT

Coordinator Franklyn R. Greenberg, West Building room 1101
phone 772-4614

Requirements for Admission

1. An undergraduate degree in health education or, pending departmental permission, a related field (e.g., community health education, physical education, sociology, psychology, nursing). All candidates must have completed at least 12 credit hours in health education, including courses in:

- a. Drugs and drug dependencies
- b. Family living and sex education
- c. Safety and emergency care
- d. Mental Health.

Students deemed otherwise qualified who have not completed these prerequisites may be admitted with conditions provided conditions do not exceed 12 credits. Coursework to remove the conditions must begin in the first semester and must be completed prior to the internship.

2. An overall undergraduate GPA of 2.8 or better and a 3.0 GPA in the major. Students otherwise qualified who do not meet the 2.8 GPA undergraduate requirement may enter the program on a non-matriculated basis and take up to 9 credits. If they maintain at least a B average for those 9 credits they may then apply for matriculation.
3. A personal interview in which candidates are evaluated on their potential as change agents and their verbal and written communication skills. Upon application, candidates are required to submit a writing sample. In addition, after the interview, candidates will be asked to write an essay.
4. Current employment or a promise of employment as a health educator, coordinator, or administrator in charge of developing a school health education program. The program is designed to improve school-based instructional programs. Exceptionally, students without such employment may be admitted, but in these cases the student should be employed before enrollment in the internship. If students in the program are not professionally employed before enrolling in an internship, they will be placed in selected schools by the College.

Certification

The master's program in school health management will qualify students who are provisionally certified to teach health education for permanent certification. Other students should discuss certification requirements with the program director.

Requirements for the Degree

Core Requirements (15-18 cr)

HED 710 Philosophical Basis of Health and Health Education
 HED 720 Managing the School Health Program
 HED 721 Developing the Health Curriculum
 HED 730 Evaluating the Health Program
 PED 780 Research Methods
 or
 DANTH 780 Research Methods
 HED 727 Workshop: Current Issues in Health Science*

Interdisciplinary Courses (9-12 cr)**

COMHE 700 Principles of Community Health Education
 COMHE 701 Group Processes
 or
 EDFDN 714 Group Processes in Educational Settings
 COMHE 741 Health Program Planning, Funding, and Evaluation
 EDFDN 709 Public Policy and Public Education
 SHS 601 Principles of Health Care Administration
 URBG 760 Health Planning and Planning Issues
 URBG 765 Health Planning Workshop
 GSR 717 Formal Organizations and Bureaucracy
 GSR 790.50 Mass Communication and Public Opinion

*Required of students without undergraduate majors in health education.

**Additional courses may be selected in consultation with the program coordinator.

Internship (6 cr)

HED 750 Internship in School Health Management

Master's Project

Written project as a culminating activity of the internship.

COURSE LISTINGS IN SCHOOL HEALTH MANAGEMENT

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

Core Requirements

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

HED 720 Managing the School Health Program Application of contemporary management practices to administration of school health program. Promotion of comprehensive health programming 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; scope and sequence; community involvement; and articulation planning. Review of K-12 curricular programs.

HED 730 Evaluating the Health Program Purpose of measurement and evaluation in health education. Current measurement tools in education. Appropriate measuring instruments in cognitive and affective domains in health education developed and evaluated.

PED 780 or DANTH 780 Research Methods Study of research methods in health education. Identification of research problems; writing the research report. Required of all students as one of the first courses in the core sequence.

HED 727 Workshop in Health Education Selected topics of current significance in health education. Required of all students without undergraduate degrees in health education.

Interdisciplinary Courses

See appropriate departmental descriptions.

Internship

HED 750 Internship in School Health Management 6 cr. Application of promotion and management practices to the development of comprehensive school health programming (grades K-12). Students work to develop the school health program in the school in which they are employed.

MS IN DANCE/MOVEMENT THERAPY

Coordinator Claire Schmais, Brookdale Center, 425 East
 25th St. room 811 phone 481-4347

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
DANTH 705 Group Work for Dance Therapists	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 705 Group Work for Dance Therapists* Discussion of goals, structure, process, roles and interaction patterns in patient groups, staff groups, community meetings, supervision groups, etc. Participation in a group.

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. 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 770 Independent Study in Dance Therapy 1-3 cr: 15 hrs 1 cr, 30 hrs 2 cr, 45 hrs 3 cr.

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
 Bronx Psychiatric Center
 Creedmoor Psychiatric Center
 Elizabeth General Medical Center
 Gracie Square Hospital
 Guidance Center of New Rochelle
 Holly Center School
 Infants Home of Brooklyn
 Isabella Nursing Home
 The Lafayette Center
 Little Village School
 Maimonides Community Mental Health
 Manhattan Psychiatric Center
 New York University Co-op Care Education Center
 Payne Whitney Clinic
 P.S. 224 at P.S. 205
 P.S. 226 at the Manhattan School
 St. Joseph's Hospital Medical Center
 St. Luke's Hospital
 School for Language & Communication Disorders
 Woodhull Medical 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

*Subject to approval by the New York State Education Department.



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.*

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

Fall Semester

		Credits
DANTH 701	Dance Therapy I	4
SSW 711	Human Behavior and the Social Environment I	3
SSW 701	Social Welfare Organization	3
DANTH 731	Movement Observation I	3
DANTH 721	Movement Behavior I	3

Spring Semester

DANTH 702	Dance Therapy II	4
SSW 712	Human Behavior and the Social Environment II	3
DANTH 732	Movement Observation II	3
DANTH 705	Working with Groups	3

Fall Semester

DANTH 703	Dance Therapy III	4
SSW 713	Human Behavior and the Social Environment III	3
SSW 731	Group Work I	3
SSW 760.50	Dance Therapy—Social Work Field Instruction	3
DANTH 752	Internship Seminar I	3

Spring Semester

SSW 751	Social Work Research I	3
SSW 732	Group Work II	3
SSW 761.50	Dance Therapy-Social Work Field Instruction	3
DANTH 751	Fieldwork and Seminar	3

Fall Semester

DANTH 722	Movement Behavior II	3
SSW 733	Group Work III	3
SSW 763	Dance Therapy—Social Work Field Instruction	5
	Elective	1

Spring Semester

SSW 790.51	Advanced Seminar in Arts and Helping	3
SSW 764	Dance Therapy Social Work Field Instruction	5
SSW 780	Administration of Social Agencies	4

*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.

Special Education

Advisors (all in West Building)

General Advisement and Group Home Administration

Marsha Lupi, room 916W phone 772-4703;
Marsha Smith-Lewis, room 917W phone 772-4742

Admissions and Hearing Impairment

Rosemary Gaffney,
room 915W phone 772-4702

Learning Disorders

Katherine Garnett, room 918W
phone 772-4700

Behavior Disorders

Ellis Barowsky, room 919W phone 772-4704;
Thomas McIntyre, room 943W phone 772-4750

Visual Impairment and Severe/Multiple Handicaps

Rosanne Silberman, room 911W phone 772-4740/1

Chair

Lester Mann, room 913 West Building phone 772-4701

Ombudsperson

Nicholas Anastasiow, room 910 West Building
phone 772-4708

The special education program prepares teachers to work with special needs students in public and private schools, hospitals, clinics, health agencies, and residential settings. Successful completion of the master's degree in special education leads to New York State Certification as Teacher of Special Education, Teacher of the Blind and Partially Sighted, or Teacher of the Deaf.* In addition, the program meets all course requirements for New York City licenses in special education.**

The program is organized into introductory core courses, concentrations, and advanced core courses. The introductory and the advanced core courses range over a variety of disabilities, while the concentrations emphasize the needs of particular disability groups. Concentrations are offered in learning disorders, behavior disorders, hearing impairment, visual impairment, and severe/multiple disabilities. Within both the learning disorders and the behavior disorders concentrations, students may select an elementary or a secondary focus.

Also available are dual concentrations in learning/behavior disorders and a sequence for preparing administrators of group homes for individuals with mental retardation and severe disabilities.

In addition, students may add a communication sciences focus to the learning disorders concentration, or they may take a combined corrective reading/learning disorders program. In considering these combinations, students should consult advisors from both constituent programs.

MSEd—Special Education

Students may be admitted to one of two programs in special education. Program A requires 33-39 credits; Program B requires 45-49 credits.

Admission Requirements

Program A This 33-39 credit program is open to graduates of approved colleges who have a BA and who meet the following requirements: a GPA in undergraduate coursework of at least 2.7; completion of an elementary education sequence resulting in eligibility for New York State Education Department certification N-6, or



completion of a secondary education sequence resulting in eligibility for New York State Education Department certification at the secondary school level. Students with secondary school preparation will be admitted with an additional 6 credits of conditions. These conditions can be met by completing methods courses in reading and mathematics for the elementary school.

Some students who do not meet New York State teacher certification requirements may be admitted to Program A with conditions if they are deficient by no more than 12 credits. A student's conditions are met by completing the additional coursework in education.

Program B This 45-49 credit program is open to college graduates with a BA from an approved college who have a GPA of at least 2.7 in undergraduate coursework but have not completed a course sequence in elementary or secondary education.

Non-matriculants, Programs A and B Students not admitted to matriculated status in Programs A or B because of an undergraduate GPA of less than 2.7 may be allowed to take 9 credits of coursework in special education as non-matriculants, provided their undergraduate GPA is at least 2.5. No more than 9 credits of special education courses may be taken as a non-matriculant. A student achieving at least a 3.0 GPA for these 9 credits may then apply for matriculated status.

Note: In order to continue taking courses beyond 9 credits, students must be matriculated.

*Also required: Successful completion of the National Teachers Exam: Core Battery.

**Also required: Successful completion of relevant New York City Board of Education Exam.

Requirements for the Degree**Program A**

- Core and concentration courses totaling:
 - 33-36 cr — Learning Disorders: Elementary or Secondary Focus
 - 33-36 cr — Behavior Disorders: Elementary or Secondary Focus
 - 36 cr — Hearing Impairment
 - 36-37 cr — Visual Impairment
 - 32-33 cr — Severe/Multiple Disabilities
 - 37 cr — Severe/Multiple Disabilities: Group Home Administration Focus
 - 39 cr — Dual Learning/Behavior Disorders: Elementary Focus
 - 42 cr — Dual Learning/Behavior Disorders: Secondary Focus
- Successful completion of a 2-part comprehensive examination
- Satisfactory performance in 2 supervised practicum experiences
- Demonstration of consistently satisfactory written English.

Course Sequences**Programs A & B**

Introductory Cross-Categorical Core Courses		Credits
EDSPC 700	Issues and Practices in Educating Persons with Disabilities	3
EDSPC 710	Assessment of Students with Mild/Moderate Disabilities	3
EDSPC 709*	Assessment of Learners with Severe/Multiple Disabilities	3
EDSPC 711**	Developmental Problems of Students with Disabilities	3
EDSPC 712*	Language Development for Learners with Severe/Multiple Disabilities	3

CONCENTRATIONS**Learning Disorders with Elementary Level Focus** (includes learning disabilities & mild-to-moderate mental retardation)

		Credits
EDSPC 780	The Study of Learning Disorders	3
EDSPC 781	Methods for Teaching Students with Learning Disorders: Part A	3
EDSPC 782	Methods for Teaching Students with Learning Disorders: Part B	3
EDSPC 783	Supervised Clinical Teaching Practicum: Learning Disorders	3
EDSPC 774	Early Childhood Special Education: Models and Methods	3
EDSPC 777.51	Learning/Behavior Disorders Advanced Practicum: Elementary Focus	3

Learning Disorders with Secondary Level Focus (includes learning disabilities & mild-to-moderate mental retardation)

		Credits
EDSPC 780	The Study of Learning Disorders	3
EDSPC 781	Methods for Teaching Students with Learning Disorders: Part A	3
EDSPC 782	Methods for Teaching Students with Learning Disorders: Part B	3
EDSPC 783	Supervised Clinical Teaching Practicum: Learning Disorders	3
EDSPC 762	Functional Curriculum for Adolescents & Adults with Mild/Moderate Disabilities	3
EDSPC 763	Transition from School to Adult Living for Youth with Disabilities	3
EDSPC 777.52	Learning/Behavior Disorders Advanced Practicum: Secondary Focus	3

Behavior Disorders with Elementary Level Focus

		Credits
EDSPC 750	The Study of Behavior Disorders	3
EDSPC 753	Methods for Teaching Students with Behavior Disorders	3
EDSPC 781	Methods for Teaching Students with Learning Disorders: Part A	3
EDSPC 756	Practicum: Behavior Disorders	3
EDSPC 774	Early Childhood Special Education: Models and Methods	3
EDSPC 777.51	Learning/Behavior Disorders Advanced Practicum: Elementary Focus	3

Behavior Disorders with Secondary Level Focus

		Credits
EDSPC 750	The Study of Behavior Disorders	3
EDSPC 753	Methods for Teaching Students with Behavior Disorders	3
EDSPC 781	Methods for Teaching Students with Learning Disorders: Part A	3
EDSPC 756	Practicum: Behavior Disorders	3
EDSPC 762	Functional Curriculum for Adolescents & Adults with Mild/Moderate Disabilities	3
EDSPC 763	Transition from School to Adult Living for Youth with Disabilities	3
EDSPC 777.52	Learning/Behavior Disorders Advanced Practicum: Secondary Focus	3

Dual Learning/Behavior Disorders Concentration with Secondary FocusEntire sequence in Learning Disorders with Secondary Focus *plus*:

		Credits
EDSPC 750	The Study of Behavior Disorders	3
EDSPC 753	Methods for Teaching Students with Behavior Disorders	3

Dual Learning/Behavior Disorders Concentration with Elementary FocusEntire sequence in Learning Disorders with Elementary Focus *plus*:

		Credits
EDSPC 750	The Study of Behavior Disorders	3
EDSPC 753	Methods for Teaching Students with Behavior Disorders	3

*Required only for severe/multiple disabilities concentration.

**Not required for students whose specialization includes a secondary focus.

Hearing Impairment

	Credits
EDSPC 730 Language Development for the Deaf Child	3
EDSPC 731 Language, Reading and Deafness	3
EDSPC 732 Speech Science and Speech Development in the Deaf Child	3
EDSPC 733 Speech Development and Remediation in Deaf Children	3
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

Visual Impairment

	Credits
EDSPC 740 Educational Implications of Visual Impairments	3
EDSPC 741 Curriculum for Learners with Visual Impairments I	3
EDSPC 742 Curriculum for Learners with Visual Impairments II	3
EDSPC 743 Communication Skills for Learners with Visual Impairments I	3
EDSPC 744 Communication Skills for Learners with Visual Impairments II	3
EDSPC 746.50 Practicum I: Visual Impairment	2
EDSPC 746.51 Practicum II: Visual Impairment	2
EDSPC 747 Principles of Orientation and Mobility for Teachers of Learners with Visual Impairment	3
1 elective, selected in conjunction with the advisor	2 or 3

Severe/Multiple Disabilities

	Credits
EDSPC 719 Family Involvement in the Education of Students with Disabilities	3
EDSPC 737 Total Communication: Sign Language	2
EDSPC 790 Foundations and Educational Implications of Severe/Multiple Disabilities	3
EDSPC 791 Curriculum Strategies for Teaching Learners with Severe/Multiple Disabilities	3
EDSPC 792 Classroom Management for Effective Behavioral and Educational Programming for Learners with Severe/Multiple Disabilities	3
EDSPC 796.50 Practicum I: Severe/Multiple Disabilities	2
EDSPC 796.51 Practicum II: Severe/Multiple Disabilities	2
1 elective selected in conjunction with the advisor	2 or 3

Severe/Multiple Disabilities with Focus on Community Residence Administration*

	Credits
EDSPC 762 Functional Curriculum for Adolescents and Adults with Mild to Moderate Disabilities	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

Advanced Cross-Categorical Core Courses

	Credits
EDSPC 715* Classroom Management of Students with Mild/Moderate Disabilities	3
EDSPC 706 Integrative Seminar	3

*Not required for hearing impairment, visual impairment, or severe/multiple disabilities concentrations.

Electives

	Credits
EDUC 731 Reading Instruction in Elementary Schools: Advanced Course	3
EDSPC 716 Topics in Special Education	3
EDSPC 719 Family Involvement in the Education of Students with Disabilities	3
EDSPC 728.51 (.52, .53) Independent Study in Special Education	1,2, or 3
EDSPC 738.51 (.52, .53) Independent Study in Education of Deaf	1,2, or 3
EDSPC 748.51 (.52, .53) Independent Study in Education of Blind and Visually Impaired	1,2, or 3
EDSPC 767* Essentials of Group Home Administration	3
EDSPC 770 The Neuropsychology of Disability	3
EDSPC 750* The Study of Behavior Disorders	3
EDSPC 753* Methods for Teaching Students with Behavior Disorders	3
EDSPC 762* Functional Curriculum for Adolescents	3
EDSPC 763* Transition from School to Adult Living for Youth with Disabilities	3
EDSPC 780* The Study of Learning Disorders	3
EDSPC 782* Methods for Teaching Students with Learning Disorders: Part B	3

*Considered an elective when not required within the selected concentration.

Program B Only Requirements in General Education

Students who have completed one or more courses of equivalent content on the undergraduate level may request that program coordinators recommend waiver of the course(s) to the Office of Educational Services. Equivalent courses taken on the graduate level at other institutions may be submitted for transfer of credit to satisfy these requirements as well.

	Credits
EDFDN 704 or 705 or 706	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 730* Advanced Studies in Teaching Reading and Language Arts	3

*Not required for hearing impairment, visual impairment, or severe/multiple disabilities concentrations.

COURSE LISTINGS

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

EDSPC 700 Issues and Practices in Educating Persons with Disabilities
Current and historical views of handicapped; legal and educational perspectives; definition of population; effects of disabilities on psychological development. Field observation.

*EDSPC 719 not required for concentration.

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

EDSPC 706 Integrative Seminar Prereq or coreq: 24 cr in special education or perm chair. Integration of theory and practice as related to concerns across the entire field of special education. Two major reports, one oral and one written, are included in course requirements.

EDSPC 709 Assessment of Learners with Severe/Multiple Disabilities Prereq or coreq: EDSPC 700, 790. Study of procedures used in assessment of learners with severe disabilities. Emphasis on behavior observation techniques, ecological inventories, appropriate adaptive behavior scales, and task analytic assessment. Practice in use of selected tests.

EDSPC 710 Assessment of Students with Mild/Moderate Disabilities Prereq or coreq: EDSPC 700. Study of processes and procedures used in the psychoeducational assessment of disabled children and youth. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students with mild/moderate disabilities.

EDSPC 711 Developmental Problems of Students with Disabilities Prereq or coreq: EDSPC 700. Study of normal development and the developmental deviations of those with various disabilities. Educational implications for working with children and youth in special education.

EDSPC 712 Language Development for Learners with Severe/Multiple Disabilities 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 disabled learners. Effects of severe impairments on communication. Methods of facilitating language acquisition.

EDSPC 715 Classroom Management of Students with Mild/Moderate Disabilities Prereq or coreq: EDSPC 700. Develops skill in using a variety of approaches to ameliorate classroom management problems of students with mild/moderate disabilities including behavior modification, communication strategies, and psychoeducational approaches.

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 Family Involvement in the Education of Students with Disabilities Prereq: EDSPC 700 and current practicum placement or teaching position. The effects of a disabled child on family members. Strategies for communication with culturally diverse family groupings. Planning with parents, effecting change, and securing support from community resources.

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 the Deaf Child Study of language acquisition in hearing and deaf children. Theoretical and practical aspects of the deaf child's receptive and expressive language skills. Contemporary trends and methods used to facilitate language acquisition in deaf children.

EDSPC 731 Language, Reading and Deafness Prereq or coreq: EDSPC 730. Instructional procedures to facilitate language learning in deaf students. Assessment and remediation techniques. Special assessment and instructional procedures for teaching reading to deaf students.

EDSPC 732 Speech Science and Speech Development in the Deaf Child Prereq or coreq: EDSPC 730. Psychoacoustic aspects of sound and their relationship to speech acquisition in hearing and deaf children. Human speech and hearing mechanisms and phonological development of hearing children; effects of various degrees of loss on speech acquisition. Sense modalities in speech production. Broad stages of speech acquisition in young deaf children.

EDSPC 733 Speech Development and Remediation in Deaf Children Prereq: EDSPC 732. General and specific effects of hearing impairment on the production of speech. Typical speech and voice errors of deaf children. Methods, procedures and materials used for speech development and remediation. Current educational technology.

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 Students 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 Impairments Prereq or coreq: EDSPC 700, 710, 711. Characteristics, etiologies, and effects of blindness and visual impairments on educational functioning; techniques for identification, classification, and utilization of low vision aids.

EDSPC 741 Curriculum for Learners with Visual Impairments I Prereq or coreq: EDSPC 700, 710, 711. Focus on service delivery systems, attitudes, advocacy, and resources relevant to learners with visual impairments. Effects of blindness and low vision on motor, cognitive, social and language development.

EDSPC 742 Curriculum for Learners with Visual Impairments II Prereq or coreq: EDSPC 700, 710, 711. Principles, teaching techniques, and curriculum adaptations relevant to academic and social needs of learners with blindness and low vision including those with additional impairments.

EDSPC 743 Communication Skills for Learners with Visual Impairments 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 Learners with Visual Impairments 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: Visual Impairment 30 hrs + 150-hr field placement, 2 cr. Prereq or coreq: EDSPC 740, 741. Supervised field experience with learners with blindness and low vision in a variety of settings from early childhood to adulthood.

EDSPC 746.51 Practicum II: Visual Impairment 30 hrs + 150-hr field placement, 2 cr. Prereq or coreq: EDSPC 742, 743. Supervised field experience with learners with blindness and low vision in a variety of settings from early childhood to adulthood.

EDSPC 747 Principles of Orientation and Mobility for Teachers of Learners with Visual Impairments Prereq or coreq: EDSPC 740, 741. Study of systems of orientation and mobility for blind and low vision individuals; concept development and techniques for utilizing sensory information; pre-cane skills. Supervised practice.

EDSPC 748.51, 748.52, 748.53 Independent Study in Education of Blind and Visually Impaired Learners 15-45 hrs, 1-3 cr. Independent study is designed to allow advanced student 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 The Study of Behavior Disorders Prereq or coreq: EDSPC 700, 710, 711. Characteristics, etiology, and effects of behavior disorders in children and youth. Possible physiological antecedents of deviant behavior, with emphasis on associated attentional, learning, and social problems.

EDSPC 753 Methods for Teaching Students with Behavior Disorders Prereq or coreq: EDSPC 700, 710, 711. Educational diagnosis and remediation for educating and re-educating children and youth with behavior disorders. Specific and individualized remedial procedures; learning theory applied to intervention.

EDSPC 756 Behavior Disorders Practicum 45 hrs + 150-hr field placement, 3 cr. Prereq or coreq: EDSPC 753. Supervised field placement and weekly seminar to refine skills and integrate knowledge gained from other coursework. Understanding strengths, weaknesses, and styles and planning/implementing

appropriate instruction for children and youth who demonstrate various types and degrees of behavior disorders.

EDSPC 762 Functional Curriculum for Adolescents and Adults with Mild to Moderate Disabilities Prereq or coreq: EDSPC 700, 711, and either 750, 780, 790, or perm instr. Meeting the academic, emotional, and social needs of mild/moderately disabled adolescents in school and community. Math life skills, functional reading, recreational and independent living skills explored through applied, supervised experiences.

EDSPC 763 Transition from School to Adult Living for Youth with Disabilities 2 hrs + conf, 3 cr. Prereq or coreq: EDSPC 700, 710, 711 or perm coord rehabilitation counseling program. Services, programs, and processes for easing transition of youth with disabilities from school to work, to post-secondary education, and to adult roles.

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 The Neuropsychology of Disability Prereq or coreq: EDSPC 700, 710, 711. Etiology and clinical manifestations of neuromuscular and neurological impairments. Emphasis on normative developmental sequences and their deviation. Issues in functional disability remediation.

EDSPC 774 Early Childhood Special Education: Models and Methods Prereq or coreq: EDSPC 700, 710, 711. Exploration of key elements of quality early childhood special education programs for "at risk" and disabled infants and young children. Assessment and instructional implications of several models. Sequences and methodologies for assessing and addressing young children's special educational needs.

EDSPC 777.51 Learning/Behavior Disorders Advanced Practicum: Elementary Focus 45 hrs + 150-hr field placement, 3 cr. Prereq or coreq: either EDSPC 750 and 753 or EDSPC 780 and 781. Supervised field placement and weekly seminar to refine skills and integrate knowledge gained from other coursework. Understanding strengths, weaknesses, and styles and planning/implementing appropriate instruction for elementary learning disabled, behaviorally disordered, or mildly/moderately mentally retarded students.

EDSPC 777.52 Learning/Behavior Disorders Advanced Practicum: Secondary Focus 45 hrs + 150-hr field placement, 3 cr. Prereq or coreq: either EDSPC 750 and 753, or EDSPC 780 and 781. Supervised field placement and weekly seminar to refine skills and integrate knowledge gained from other coursework. Understanding strengths, weaknesses, and styles and planning/implementing appropriate instruction for learning disabled, behaviorally disordered, or mildly/moderately mentally retarded students in middle school and high school special education settings.

EDSPC 780 The Study of Learning Disorders Prereq or coreq: EDSPC 700, 710, 711. History of theory, practice, and current conceptualizations of children and youth with learning disorders (including learning disabilities and mild/moderate mental retardation). Theoretical issues, controversies, and current research are explored to provide useful frameworks for considering appropriate educational strategies.

EDSPC 781 Methods for Teaching Students with Learning Disorders: Part A Prereq or coreq: EDSPC 780 or 750. (Note: Students in the learning disorders concentration must take this course concurrently with EDSPC 783.) Principles, methods, and curriculum adaptations relevant to the academic and social needs of learning disabled and mildly/moderately mentally retarded children in self-contained classrooms, resource rooms, and supported mainstream settings. Analysis of educational needs, instructional sequencing, and specific remedial teaching techniques.

EDSPC 782 Methods for Teaching Students with Learning Disorders: Part B Prereq: EDSPC 781. (Note: Students in the learning disorders concentration must take this course in the semester immediately following EDSPC 781.) Advanced course in methodology for meeting academic and social needs of learning disabled and mildly/moderately mentally retarded children. Application of instructional principles, development of activities and materials for use one-to-one, in small groups, and in a variety of school settings. Development of 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 783 Supervised Clinical Teaching Practicum: Learning Disorders 45 hrs + 20-hr afterschool tutoring, 3 cr. Prereq or coreq: EDSPC 700, 710, 780, 781. (Note: Students in the learning disorders concentration must take this course concurrently with EDSPC 781.) Supervised, intensive, one-to-one teaching of special needs students is part of class session. Focus on structuring and sequencing, appropriate application of special teaching methods, and on-going evaluation of and response to student's needs. Requires 20 hrs of additional tutoring outside of class time. Writing requirement: weekly teaching logs and plans, curriculum materials, and 2 major papers.

EDSPC 790 Foundations and Educational Implications of Severe/Multiple Disabilities 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; alternate service delivery systems.

EDSPC 791 Curriculum Strategies for Teaching Learners with Severe/Multiple Disabilities Prereq: EDSPC 700, 709, 790. Emphasis on functional, age-appropriate community referenced instruction in domestic, community, vocational, and recreational domains. Development of instructional and individualized education programs.

EDSPC 792 Classroom Management for Effective Behavioral and Educational Programming of Learners with Severe/Multiple Disabilities Prereq: EDSPC 700, 709, 790. Focus on a variety of approaches for dealing with classroom management problems of learners with severe/multiple disabilities. Emphasis on application of behavior modification techniques used in school and community settings.

EDSPC 796.50 Practicum I: Severe/Multiple Disabilities 30 hrs + 180-hr field placement, 2 cr. Prereq: EDSPC 700; coreq: EDSPC 709, 790. Intensive supervised field placement and weekly seminar to develop competencies focusing on implementation and behavior observation and measurement systems, and assessment techniques with learners at the teaching station. Educational implications of clinical and assessment data into functional age-appropriate objectives; educational report writing.

EDSPC 796.51 Practicum II: Severe/Multiple Disabilities 30 hrs + 180-hr field placement, 2 cr. Prereq: EDSPC 796.50. Intensive supervised field placement and weekly seminar to develop competencies focusing on selection and implementation of functional age-appropriate teaching strategies and activities in community based settings; providing safe and appropriate learning environments; conducting instructional programs with learners at the teaching station.

Courses offered in 1989-91 only if student demand is sufficient:

EDSPC 758 Developmental Remediations for Children with Autistic Disorders

English

Chair Allan Brick, West Building room 1212 phone 772-5070

Advisor Marlies K. Danziger, West Building room 1201 phone 772-4674

FACULTY

Meena Alexander, Assistant Professor; PhD, Nottingham; Romanticism, Women's Studies, Third World Literature
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
Richard Brett, Assistant Professor; PhD, Cornell; Renaissance Literature
Allan Brick, Associate Professor and Chair; PhD, Yale; Victorian Prose and Poetry
Sybil Brinberg, Associate Professor; PhD, Ohio State; Modern Drama
Paul Brodtkorb, Associate Professor; PhD, Yale; American Literature
Marlies K. Danziger, Professor; PhD, Yale; Augustan Age and 18th-Century Novel
Nancy Dean, Professor; PhD, NYU; Chaucer and Medieval Literature
Louise De Salvo, 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 Literature
Karen Greenberg, Associate Professor; PhD, NYU; Rhetoric and Linguistics
Alan Holder, Professor; PhD, Columbia; American Poetry
John Holm, Associate Professor; PhD, University of London; Linguistics
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
Audre Lorde, Professor; MLS, Columbia; Modern Poetry and Women's Studies
Harvey A. Minkoff, Associate Professor; PhD, CUNY; Linguistics
Phyllis G. Moe, Professor; PhD, NYU; Chaucer and Medieval Literature
Charles Persky, Associate Professor; PhD, Harvard; 18th-Century English Prose and Poetry
Gerald M. Pinciss, Professor; PhD, Columbia; Shakespeare and Renaissance Drama
John Potter, Associate Professor; PhD, Michigan; Milton and 17th-Century Literature
Esther C. Quinn, Professor; PhD, Columbia; Chaucer and Medieval Literature
B. J. Rahn, Assistant Professor; PhD, Columbia; 18th-Century Literature
Ann Raimés, Professor; MA, Cornell; Rhetoric and Composition
William Pitt Root, Associate Professor; MFA, North Carolina; Creative Writing
Neal Tolchin, Assistant Professor; PhD, Rutgers; American Literature and Ethnic Literature
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, and the opportunity of writing a research paper under the guidance of a senior faculty member.

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 in English and American literature.

Master's Essay The candidate must submit a satisfactory master's essay, incorporating original work and research, which will be 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. Not more than 9 credits may be transferred from non-matriculated to matriculated status.

DOCTOR OF PHILOSOPHY

The PhD program in English is based at the City University Graduate School and University 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 To be admitted without conditions, students must have earned 24 credits in courses acceptable to the department in the area of literature, linguistics, and rhetoric, and an additional 12 credits in English and related courses. For requirements in education, see MA—Secondary Education Curricula (p. 39).

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 MA—Secondary Education Curricula, p. 39).

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 dialectal 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, American, 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 Spenser Study of *The 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 Renaissance 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 Comic and tragic drama as exemplified by such playwrights as Etherege, Wycherley, Dryden, Congreve, Goldsmith, and Sheridan.

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 the period as exemplified by such poets as Tennyson, Robert and Elizabeth Barrett Browning, Arnold, Christina and Dante Gabriel Rossetti, Swinburne, and Hopkins.

ENGL 743 Victorian Prose, 1832-1890 Major tendencies of the 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 and Geography

Chair Jeffrey P. Osleeb, North Building room 1006
phone 772-5265/5266

Graduate Advisor (Geography) Charles A. Heatwole, North Building
room 1006 phone 772-5265/5323

FACULTY

Keith Clarke, Associate Professor; PhD, Michigan; Cartography, Analytical Methods, Geographic Information Systems, Field Mapping

Saul B. Cohen, University Professor; PhD, Harvard; Political Geography, Middle East, Geography and Psychology, International Development, Geography and Education

Kathleen Crane, Associate Professor; PhD, Scripps Institute; Geophysics, Marine Geology, Computer Applications

Victor Goldsmith, Professor; PhD, Massachusetts; Coastal Processes, Metropolitan Coasts, Mediterranean, Environmental

Charles Heatwole, Professor; PhD, Michigan State; Cultural Geography, Recreation Geography, Geography of Religion, Africa

Richard Liebling, Associate Professor; PhD, Columbia; Clay Mineralogy, Petrology, Geomorphology

Sara McLafferty, Associate Professor; PhD, Iowa; Economic Geography Location Theory, Medical Geography

Jeffrey P. Osleeb, Professor and Chair; PhD, SUNY Buffalo; Economic Geography, Location Theory; Urban Geography, Transportation

Homer Price, Associate Professor; PhD, Columbia; Environmental Studies, Population Geography, Resource Geography, Southern Europe, Middle East, North Africa

Joaquin Rodriguez, Professor; PhD, Indiana; Invertebrate Paleobiology, Paleochronology and Paleogeology, Stratigraphy, Computer Applications

Horst Scherp, Associate Professor; PhD, Goettingen; Photogeology, Structural Geology, Map Interpretation, Petroleum Exploration

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 and Geography offers a master of arts in geography 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 economic, 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 features a Sun Microsystems 4/280 with more than 2 gigabytes of mass storage supporting more than 10 Sun workstations and a variety of other terminals, plotters, and Laser-Writer printers. Sun-based software includes SAS, Grafpak GKS and extensions, and VICAR image processing. The GIS/image processing laboratory features 3 Compaq 386/20-based ERDAS systems that include ARC/INFO, 3D graphics, a video digitizer, Matrix camera, and Tektronix color ink jet printer. Computers at all levels are networked together, giving an impressive flexibility to the computing environment. Cartography classes are supported by various facilities and labs, including a manual

cartographic lab with reflecting projector, light tables, and Kroy equipment; a cartographic dark room with a vertical process camera, automatic film processor, and vacuum frame; and a teaching computer cartographic laboratory equipped with AT clones, digitizers, graphics printers and plotters. Cartographic research is supported by a Zeta 824 pen plotter, a large format ALTEK tablet, and various software packages including AUTO-CAD and software developed at the College. Large amounts of digital cartographic data are available.

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.

Requirements for the Degree

The master of arts 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.

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 and Geography participates in the PhD Program in Earth and Environmental Sciences based at the CUNY Graduate School and University Center. Although the primary focus of this program is general geology, it also admits students from cognate fields, including geography, for graduate work in such areas as remote sensing, computer cartography, and quantitative methods. 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 and Environmental Sciences, The Graduate School and University Center, The City University of New York, 33 West 42nd St, New York, NY 10036.

The department has proposed a PhD program in geography specializing in metropolitan issues, cartography/remote sensing/geographic information systems, and behavioral/social geography. Projected to begin in late 1990, it will emphasize the development and use of analytical geographical methods and their applications to pressing metropolitan problems. For more information contact the geography graduate advisor.

TEACHER EDUCATION PROGRAM (TEP)

On request, the Department of Geology and Geography may offer advanced courses in 1989-91 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. 39), 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. Check with the department during middle of prior term for tentative course schedule.

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 705.52 Geopolitical Equilibrium Offered Sp. Developmental approach to the interplay of geography and international politics.

GEOG 705.55 Medical Geography Offered Sp. Analysis of the distribution and spread of disease; methods of disease mapping; siting of health services.

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 Intensive examination of physical and social geography of specific world regions. (United States and Canada will be covered each Sp; another region will be covered in Fa.)

GEOG 711 Environmental Conservation Offered Fa. Interrelationship of natural systems; environmental crisis; environmental movement; specific problem areas.

GEOG 791, 792, 793 Independent Research in Geography 1, 2, or 3 cr. Prereq: perm instr and grad advisor. Intensive individual research in geography under supervision of a member of the graduate faculty. May be repeated for a maximum of 6 credits with permission of the graduate advisor.

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. 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. 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 perm dept. 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. 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. 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. 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: PGOEG 180 or equiv. Offered Sp. 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. 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. Offered Sp. Programming methods specific to geographic and cartographic applications; programming assignments; graphics. A programming language 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.

PGOEG 701 Special Topics in Physical Geography 45-75 hrs, 2-4 cr. Examination of one physical geography topic such as hydrology, climatology, soils; lab exercises.

PGOEG 701.51 Field Mapping Offered June intersession. Surveying; field data collection; record keeping; data analysis. Fee for transportation, accommodations, food allowance required.

PGOEG 701.52 Hydrology Offered Sp. Storage and flux of water; supply, quality, and management problems.

PGOEG 701.54 Digital Terrain Modeling Offered Fa. Use of computer programs to portray the Earth's surface in 3-D; manipulation of data; problem solving.

PGOEG 702 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.

PGOEG 703 Coastal Dynamics Offered Fa. Quantitative focus on the dynamic processing affecting the coast and the resulting varied geomorphology. Map exercises; field work.

PGOEG 704 Physical Planning of Coasts Offered Sp. Physical and quantitative rationale for planning coastal constructions with emphasis on urban coasts.

TEP courses offered 1989-91 only if student demand is sufficient (unless otherwise noted)

GEOG 501 Principles of Geography (offered every semester)

GEOL 501 Physical and Historical Geology

GEOG 611 Geographic Interpretation of World Affairs

GEOG 611.51 Geography of the Middle East & North Africa (offered Fa)

GEOG 613 Conservation of Natural Resources (offered Fa)

GEOG 614 Economic Geography

GEOG 621-625 Geography of Major Regions (one of the following offered every semester)

GEOG 621 Geography of the United States (offered Sp)

GEOG 621.51 Geography of New York State (offered Fa)

GEOG 622 Geography of South America

GEOG 622.51 Geography of Middle America (offered Fa '89)

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

German

Chair Dorothy James, West Building room 1405 phone 772-4980

Some members of the Hunter College Department of German participate in the PhD program in Germanic languages and literatures based at the City University Graduate School and University 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 School and University Center, 33 West 42nd Street, New York, NY 10036. Phone 640-2304.

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

Associate Dean Annette B. Ramirez de Arellano

FACULTY

Marilyn Auerbach, Instructor, Community Health Education; MPH, Columbia; Women's Issues, Chronic Illness
Deborah Blocker, Assistant Professor, Nutrition; ScD, Harvard; Nutritional Epidemiology
Jack Caravanos, Assistant Professor, Environmental Health Science; DrPH, Columbia; Water Resources, Hazardous Wastes
Michael A. Carrera, Thomas Hunter 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
Jan Edwards, Assistant Professor, Communication Sciences; PhD, CUNY; Applied Speech Science, Phonological Development & Disorders, Vocal Disorders
Paula Fishman, Assistant Professor, Nutrition; EdD, Columbia; Education, Nutrition & Foods
Nicholas Freudenberg, 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 and Dean, 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
Susan Longtin, Assistant Professor, Communication Sciences; PhD, CUNY; Normal and Disordered Child Language; Issues in Cultural and Linguistic Diversity
M. Lee Margulies, Lecturer, Communication Sciences; MA, Columbia; Clinical Audiology
Khurshed Navder, Assistant Professor, Nutrition; PhD, Kansas; Lipid Metabolism
Evelyn Pollack, Lecturer, Communication Sciences; MA, NYU; Phonological Disorders, Clinical Speech-Language Pathology
Annette B. Ramirez de Arellano, Associate Professor and Associate Dean, Community Health Education; DrPH, Columbia; Health Planning, Primary Care
Beth Richie, Instructor, Community Health Education; MSW, Washington; Community Organization, Women's Health, Family and Sexual Violence
Russell L. Sergeant, Associate Professor, Communication Sciences; PhD, Ohio State; Speech Science, Psychoacoustics
Carol Silverman, Associate Professor, Communication Sciences; PhD, NYU; Rehabilitative Audiology, Research Methods
Ida Susser, Associate Professor, Community Health Education; PhD, Columbia; Medical & Urban Anthropology, International Health
Carol Wasilen, Professor, Nutrition; PhD, California; Biochemistry, Nutrition & Foods
Stephen Zoloth, Associate Professor, Community Health Education; PhD, Pennsylvania; MPH, California, Berkeley; Occupational & Environmental Epidemiology, Cancer

The Hunter College School of Health Sciences, a specialized unit of The City University of New York, offers graduate programs in health-related professions. The School is housed at the Brookdale Health Science Center, located in close proximity to many of New York's major health care facilities. The health professions complex at East 25th Street provides graduate students with fully equipped laboratories, computer access, a speech and hearing clinic, and a library, as well as recreational facilities, a cafeteria, and an on-site dormitory.

The graduate programs offered at the Hunter College School of Health Sciences are designed for the working health professional. The School's programs of study provide unique educational, research, and service-oriented opportunities to students. Programs leading to graduate degrees are:

MS	Allied Health Services Administration
MS	Communication Sciences
MPH	Community Health Education
MS	Environmental and Occupational Health Sciences
MS	Nutrition

Prospective students apply directly to the program of their choice. For further information on admission and degree requirements, consult individual departmental listings.

Note: Depending upon undergraduate preparation and work experience, some students may be required to achieve some competencies through non-credit independent study, undergraduate courses, or courses not credited toward the degree (i.e., 500-level courses for students who are deficient in certain graduate level skills).^{*} These additional requirements vary from program to program.

INTERDISCIPLINARY COURSES

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

AHSA 570 Special Topics for Graduate Allied Health Programs* Not credited toward the degree. Selected courses at the graduate level covering topics such as writing, quantitative procedures, or critical analysis of scientific literature, as applied to the health sciences. Topics to be announced.

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: integration and control at the cellular, systemic, and organismic level. Impact of environmental factors and mechanisms of response.

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.

^{*}Pending Senate approval.

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 work-place serves as the capstone experience in lieu of a thesis or comprehensive examination.

Requirements for Admission

1. General admission requirements to the graduate programs in the arts and sciences are observed.
2. Aptitude section of the Graduate Record Examination.
3. An undergraduate major in a field related to the allied health profession programs offered at the School of Health Sciences.
4. Interview, including a written component, with the program's admissions committee, after initial review of application.
5. 2 letters of reference, on Hunter's forms, including one, if possible, from applicant's current or last health service employer.
6. Willingness to carry out an advanced study project in a work-place with supervisor approval or equivalent.
7. Undergraduate level statistics is a prerequisite for several courses.
8. Students who lack certain graduate-level skills may be assigned to an AHSA 500-level course as a prerequisite to admission. AHSA 500-level courses are not credited toward the degree.*

Current or recent employment of at least one year in a health or health-related profession is desirable.

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 who lack certain graduate-level skills may be asked to pass AHSA 500-level courses as a

prerequisite to graduation. These courses are not counted toward the degree.*

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
1. Core Courses	15
AHSA 750, 751, 752, 753, 754	
2. Generic Courses	15
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	
3. Allied Health Profession Specialty	12
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	
Urban health	
Physical maintenance and rehabilitation	
Laboratory-based sciences	
Note: additional clusters in speech/language pathology-audiology, or clusters designed to meet the individual student's professional needs, can be made available.	
4. Advanced Study Project	3
AHSA 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 receives faculty supervision.	
Total	45 cr

COURSE LISTINGS

Each course 45 hrs, including conferences, 3 cr. All students must consult the graduate advisor before registering for any course.

AHSA 570 Special Topics for Graduate Allied Health Programs* Not credited toward the degree. Selected courses at the graduate level covering topics

*Pending Senate approval.

such as writing, quantitative procedures, or critical analysis of scientific literature, as applied to the health sciences. Topics to be announced.

AHSA 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.

AHSA 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.

AHSA 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.

AHSA 753 Management Information for Health Service Administration Offered Sp. 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.

AHSA 754 Organizational Analysis for Health Service Administration Prereq: AHSA 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.

AHSA 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, cooperating with employer.

AHSA 770 Topics in Allied Health Specialties Selected advanced professional topics in a specific allied health specialty. Numbers 770.51-770.59 cover advanced courses in immunology; numbers 770.61-770.69 cover advanced courses in physical therapy. Topics to be announced.

AHSA 771 Laboratory Topics in Allied Health Selected advanced professional topics in a specific allied health laboratory specialty. Topics to be announced.

COMMUNICATION SCIENCES—MS

Program Director Lynne Clark, Acting, Brookdale Center room N133 phone 481-4467

Director, Center for Communication Disorders Florence Edelman, Brookdale Center room N133 phone 481-4464

Graduate Advisors Jan Edwards, Susan Longtin, Evelyn Pollack, Carol Silverman phone 481-4467.

The communication sciences program prepares students to enter the profession of speech-language pathology and audiology. Program objectives are met through the integration of the academic and clinical practicum components of the program. Clinical practicum and associated research experience are obtained through the program's Center for Communication Disorders and Communication Sciences Clinical & Research Laboratory.

The Center for Communication Disorders serves as the primary clinical practicum site for eligible graduate students. The Center provides diagnostic and therapeutic services to those persons in the community and in the College presenting disorders of speech, language, and/or hearing.

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 audi-

ology and as a sponsor of continuing professional education. The program's Center for Communication Disorders is also accredited by AHSA as a professional service center.

THE PROGRAMS

Two curricula are offered leading to the MS 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 AHSA certification and New York 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.
 - Baccalaureate degree from an accredited institution acceptable to Hunter College.
 - Aptitude section of the Graduate Record Examination.
 - Submission of 2 letters of reference.
 - For international 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, 782	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

*Required only in speech & hearing handicapped curriculum. A maximum of 6 cr of clinical practicum may be applied to the degree.

Communication Sciences: Audiology Majors	Credits
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

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.) It is strongly recommended that students register for clinical practicum (speech-language pathology or audiology) upon completion of 12-15 program credits. Students must present evidence of 25 hours of clinical observation prior to practicum registration.

Students on academic probation are not eligible for externship placement.

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 MS degree and become eligible for certification by ASHA and licensure in NY State.

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, 782). Students may elect to write a thesis in lieu of taking COMSC 781, 782. 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

1. General admission requirements to the graduate programs in education are observed.

*Required only in speech & hearing handicapped curriculum. A maximum of 6 cr of clinical practicum may be applied to the degree.

2. The candidate for matriculation must present a minimum of 18 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.
3. In addition, a candidate for matriculation must have satisfactorily completed 12 undergraduate cr in the professional study of education in such areas as:**
 - Social, historical, and philosophical foundations of education
 - Psychological foundations of education
4. 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:
 - 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, severe/multiple disabilities, 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 severe/multiple disabilities 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, 782, 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.

**Pending Senate approval.

Special Education Concentrations

	Credits
A. Learning Disabilities Concentration*	
EDSPC 781 Methods of Teaching Students with Learning Disorders Part A	3
EDSPC 782 Methods of Teaching Students with Learning Disorders Part B	3
EDSPC 783 Supervised Clinical Teaching Practicum: Learning Disorders	2
*COMSC 703 and either 713 or 714 are prerequisites; COMSC 717 or 718 is prerequisite or corequisite.	
B. Severe/Multiple Disabilities Concentration*	
EDSPC 709 Assessment of Learners with Severe/Multiple Disabilities	3
EDSPC 791 Curriculum Strategies for Teaching Learners with Severe/Multiple Disabilities	3
EDSPC 792 Classroom Management for Effective Behavioral and Educational Programming for Learners with Severe/Multiple Disabilities	3
*COMSC 703, 712, and 713 are prerequisites; either COMSC 717 or 724 is prerequisite or corequisite.	
C. Hearing Impairment Concentration*	
EDSPC 715 Classroom Management of Students with Mild/Moderate Disabilities	3
EDSPC 735 Curriculum Adaptations for Deaf Students	3
EDSPC 736.50/COMSC 729.02 or 749.02 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 MS 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, New York State licensure in speech-language pathology and/or audiology, and New York 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, 782).

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 seeking to qualify for matriculation who do not have a baccalaureate degree in communication sciences and disorders must satisfactorily complete 16-19 credits of preprofessional coursework in order to apply for matriculation. Equivalent coursework will be considered by the graduate advisor for students having some preprofessional preparation. Courses at the 600-level are not credited toward the degree.

Requirements for Matriculation (16-19 cr)

- A. Required courses: COMSC 605, 606, 607, 620, 640, 642* or their equivalents
- B. Recommended courses: COMSC 604

Upon completion of the preprofessional course of study, students 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.

*May be satisfied after matriculation.

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 604 Introduction to Language Science Prereq: COMSC 607 or equiv. An introduction to the nature of language and communication. Topics include components of the linguistic system, relationships between verbal and non-verbal communication.

COMSC 605 Introduction to Speech and Hearing Sciences Acoustical and perceptual variables in speech and hearing; laboratory instruments and techniques.

COMSC 606 Auditory and Speech Mechanisms Normal anatomy and physiology of the respiratory, laryngeal and supralaryngeal mechanisms, the peripheral ear and central auditory mechanisms, relationships between physiology and normal speech production and perception; auditory physiology.

COMSC 607 Phonetics of American English Phonetic features of speech in relation to American English and dialectal variations of American English.

COMSC 620 Introduction to Speech-Language Pathology Prereq or coreq: COMSC 606. Introduction to organic and behavioral correlates of human communication, its development and disorders. Disorders of voice articulation, fluency, and language.

COMSC 640 introduction to Audiology Prereq: COMSC 606. Etiology and pathology of hearing disorders, basic properties of the auditory stimulus; measurement of pure tone thresholds by air and bone conduction.

COMSC 642 Clinical Observation of Communication Disorders 25 hrs, 1 cr; prereq or coreq: COMSC 620, 640, or equiv. Observation of the diagnosis and clinical management of communication disorders under the supervision of the clinical faculty.

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 Language and 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 605 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; instrumentation.

COMSC 710 Psychological Acoustics Prereq: COMSC 605 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 development in the young child; major theories and research findings on acquisition of communication skills from infancy through preschool.

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 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. 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: 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 Clinical Practices and Procedures in Speech-Language 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. 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-Language Pathology 60 hrs including lec, 2 cr. Prereq: COMSC 606, 620; recommended coreq: COMSC 722, 727. 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 sur-

gical 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 hearing-impaired children; role of family in habilitation; lipreading and auditory training; classroom amplification; assistive listening devices; special problems and rehabilitation 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. Hearing-aid electroacoustics, ear mold acoustics, hearing-aid selection and evaluation procedures, hearing-aid orientation and counseling.

COMSC 743 Theory & Practice of Hearing Aid Dispensing Prereq: COMSC 741, 742. 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. Theory and clinical applications of auditory evoked potentials, acoustic-immittance, and electronystagmography.

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 24 cr min 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.

COMMUNITY HEALTH EDUCATION—MPH

Program Director Nicholas Freudenberg, Brookdale Center room W1005 phone 481-5111

Graduate Advisors Beth Richie, Brookdale Center room W1030A; Stephen Zoloth, Brookdale Center room W1029

This program, which awards a master of public health degree, 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. It emphasizes the interaction of individual, social, and political factors that influence the health of the public. 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. General admission requirements to the graduate programs in the arts and sciences are observed.
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 or advisor.

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, international health, or AIDS prevention.

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 the 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, 760, 749
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 are designed to give students more advanced knowledge of and skills in a particular area. All students are encouraged to select a concentration.

**Concentrations:****Gerontology**

COMHE 601 URB 787.66

NUTR 742

or independent study with Brookdale Center staff

Health Care Administration

COMHE 741 AHSA 750 AHSA 753

COMHE 742 AHSA 751 AHSA 754

AHSA 752

International Health

COMHE 712 ANTH 731 ECO 751

ANTH 716 ANTH 732 URBP 787.54

or other related courses

Nutrition

NUTR 740 NUTR 736

HECO 741

or other related nutrition courses

Occupational/Environmental Health

COMHE 726 EOHS 720 EOHS 770.60

EOHS 770.64 EOHS 757 EOHS 770.62

or other related environmental and occupational health courses

Sexuality/Reproductive Health/Women's Health

COMHE 714 COMHE 723

COMHE 721 COMHE 724

COMHE 722

AIDS Prevention

COMHE 770.87 COMHE 713 COMHE 722

COMHE 770.89 COMHE 714

or other related courses or independent study

Other Electives:

COMHE 703

COMHE 720

COMHE 781

COMHE 711

COMHE 725

COMHE 782

COMHE 713

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. 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 Dependencies 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: Health Education and Public Policy Prereq: 20 cr including COMHE 700, 701, 702 and SHS 601.

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 770.70-.99 Topics in Community Health Education Courses on current areas of professional interest, offered periodically. The following courses are expected to be offered in 1989-91:

- COMHE 770.79 Issues in Urban International Health
- COMHE 770.80 New Approaches to Adolescent Pregnancy Prevention
- COMHE 770.87 Developing Effective AIDS Education Programs
- COMHE 770.89 Multicultural Approaches to AIDS Prevention: Theory and Practice

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 AND OCCUPATIONAL HEALTH SCIENCES—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 and occupational health professionals. While emphasizing the recognition, evaluation, and control of environmental and occupational 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 research, 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. General admission requirements to the graduate programs in arts and sciences are observed.
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 bio-

logical 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)

EOHS 700	EOHS 741	EOHS 757
EOHS 705	EOHS 754	SHS 600, 700

COURSE LISTINGS

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

EOHS 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.

EOHS 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.

EOHS 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.

EOHS 715 Industrial Hygiene for Health Professionals Introduction to the recognition and evaluation of workplace health hazards. Topics include: industrial health hazard identification and health evaluation, instrumentation, interpretation of sampling results, medical monitoring, and industrial hygiene programs. (This course is not a substitute for the required course EOHS 757.)

EOHS 720 Environmental Criteria and Standards Coreq or prereq: EOHS 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.

EOHS 728 Seminar in Current Environmental Health Problems 30 hrs, 2 cr. Prereq: EOHS 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.

EOHS 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.

EOHS 738.01, .02, .03, .04 Field or Laboratory Research Projects in Environmental Health Science Hrs to be arranged, 1-4 cr.

EOHS 739 Thesis Seminar in Environmental Health Science 30 hrs, 2 cr. Seminar correlated with thesis research.

EOHS 740 Applications of Computers to Environmental Problems Basic concepts and principles of computers and programming as currently employed in solving environmental problems.

EOHS 741 Environmental and Industrial Hygiene Laboratory 90 hrs lec and lab, 4 cr. Coreq or prereq: EOHS 705. Physical, chemical, and instrumental methods for measuring environmental and occupational contaminants.

EOHS 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.

EOHS 744 Radiological Hazards: Assessment and Control Health and safety problems involved in use of ionizing and non-ionizing radiation, ultra-violet, and microwave hazards; the elements of the electro-magnetic spectrum. Safe standards of exposure and shielding for medical uses and industrial applications.

EOHS 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.

EOHS 754 Environmental and Occupational Toxicology Prereq: EOHS 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.

EOHS 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.

EOHS 757 Principles of Industrial Hygiene 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.

EOHS 758 Industrial Hygiene Laboratory 60 hrs, 2 cr. Coreq or prereq: EOHS 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.

EOHS 770.52 Topics in Environmental Health Science: Industrial Hygiene Studies and Plant Visits Prereq: EOHS 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.

EOHS 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.

EOHS 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.

EOHS 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.

EOHS 770.60 Topics in Occupational Safety and Health Issues and the Law Important social and legal issues related to worker health and safety protection and the OSHA Act of 1970. Standard setting, cost-benefit analysis, reproductive hazards, toxic torts, and "Right to Know" standards.

EOHS 770.62 Topics in Ergonomics and Industrial Safety Impact of workplace design, environment, and technology on worker health and safety; stressors such as work postures, illumination, temperature, VDTs, and tight building environments; accident causation principles and preventive programs.

EOHS 770.63 Topics in Asbestos Health Effects and Controls Asbestos health hazards; related federal, state, and local regulations; industrial hygiene

methods for controlling or eliminating asbestos exposure; proper asbestos work practices.

EOHS 770.64 Topics: Introduction to Occupational Safety and Health Basic concepts and issues of occupational safety and health, including recognition and control of chemical and physical hazards and the regulations governing these hazards, within the larger context of work in America.

EOHS 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 1989-91

EOHS 722	Systematic Analysis in Environmental Program Planning
EOHS 742	Analytical Chemistry: Application to Environmental Health Problems
EOHS 750	Environmental and Work Physiology
EOHS 752	Radiation Biology
EOHS 759	Seminar in Toxicology
EOHS 760	Practicum I in College Teaching
EOHS 761	Practicum II in College Teaching
EOHS 769	Seminar in College Teaching
EOHS 770.51	Topics in Environmental Health Science: Economic Aspects of Environmental Control
EOHS 770.54	Topics in Environmental Health Science: Institutional Sanitation

NUTRITION—MS

Program Director Barbara Gordon, Brookdale Center room W715
phone 481-7563
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. Those who are fully qualified to do so (having met Plan IV of the American Dietetic Association and completed a dietetic internship or an Approved Pre-Professional Practice Program [AP4]) may enter the profession of dietetics by acquiring membership in the American Dietetic Association and taking the Registered Dietitian Examination. Application has been made to establish an AP4 at Hunter College. Others may want to train for business or research careers. An option in food science is being investigated as a possible future expansion of degree choices.

Requirements for Admission

In addition to the general requirements for admission to the graduate program at Hunter College, candidates must have one undergraduate semester of each of the following: inorganic chemistry, organic chemistry, biochemistry, biology or human anatomy, human physiology, microbiology, nutrition* (to an advanced level), diet therapy, and food science.*

Requirements for the Degree

Completion of 30 credits from the following components:

1. Required Courses (12 cr)

NUTR 731	Nutrition and Metabolism I (Proteins, Carbohydrates, Lipids)
NUTR 732	Nutrition and Metabolism II (Minerals, Vitamins, Water)

NUTR 735	Clinical Nutrition
NUTR 737	Introduction to Nutrition Research

2. Nutrition Specialty (9-12 cr)

a. Clinical Nutrition in the Institutional Setting

NUTR 733	Developmental Nutrition
NUTR 734	Nutrition and Disease
NUTR 738	Nutrition Seminar
NUTR 739	Computer Applications to Dietetics and Nutrition
NUTR 741	Nutritional Assessment
NUTR 742	Nutrition and the Geriatric Population
NUTR 743	Drug and Nutrient Interaction
NUTR 745	Parenteral and Enteral Nutrition
NUTR 761	Problem Seminar
NUTR 783	Independent Study
NUTR 790	Thesis Seminar

b. Clinical Nutrition Counseling in Private Practice

NUTR 733	Developmental Nutrition
NUTR 734	Nutrition and Disease
NUTR 738	Nutrition Seminar
NUTR 739	Computer Applications to Dietetics and Nutrition
NUTR 740	Nutrition Education
NUTR 741	Nutritional Assessment
NUTR 742	Nutrition and the Geriatric Population
NUTR 743	Drug and Nutrient Interaction
NUTR 744	The Consumer and Food
NUTR 761	Problem Seminar
NUTR 783	Independent Study
NUTR 790	Thesis Seminar

c. Nutrition Education in the Business or Community Setting

NUTR 733	Developmental Nutrition
NUTR 734	Nutrition and Disease
NUTR 736	Community Nutrition (Prereq: NUTR 741)
NUTR 740	Nutrition Education
NUTR 741	Nutritional Assessment
NUTR 742	Nutrition and the Geriatric Population
NUTR 743	Drug and Nutrient Interaction
NUTR 744	The Consumer and Food
NUTR 761	Problem Seminar
NUTR 783	Independent Study
NUTR 790	Thesis Seminar

d. Food and Nutritional Research

NUTR 734	Nutrition and Disease
NUTR 741	Nutritional Assessment
NUTR 743	Drug and Nutrient Interaction
NUTR 745	Parenteral and Enteral Nutrition
NUTR 761	Problem Seminar
NUTR 783	Independent Study
NUTR 790	Seminar (required)

Note: Biochemistry laboratory experience is a prerequisite. SHS 600 is required from the Interdisciplinary Electives.

3. Interdisciplinary Electives (6-9 cr)

Select from the following or from related courses with program approval:

COMHE 601	Introduction to Gerontology
COMHE 700	Group Processes
COMHE 702	Theory and Practice in Health Communication
EOHS 700	Environmental Health and Safety
SHS 600	Biostatistics
SHS 601	Principles of Health Care Administration
SHS 700	Principles of Epidemiology
AHSA 752	Basic Financial Management for Health Service Administration

*Competency examinations in lieu of coursework are also offered in these subjects. Call for further information.

NURS 642	Psychobiological Aspects of Aging
ANTH 716	Medical Anthropology
SHS 610	Human Physiology

4. Optional Courses

These courses do not count toward the MS, but may be selected by students seeking to meet Plan IV competencies in food science and food service:

NUTR 651	Nutritional Contribution of Foods
NUTR 652	Food Service and Personnel Management

5. Completion of one of the following:

- a. Thesis. *Note:* Students must enroll in NUTR 790 (Thesis Seminar) for 3 of their specialty credits.

or

- b. 6 additional credits from the nutritional specialty selected, plus successful completion of a comprehensive examination.

COURSE LISTINGS

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

NUTR 651 Nutritional Contribution of Foods Concentrated course in food science designed to fulfill ADA Plan IV requirements.

NUTR 652 Food Service and Personnel Management Discusses principles of management and applications specifically to the food service environment. Designed to fulfill ADA Plan IV requirements in management.

NUTR 731 Human Nutrition and Metabolism I Comprehensive study and evaluation of current research on biochemical and metabolic significance of proteins, carbohydrates, and lipids to human nutrition.

NUTR 732 Human Nutrition and Metabolism II 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 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 Current topics in nutrition.

NUTR 739 Computer Application 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 multi-disciplinary approach to treatment.

NUTR 743 Drug and Nutrient Interaction Review and update of research relating to multi-faceted responses between nutrient and drug consumption.

NUTR 744 Consumer and Food Available food supply, world hunger, marketing, and legislation.

NUTR 745 Parenteral and Enteral Nutrition Survey of the disease states; assessment techniques and procedures.

NUTR 761 Problem Seminar Intensive study of current specialized research in one area of food and nutrition.

NUTR 783 Independent Study

NUTR 790 Thesis Seminar

SELECTED FIELD INSTRUCTION CENTERS

Communication Sciences

Beth Israel Medical Center
 Blythedale Children's Hospital
 Gouverneur Hospital
 Hebrew Home for Aged
 ICD Research and Rehabilitation Center
 Kennedy Child Study Center
 Long Island College Hospital
 Manhattan Eye and Ear and Throat Hospital
 Mt. Sinai Medical Center
 New York Eye and Ear Hospital
 New York League for the Hard of Hearing
 New York Veterans Administration Hospital
 North Central Bronx Hospital
 Orthopedic Institute Preschool Unit, Hospital of Joint Diseases
 St. Francis DeSales School for the Deaf
 St. Joseph's Hospital of Yonkers
 St. Vincent's Hospital
 United Cerebral Palsy — Brooklyn (Hearst Early Instruction Center)
 Westchester County Medical Center, Valhalla

Community Health Education

American Cancer Society
 American Diabetes Association
 American Red Cross
 Bronx Municipal Hospital Center Health Education Project
 Brookdale Center on Aging Hunter College
 Center for Community Action to Prevent AIDS Hunter College
 Columbia Presbyterian Medical Center Young Adult Clinic
 Community Environmental Health Center Hunter College
 District Council 37 Health & Safety
 The Door — A Center of Alternatives
 Gay Men's Health Crisis, Inc.
 Long Island College Hospital Division of Alcoholism Services
 Memorial Sloan-Kettering Hospital Cancer Information Service
 Montefiore Medical Center Community Health Participation Program

NYC Department of Health
Office of Health Promotion

NY State Department for the Aging

NY State Department of Health

Offices of Members of NYC Council,
NY State Legislature, and US Congress

Planned Parenthood of NYC

Riverside Church
Health Action Resource Center

United Nations Fund for
Population Activities

Environmental and Occupational Health Sciences

Amalgamated Clothing and Textile
Workers Union (ACTWU)

Center for Occupational Hazards

Detail Associates, Inc.

District Council 37,
American Federation of State,
County and Municipal Employees
(DC 37, AFSCME), Safety & Health
Training Unit

Gateway National Recreation Area
Division of Professional Services

IHI-Kemron, Inc.

Montefiore Hospital Program in
Occupational Health

Mt. Sinai Medical Center
Environmental Sciences Laboratory

National Union of Hospital
and Health Care Employees

NJ State Department of Health
Occupational Health Program

NYC Health Department
Environmental Epidemiology Unit
Health Research Training
Program

NY Committee for Occupational
Safety and Health

NY State Attorney General's Office,
Environmental Protection Bureau

Paterson, NJ Department of Health,
Occupational Health Program

History

Chair Naomi C. Miller, West Building room 1512 phone 722-5480
Graduate Advisor Pierre Oberling, West Building room 1508 phone 772-5491

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, Professor, PhD, Harvard; Modern British History, British Empire and Commonwealth, Women's Studies

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, 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, 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

J. Michael Turner, Associate Professor; PhD, Boston; South American History, African History

Leonard S. Wallock, Assistant Professor; PhD, Columbia; US Urban & Labor History

Barbara Welter, Professor; PhD, Wisconsin; US History to 20th Century, History of American Women, History of American Religion

MASTER OF ARTS

The MA is offered either as a terminal degree or as the first year (30 credits) of work toward fulfilling the requirements of the PhD 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 School and University 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 753 Medicine, Science and Society: Greek Antiquity to 17th Century Topics in the history of European medicine, considered both as scientific knowledge and healing activity, from the time of Hippocrates to that of William Harvey.

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 cold war.

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 750 History of the American Labor Movement Changing work experience, organizational efforts, and political activity of working people from the late 18th century to the present.

HIST 755 Growth of the American City Development of the city as physical environment, social experience, political entity, and cultural symbol from the colonial era to the present.

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 and Islamic civilization from Muhammad to Mongol invasions.

HIST 709.51 History of Middle East: History of Ottoman Empire History and culture of the Turks from Seljuqid invasions to World War I.

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 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 Purczynsky, 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 School and University Center.

Information concerning degree requirements, courses, etc., may be obtained from Professor Arthur J. Bronstein, Executive Officer, PhD/MA Program in Linguistics, CUNY Graduate School and University 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 1989-91

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

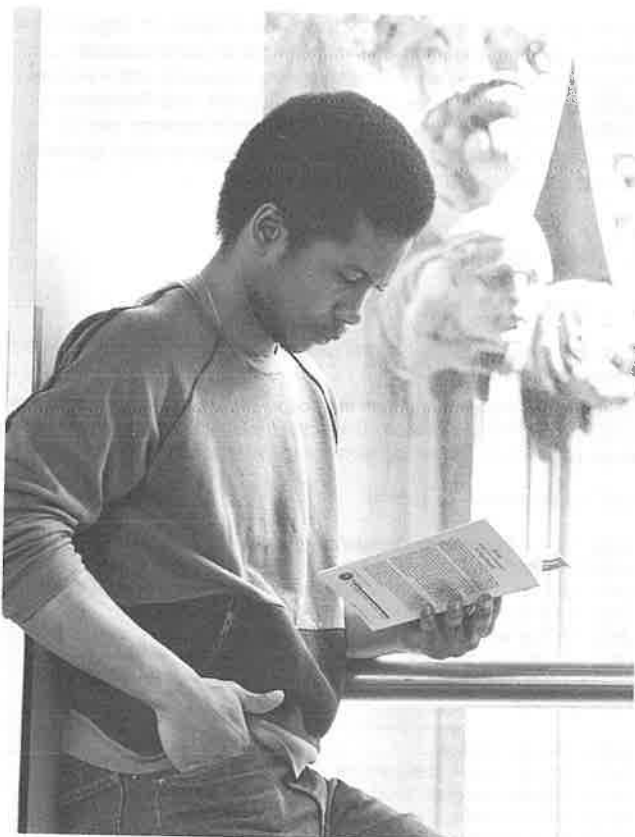
ENGL 505 Structure of English Language
 ENGL 607 English Linguistics

Romance Languages

RLNG 701 Introduction to Romance Linguistics I
 RLNG 702 Introduction to Romance Linguistics II

Spanish

SPAN 701 History of Spanish Language



Mathematical Sciences

Chair Joseph Roitberg, North Building room 1230J phone 772-5300
Graduate Advisor Edward Binkowski, North Building room 1230J
 phone 772-5300

FACULTY

Alberto Baicor, 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, Associate Professor; PhD, Princeton; Structure Theorems for Diffeomorphisms
Richard C. Churchill, Professor; PhD, Wisconsin; Dynamical Systems
Sandra P. Clarkson, Associate Professor; EdD, Georgia; Mathematics Education
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 Roitberg, Professor and Chair; PhD, NYU; Algebraic Topology
Brian Shay, Associate Professor; PhD, CUNY; Algebraic Topology
William H. Williams, Professor; PhD, Iowa State; Sampling Theory, Time Series, Econometrics

The Department of Mathematical Sciences offers a choice of 2 master's programs, both leading to the 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 master of arts in secondary education (see p. 39).

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.
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 in this program include 6 credits in professional education (see p. 39) 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. Introduction to theory of groups and rings.

MATH 623 Theory of Numbers Prereq: a course in linear algebra. Offered Sp '90. Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.

MATH 634 Geometries I Prereq: a course in linear algebra. Offered Sp '91. 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 '89. 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 '90. Functions on Euclidean space, implicit function theorem, Fubini's Theorem, integration on chains and manifolds.

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 '90. 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 '90. Semigroups, groups with operators, rings, modules, field extensions, vector spaces.

MATH 722 Modern Algebra II Prereq: MATH 721. Offered Sp '91. Continuation of MATH 721.

MATH 746 Theory of Functions of a Real Variable I Prereq: 1 yr of advanced calculus. Offered Fa '89. 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 '90. Continuation of MATH 746.

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 '91. 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 '90. 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 '90. One-way classifications. Fourfold tables. Two-way contingency tables; partitioning Chi squares. Log-linear models, logit regression. Multidimensional contingency tables.

STAT 634 Regression Analysis 22½ hrs, ½ sem, 1½ cr. Prereq: 11th yr high school mathematics or equiv and 1 sem elem stat. Offered Sp '91. Recognizing non-normal data; transforming for normality and for equal variances. Linear, multiple, and polynomial regression. Multiple linear regression. Model selection.

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. Topics to be chosen, possibly from among reliability theory, time series, biostatistics, statistical computation, simulation, and model building. Offered Sp '91.

STAT 711 Statistical Decision Theory I Prereq: a course in linear algebra; coreq: advanced calculus or perm dept. Offered Fa '89. 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 '90. Continuation of STAT 711. Hypothesis testing and confidence sets. Optimal tests, invariance. Applications to ANOVA, regression, design, non-parametric inference.

STAT 713 Topics in Statistical Inference I Offered Fa. Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics. In Fa '89 topic will be multivariate analysis.

STAT 714 Topics in Statistical Inference II Offered Sp. Topics selected as in STAT 713. In Sp '90 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 '90. 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 Fa '90. Utility, zero-sum two person games, minimax theorem or rectangular games. Relation to linear programming; applications to problems in economics and other fields.

STAT 724 Topics in Applied Mathematics I Prereq: perm dept. Offered Sp. Topics selected as in STAT 713. In Sp '90 topic will be statistical computing.

STAT 725 Topics in Applied Mathematics II Prereq: perm dept. Offered Fa. In Fa '89 topic will be sampling theory. In Sp '91 topic will be experimental design.

Courses offered in 1987-89 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
MATH 725 Linear Algebra
MATH 741 Functional Analysis
MATH 742 Theory of Functions of a Complex Variable
MATH 751 General Topology
STAT 621 Probability
STAT 635 Continuous Multivariate Analysis
STAT 636 Sample Surveys
STAT 637 Experimental Design and Analysis of Variance
STAT 681 Numerical Methods
STAT 731 Operations Research I
STAT 732 Operations Research II
STAT 750 Theory of Linear Models
STAT 781 Advanced Numerical Methods
STAT 790 Case Seminar

Music

Chair Peter Basquin, North Building room 1515 phone 772-5020
Graduate Advisor George Stauffer, North Building room 1512 phone 772-5022

FACULTY

Peter Basquin, Professor and Chair; 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; PhD, Columbia; Music History
Barbara L. Hampton, Associate Professor; PhD, Columbia; Ethnomusicology
Arthur Harris, Associate Professor; MMus, Yale; Composition, Commercial Music
James S. Harrison, Professor; MA, Harvard; Theory
Robert Montesi, Professor; MMus, Manhattan School of Music; Performance and Music Education
Paul F. Mueller, Assistant Professor; MMus, Indiana; Performance
Russell Oberlin, Professor; Artists Diploma, Juilliard School; Performance
George B. Stauffer, 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 grow as musicians by refining and augmenting their skills as scholars, teachers, and performers. The department encourages its graduate students to engage in independent research projects and to take courses both of a broad scope and of a detailed nature. The latter courses mark the beginning of professional specialization. Performance students are permitted to take private lessons, for up to 12 points of credit, with a teacher of their choice approved by the department or with one of the internationally renowned instructors who serve as performance associates on the faculty. Recent instructors have included Russell Oberlin (voice), Peter Basquin and Herbert Stessin (piano), David Nadien (violin), André Emelianoff (cello), Linda Chesis and Elizabeth Mann (flute), and David Wakefield (French horn).

The MA degree is offered either as a terminal degree or as the first year of work toward the PhD degree within the City University. See *Bulletin of the Graduate School* for 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 concentrations 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, generally

given in December and May of each year, 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 MA degree may not be gained in courses taken to make up undergraduate deficiencies.

Departmental Requirements for the Degree

Courses Each candidate must complete a program of study of at least 30 credits, planned 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, with the approval of the graduate advisor.

The following programs are recommended for students concentrating in composition, ethnomusicology, music history, and performance. Modifications to these programs may be made in consultation with the graduate advisor.

Composition		Credits
Music Courses:	MUS 731 (2 times)	6
	MUS 742	3
	MUS 751, 752	6
	One additional seminar (highly recommended: MUS 729 or 740)	3
	MUS 799	3
Elective Courses*	(may include MUS 731 taken for third time)	9
		<hr/> 30

Ethnomusicology		Credits
Music Courses:	MUS 700	3
	MUS 751, 752	6
	MUS 753	3
	MUS 775, 776	6
	MUS 798	3
Anthropology Courses:	ANTH 701	3
	ANTH 707	3
Elective Courses*		3
		<hr/> 30

*Courses selected in consultation with the graduate advisor.



Music History

Music Courses:	MUS 700	3
	MUS 742	3
	MUS 751, 752	6
	MUS 760	3
	MUS 798	3
Elective Courses*	(may include MUS 742 or 760 taken for a second time)	12
		30

Performance

Music Courses:	MUS 742 or 760	3
	MUS 751, 752	6
	MUS 781-784	12
	MUS 789	3
Elective Courses*	(may include Orchestra, Collegium Musicum, Chamber Music Workshop, or Performance Class in Vocal Literature for the Solo Voice, taken under the MUS 791-792 rubric, with permission of the graduate advisor)	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. In the case of a thesis or composition, the candidate, upon completion of the courses of study and after approval by the Graduate Faculty Committee, will present a public lecture on his or her work.

PROGRAM FOR SECONDARY SCHOOL TEACHERS OF MUSIC (TEP)—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 MA may not be gained in courses taken to make up undergraduate deficiencies.

Departmental Requirements for the Degree

Courses Students in this curriculum must complete a minimum of 30 credits, as follows:

	Credits
Recommended Music Courses:	
MUS 677 or 678	3
MUS 742 or 760	3
MUS 751, 752	6
MUS 789	3
Elective Music Courses (excluding MUS 798 and 799)	6
Unrestricted Elective Courses*	3
Prescribed Education Courses (selected in consultation with the advisor in education)**	6
	30

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 instr. 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 a 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.

*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. 39).

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 principal 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 instr. 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 instr. 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 instr. 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 instr. 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 instr. 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 instr. 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 instr. 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.

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.

Nursing

The Hunter-Bellevue School of Nursing
425 East 25th Street, New York, NY 10010

Dean Evelyn C. Gioiella, room W608
phone 481-4313

Associate Dean Mary T. Ramshorn, room W622
phone 481-4313

Director of Graduate Studies Elizabeth A. Barrett, room W506
phone 481-4465

FACULTY

Ruth Alward, Assistant Professor; EdD, Columbia; Fiscal Management, Nursing Administration

Elsie Bandman, Professor; EdD, Columbia; Psychiatric Nursing, Health Care Ethics

Elizabeth A. Barrett, Associate Professor; PhD, NYU; Psychiatric Nursing, Nursing Research & Theory, Administration

Cynthia Caroselli-Dervan, Instructor; MS, Boston U; Medical-surgical Nursing and Women's Health

Tara A. Cortes, Associate Professor; PhD, NYU; Nursing Research & Theory

D. Karl Davis, 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

Joyce M. Hope, Associate Professor; MS, Hunter; Gerontological Nursing, Social Policy, Social Gerontology

Nancy E. Jones, Assistant Professor; DrPH, Columbia; Community Health Nursing, Pediatric Nursing

Jo Kirsch, Associate Professor; EdD, Columbia; Nursing Administration, Management

Margaret Lunney, Assistant Professor; PhD, NYU; Medical-surgical Nursing, Community Health Nursing

Margaret M. Magnus, Professor; PhD, Catholic U; Nursing Research & Theory, Educational Administration

Violet Malinski, Assistant Professor; PhD, NYU; Psychiatric Nursing, Nursing Research & Theory

Patricia Munhall, Professor; EdD, Columbia; Nursing Research & Theory

Janet N. Natapoff, Professor; EdD, Columbia; Maternal and Child Health Nursing, Nursing Research

Susan Neville, Assistant Professor; MS, Hunter; Medical-surgical Nursing, Nursing Research

Donna Nickitas, Instructor; MA, NYU; Nursing Administration

Kathleen A. Nokes, Assistant Professor; PhD, NYU; Community Health Nursing

Rosemarie Parse, Professor; PhD, Pittsburgh; Nursing Science, Nursing Research

Mary T. Ramshorn, Professor and Associate Dean; EdD, Columbia; Psychiatric Nursing, Nursing Research & Theory, Administration

Diane Rendon, Associate 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

Nancy Troy, Assistant Professor; PhD, NYU; Maternal and Child Health Nursing

Dorothy T. White, Professor; EdD, Columbia; Nursing Education, Educational Administration

Catherine Wondolowski, Associate Professor; MEd, Columbia; Gerontological Nursing, Social Policy Research

MASTER OF SCIENCE IN NURSING

The Hunter-Bellevue School of Nursing offers an NLN-accredited program leading to the master of science degree. The program

provides an advanced body of nursing knowledge that builds on the knowledge and competencies of baccalaureate education in nursing. 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 gerontological nursing and primary health care.

Five specializations in advanced nursing practice are available: maternal-child nursing, medical-surgical nursing, psychiatric nursing, nursing administration, and gerontological nursing/primary health care. A specialization formerly offered, occupational health nursing, no longer accepts students and is being phased out.

A specialization in community health nursing is being planned.

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. Non-matriculated students may register for up to 12 cr. They must have a cumulative GPA of 3.0 at the end of each semester to register for nursing courses.

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 New York 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, maternal-child nursing, and nursing administration), 56 cr (occupational health nursing), or 48 cr (gerontological nurse practitioner program).
2. Completion of NURS 799 (Nursing Research III).
3. Completion of the program of study within 5 years from the date of matriculation.

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 700 Theoretical Foundations of Nursing Science	3
NURS 701 Theoretical Foundations of Role Development	3
NURS 702 Nursing Research I	3
NURS 703 Nursing Research II	3
NURS 799 Nursing Research III	3

Maternal-Child Nursing (42 cr)

This specialization prepares graduates to assume a leadership role in maternal and/or child nursing in a variety of health care settings including homes, clinics, schools, and acute care facilities. Students learn to apply selected theories and research findings to clinical practice through course work and in a series of clinical practicums. Students are encouraged to select a subspecialty area—such as care of the pregnant adolescent, the homeless family, or the acutely ill child—in which the advanced practice role will be developed. Students can also participate in community based programs aimed at serving target populations and promoting policy changes in the health care delivery system. In addition to the required core (18 cr) students take:

	Credits
NURS 725 Maternal-Child Nursing I	3
NURS 726 Maternal-Child Nursing II	3
NURS 727 Maternal Child-Nursing III	3
NURS 728 Practicum in Maternal-Child Nursing	3

Required Elective

Genetics/Embryology or an approved substitute	3
Cognate-electives	9

Medical-surgical Nursing (42 cr)

This specialization prepares graduates to assume a leadership role in a variety of health care settings from acute care to home care. Students learn to apply selected theories and research to clinical practice. In these practicum experiences they develop and implement an advanced practice role. Students facilitate the promotion, maintenance, and restoration of optimum wellness of individuals, groups, families, 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

Psychiatric Nursing (42 cr)

This specialization prepares graduates to assume a leadership role in community and institutional services providing psychiatric-mental health care to individuals, groups, and families. Students and graduates participate in such developing fields as liaison nursing and hospice care and may select a subspecialty such as geropsychiatric nursing. Students apply selected theories and research to clinical practice. 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

*Not required for nursing administration and gerontological nurse practitioner specializations.

NURS 722 Psychobehavioral Patterns of Adults: Nsg III	3
NURS 723 Nursing Practicum in Psychobehavioral Patterns of Adults	3
Cognate-electives	12

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 developing and applying theories and skills of management in planning, organizing, directing, and controlling human and fiscal resources in the health care delivery system. In addition to the required core (15 cr) students take:

	Credits
NURS 710 Biobehavioral Patterns of Adults: Nsg I*	3
or	
NURS 720 Psychobehavioral Patterns of Adults: Nsg I*	3
NURS 735 Leadership and Management in Nursing	3
NURS 738 Fiscal Resource Management in the Nursing Organization	3
NURS 739 Human Resource Management in the Nursing Organization	3
NURS 740 Administration of Nursing Organization	3
NURS 741 Practicum in Nursing Administration	3
Cognate-electives	9

Occupational Health Nursing (56 cr)

Note: This specialization is being phased out and students are no longer being accepted to it.

The occupational health nursing curriculum emphasizes a multidisciplinary approach in classroom, laboratory, and clinical experiences through shared learning with students in other health care fields and through practice in 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

Gerontological Nurse Practitioner Program (48 cr)

This specialization prepares graduates to function in leadership positions and the nurse practitioner role in providing primary health care to elderly individuals, groups, and families in the community and in a variety of health care facilities. Emphasis is placed on case management and collaborative practice with health care and social service providers. Students learn to apply select theories and research in clinical practicums. 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 670 Psychopathology in the Later Years	3
or	
Approved elective	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 *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 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 health-related structure, functions, and behavioral patterns of family and community systems.

NURS 642 Psychobiological Aspects of Aging Analysis of biobehavioral and psychobehavioral patterns of aged persons.

NURS 664 Legal Issues in Nursing This course examines the interface between nursing and the law. Legal issues are analyzed from a nursing perspective.

NURS 670 Psychopathology in Later Years 30 hrs theory, 45 hrs pract. Prereq: NURS 754. Incorporation of gero-psychiatric theory, research, and clinical knowledge into primary gerontological nursing practice. Guided practicum experience.

NURS 674 Nursing Management of the Chronically Mentally III An examination of the origins, development, research into, and manifestations of chronic mental illness with a focus on nursing management.

NURS 699.50 Individual Study in Nursing Prereq: perm grad advisor. Exploration of area of individual interest in nursing.

NURS 700 Theoretical Foundations of Nursing Science Examination of development and formulation of nursing theory through systematic exploration of concepts of theory and theory-building.

NURS 701 Theoretical Foundations of Role Development in Nursing Prereq or coreq: NURS 700 and 1 clinical nursing course. Critical analysis of role theories related to leadership behaviors in nursing practice, education, administration, and primary health care.

NURS 702 Nursing Research I Prereq or coreq: NURS 700 and competence in basic statistics. Analysis of research process to formulate testable hypotheses concerning the biobehavioral and psychobehavioral patterns of clients.

NURS 703 Nursing Research II Prereq: NURS 702 and 1 clinical nursing course. Development of research design for testing hypotheses having relevance for nursing practice, education, administration, and primary health care.

*Or one equivalent clinical course.



NURS 710 Biobehavioral Patterns of Adults: Nursing I 30 hrs theory, 45 hrs pract, 3 cr. Prereq or coreq: NURS 700, 701. 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 601, 700. Examination of theoretical and empirical bases of psychobehavioral patterns of wellness and dysfunctions in individuals and in groups. Guided learning experiences in selected psychiatric 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 725 Maternal-Child Nursing I 30 hrs theory, 45 hrs pract, 3 cr. Prereq or coreq: NURS 601, 700, 702. An exploration of the theoretical, empirical, and humanistic bases for patterns of interaction between childbearing women and their families, the environment, and nursing. Guided learning experiences in a variety of health care settings.

NURS 726 Maternal-Child Nursing II 30 hrs theory, 45 hrs pract, 3 cr. Prereq: NURS 725. An exploration of the theoretical, empirical, and humanistic bases for patterns of interaction between children and their families, and the child-rearing family and its environment, and nursing. Guided learning experiences in a variety of health care settings.

NURS 727 Maternal-Child Nursing III Prereq: NURS 726. Synthesis of advanced theoretical foundations as a basis for specialized nursing practice with childbearing and childrearing families.

NURS 728 Practicum in Maternal-Child Nursing 135 hrs, 3 cr. Prereq or coreq: NURS 727. Preceptor-supervised practicum emphasizing synthesis and application of theoretical foundations of maternal-child nursing to the role of the clinical specialist.

NURS 730 Instructional Design in Nursing Education Prereq: NURS 700, 701, 702, 703. Examination of theoretical models and empirical factors that affect teaching-learning process in educational settings in nursing.

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 settings in nursing.

NURS 735 Leadership and Management in Nursing Prereq or coreq: NURS 700. Leadership and management theories with application to nursing administration.

NURS 738 Fiscal Resource Management in the Nursing Organization Prereq: NURS 735. Analysis of theory and practice in nursing's financial management systems within health care delivery systems.

NURS 739 Human Resource Management in the Nursing Organization Prereq: NURS 701, 735. Analysis of human resource management in health care organization for nurse managers.

NURS 740 Administration of Nursing Organization Prereq: NURS 701, 735, 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 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 long-term care 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 700, 702; 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 700, 702; coreq: NURS 750. Application of multidimensional 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 Integration of the theoretical foundations of biological, psychological, social, and cultural patterns of aging that form the assessment data base for the case management of older adults, families, and communities.

NURS 755 Behavioral Patterns of Older Adults: Nursing I 30 hrs theory, 45 hrs pract, 3 cr. Prereq: NURS 700, 702, 750, 751; coreq: NURS 701, 703, 754. 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, 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 770 Nursing Care Management for Elderly Clients with Psychobehavioral Alterations 30 hrs theory, 45 hrs pract. Prereq: NURS 754. Select gero-psychiatric theories, research, and clinical knowledge for primary gerontological nursing practice. Guided practicum experience.

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 Synthesis of major tenets of nursing's conceptual system through study of relationship to nursing of current societal issue or concept. Completion of project in writing for publication.

NURS 799 Nursing Research III Prereq: NURS 702, 703. Implementation of approved nursing research design. Analysis of collected data and completion of approved thesis are an option in this course.

Philosophy

Chair John W. Lango, West Building room 1413 phone 772-4970

Some members of the Hunter College Department of Philosophy participate in the MA and PhD program based at the City University Graduate School and University Center.

Information concerning degree requirements, courses, etc., may be obtained from Professor Arthur Collins, Executive Officer, Philosophy Department, CUNY Graduate School and University Center, 33 West 42nd Street, New York, NY 10036. Phone 790-4246.

Physics & Astronomy

Chair Steven Greenbaum, North Building room 1200 phone 772-5248
Graduate Advisor Marten denBoer, North Building room 1220 phone 772-5248

FACULTY

Alfred H. Bennick, Associate Professor; PhD, Columbia; Astrophysics
János A. Bergou, Associate Professor; PhD, Lóránd Eötvös; Intense Field Electrodynamics, Multiphoton Processes, Nonlinear and Quantum Optics
Ying-Chih Chen, Associate Professor; PhD, Columbia; Laser Physics, Quantum Electronics, Ultra-Fast Optics, Light Matter Interaction
Leon Cohen, Professor; PhD, Yale; Quantum Mechanics, N-Body Self Gravitation Problem
Marten denBoer, Associate Professor; PhD, Maryland; Experimental Condensed Matter, Surface Physics
Steven G. Greenbaum, Associate Professor and Chair; PhD, Brown; Magnetic Resonance, Solid State Physics, Polymer Physics
Mark Hillery, Associate Professor; PhD, California, Berkeley; Quantum Optics, Non-Linear Optics, Ferromagnetic Semiconductors
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 in physics is offered as a terminal program or, with approval of the CUNY Graduate School and University 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 prevailing grade of B is required for these courses.
2. Approval by the department's Graduate Physics Committee. 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.

The courses listed in sections 2(c) and 2(d) are generally offered during the daytime hours.

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 2(c) 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

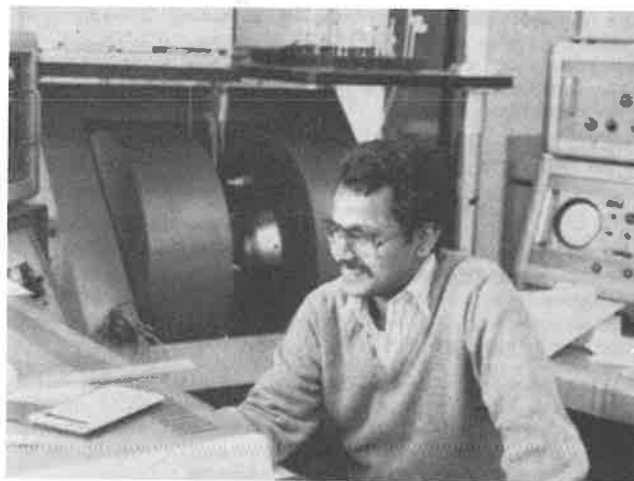
Hunter College is a member of the CUNY PhD program in physics. Students applying to Hunter College may be accepted into the PhD program with the joint approval of the Hunter College Department of Physics and the Graduate School and University Center.

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.

PHYS U605 Mathematical Physics Introduction to basic mathematical techniques used in physics.



PHYS U621 Electronics Fundamental ideas of electronic circuits with special emphasis on solid state devices.

PHYS U624 Plasma Physics Introduction to behavior of matter in plasma state from experimental and theoretical viewpoints.

PHYS U645 Solid State Physics Introduction to basic theory and techniques in study of matter in solid state.

PHYS U671 Modern Physics Laboratory 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.

Courses 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.

800-level University courses are periodically offered at Hunter College according to student demand.

Not Offered 1989-91:

PHYS U611 Analytical Mechanics

PHYS U615 Electromagnetic Theory

PHYS U625 Introduction to Quantum Mechanics

PHYS U757 Astrophysics

Political Science

Chair Walter E. Volkmer, West Building room 1724 phone 772-5500

Some members of the Hunter College Department of Political Science participate in a joint MA program based at the City University Graduate School and University Center. Information can be obtained from the Department of Political Science, CUNY Graduate School and University Center, 33 West 42nd Street, New York, NY 10036. Phone 790-4275.

Psychology

Chair Sam J. Korn, North Building room 611 phone 772-5550

Graduate Advisor Salomon Rettig, North Building room 835 phone 772-5553

Program Head for Biopsychology (CUNY PhD Program) Robert L. Thompson, North Building room 611 phone 772-5621

FACULTY

Gordon A. Barr, 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
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
Darlene DeFour, Assistant Professor; PhD, Illinois; Social Psychology, Minority Group Career Development, Psychology of Women, Social Support Systems
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
James Gordon, Professor; PhD, Brown; Sensory Psychology: Color Vision, Visual Neuropsychology, Vision in Infants
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 and Chair; PhD, NYU; Developmental Psychology: Longitudinal Study of Temperament, Behavioral Adjustment, Research & Professional Ethics
Herbert Krauss, Professor; PhD, Northwestern; Personality/Clinical: Suicide
Victoria Luine, Associate Professor; PhD, SUNY-Buffalo; Behavioral Endocrinology: Neurochemistry of Hormone-dependent Sexual Behavior, Endocrine Factors in Age-related Cognitive Deficits
Susan Manning, 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; PhD, Columbia; Experimental Psychology: Visual Perception, Sensory Processes, Psychophysiology, Art & Vision
Michele Paludi, Associate Professor; PhD, Cincinnati; Experimental Psychology, Developmental Psychology, Psychology of Women, Research Methodology and Statistics, Career Development
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

Bonnie 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

Virginia Valian, Professor; PhD, Northeastern; Cognition

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 Psychopathology, small group processes, psychology of personality, psychometric methods, personality assessment, projective techniques, measurement of abilities, theories and methods of psychotherapy.

Social-organizational Psychology Attitude and attitude change, experimental social psychology, language and thought, psychology of small groups, program planning and evaluation, 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, development and comparative psychology, neuroscience.

Developmental Psychology Infancy, sensory and perceptual development, deviant development, cognitive development, aging, environmental influences.

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, 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 microcomputers 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 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 encouraged 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. Robert L. Thompson, program head for biopsychology, North Building room 612, phone 772-5621, or from the CUNY Graduate School and University Center. Applications for the doctoral program are processed through the CUNY Graduate School and University 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.

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 instr.

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*

*Courses scheduled infrequently—only as needed.



PSYCH U716.50 Field Studies in Animal Behavior 90 hrs fieldwork + conf, 3 cr. Prereq: perm instr 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 instr.

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 741 Evolution of Psychoanalytic Theory** Prereq: PSYCH 220 or 646, and PSYCH 223 or 605.

PSYCH 742 Contemporary Psychoanalytic Theories** Prereq: PSYCH 220 or 676, and PSYCH 223 or 605.

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 instr.

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 instr.

PSYCH 765 Personality Measurement II: Projective Techniques* 30 hrs lec, 30 hrs supervised practice, 3 cr. Prereq: perm instr.

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.

**Pending Board of Trustees approval.

Romance Languages

Chair Jeanine P. Plottel, West Building room 1310 phone 772-5108
Graduate Advisors Bettina Knapp (French and Italian), West Building room 1315; José O. Jimenéz (Spanish), West Building room 1319

FACULTY

FRENCH

Hanna K. Charney, Professor; PhD, Columbia; 19th and 20th Centuries, Film and the Novel
Nancy Horneffer, Associate Professor; PhD, Columbia; 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 Poetry, Textual Analysis
Paul LeClerc, Professor and President; PhD, Columbia; 18th Century, Voltaire
Cecile Nebel, Associate Professor; PhD, Columbia; 20th Century, Literature and the Arts
Jeanine P. Plottel, Professor and Chair; PhD, Columbia; 19th and 20th Centuries, Theory and Criticism
Julla Przybos, Associate Professor; PhD, Yale; 19th Century, Theater, Fin de Siècle
Francesca Sautman, Associate Professor; PhD, UCLA; Medieval Studies and Folklore
Alexander W. Szogyi, Professor; PhD, Yale; Molière, Comedy, Theatre of the 17th Century
Sylvie Weil, Associate Professor; Agrégée de l'Université de Paris; French Women Writers

ITALIAN

Giuseppe DiScipio, Associate Professor; PhD, CUNY; Middle Ages, Dante and Renaissance
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

Diana Conchado, Assistant Professor; PhD, Brown; Literature of the Golden Age
Maríthelma Costa, Assistant Professor; PhD, CUNY; Medieval Spanish Literature
Alvin Figueroa, Assistant Professor; PhD, CUNY; Modern Latin American Literature
Juan Gonzalez-Millán, Assistant Professor; PhD, CUNY; Modern Spanish Literature, Galician Literature, Theory
Zenaida Gutiérrez-Vega, Professor; University of Madrid; Contemporary Latin American Literature
Carlos R. Hortas, Professor and Dean of Humanities and the Arts; PhD, Yale; 19th-Century Spanish Literature
José Olívio Jimenéz, Professor; Doctor en Filosofía y Letras, University of Havana; Spanish and Latin American Poetry
Jullus O. Purczlinsky, Associate Professor; PhD, Texas; Linguistics, Romance Philology
George Yúdice, Associate Professor; PhD, Princeton; Latin American Literature, Theory

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 MA is offered either as a final degree or as the first year of work toward the PhD 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

1. The total 30 cr for the MA must include the following:
 - a. RLNG 701 Introduction to Romance Linguistics (3 cr). (RLNG 702 may be substituted.)
 - b. 24-30 cr in literature of specialization (700-level only).
 - c. Thesis Seminar: required of all students in Italian who elect to write master's essay (3 cr).
2. A high degree of competence in the language of specialization is required.
3. Comprehensive Examination: this will consist of essay questions on the literature in the language of specialization.
4. 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 School and University 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 is required, consisting of essay questions on the literature in the language of specialization.

Italian

Requirements: 18 cr in graduate Italian literature courses (700-level) chosen in consultation with graduate advisor. A comprehensive examination is required, consisting of essay questions on the literature in the language of specialization.

Spanish

Requirements: 18 cr in graduate Spanish literature courses (600- or 700-level) chosen in consultation with graduate advisor. A comprehensive examination is required, consisting of essay questions on the literature in the language of specialization.

COURSE LISTINGS

Each course 30 hrs + conferences, 3 cr, unless otherwise noted.

Romance Languages

RLNG 701 Introduction to Romance Linguistics I 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 Development of phonology and morphology. Schools and theories of Romance linguistics. May be taken independently of RLNG 701.

French

FREN 702 Studies in French Criticism Consideration of major literary and esthetic theories and judgments through selected readings of essays, prefaces, and manifestos.

FREN 708 Methods of Research To be taken concurrently with preparation of the master's essay.

FREN 711 Medieval French Literature I French literature of the 12th and 13th centuries. Analysis of texts. Collateral reading.

FREN 712 Medieval French Literature II French literature of the 14th and 15th centuries. Analysis of texts. Collateral reading.

FREN 721 French Poetry of 16th Century Classical and Italian influences. The Lyons poets, the 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 théâtre 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, Rostand, 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 de Texte

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 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 Salimbene, Marco Polo's *Travels*; poets of Sicilian School; *Dolce stil nuovo*; *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*, *Filosttrato*, *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 Galdós.

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*, *Sarmiento*, 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 701 History of Spanish Language

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, Professor; PhD, Columbia; 19th- and 20th-Century Prose, Interaction of French and Russian Literature
John D. H. Downing, Professor; PhD, London School of Economics; Society and Economy in Socialist Systems
Emil Draitser, Assistant Professor; PhD, UCLA; Russian Literature & Culture, Russian Satire, Leskov, Chekhov, Zoshchenko, Creative Writing
Michael M. Luther, Associate Professor; PhD, Columbia; Modern Russian History, Soviet Foreign Policy
Amy Mandelker, Assistant Professor; PhD, Brown; Literary Theory, Symbolism, Poetics, Russian Romanticism
Gregory J. Massell, Professor and Program Director; PhD, Harvard; Soviet & East European Government and Politics, Soviet Central Asia, Nationality Politics
Vladimir Nahirny, Associate Professor; PhD, Chicago; Russian Society & Social Movements, Sociology of Intellectuals
Cynthia Whittaker, Professor; PhD, Indiana; Russian Imperial, Cultural, & Intellectual History, History of Russian Conservatism
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. 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 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 in Russian Area Studies, with 2 exceptions: the requirement for proficiency in reading Russian may be waived, and 7 to 8 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 Solzhenitzyn in English translation.

RAS 743 Russian Poetry Conducted in Russian. Study of major Russian poets of 19th and 20th centuries.

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 779.55 Russian Short Story and Novella

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 789.53 Seminar: Politics of Communist China

RAS 789.54 Society and Economy in Soviet-Bloc Countries

RAS 789.56 Poland—Society in Crisis: Revolutionary Politics and East-West Conflict

RAS 789.58 Seminar: Soviet-American Relations

RAS 789.59 Church and State in Communist Poland

RAS 799 Thesis Seminar 3 cr. Prereq: proof of proficiency in reading Russian and approval of advisor.

Social Research

Chair Pamela Stone, West Building room 1622 phone 772-5585

Program Director and Advisor Claus Mueller, West Building room 1601 phone 772-5581

FACULTY

Robert Carter, Assistant Professor; PhD, Columbia; Social Policy, Religion, Law

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

Manfred Kuechler, Professor; PhD, Bielefeld (Germany), Research Methods, Political Sociology, Social Statistics

Claus Mueller, Associate Professor; PhD, New School for Social Research; Media Analysis, Political Sociology, Applied Research

Vladimir Nahirny, Associate Professor; PhD, Chicago; Sociological Theory, Sociology of Intellectuals

Robert Perinbanayagam, Professor; PhD, Minnesota; Sociological Theory, South Asian Society, Sociopsychology

Alphonso Pinkney, Professor; PhD, Cornell; Ethnic & Race Relations, Research Methods, Criminology, American Institutions

Janet Poppendieck, Associate Professor; PhD, Brandeis; Social Policy, Community Organization

Benjamin Ringer, Professor; PhD, Columbia; Ethnic & Race Relations

Yaffa Schlesinger, Assistant Professor; PhD, NYU; Sociology of Law, Family, Sociology of Art

Marvin Scott, Professor; PhD, California, Berkeley; Sociological Theory, Deviance, Social Psychology

Ruth Sidel, Professor; PhD, Union Graduate School; Human Services, Child Welfare, Health Care Delivery

Pamela Stone, Associate Professor and Chair; PhD, Johns Hopkins; Population, Stratification, Quantitative Methods

Peter Tuckel, Associate Professor; PhD, NYU; Social Statistics, Research Methods, Stratification, Voting Behavior

Michael Wood, Associate Professor; PhD, Texas; Consumer Behavior, Social Psychology, Nonprofit/Social Marketing

MASTER OF SCIENCE IN SOCIAL RESEARCH

The Department of Sociology offers an intensive program in social research leading to the master of science. The program is designed for individuals with a background in the social sciences who wish to pursue a career in research and related areas, as well as for those who wish to upgrade their research skills. All courses are scheduled in the evening.

Graduates are prepared for professional research positions in government agencies, nonprofit organizations, and business corporations. The program's curriculum emphasizes the development and application of skills in research design and qualitative

and quantitative data analysis. Acquisition of proficiency in the use of computers as expressed in the mastery of programming languages and statistical packages is an essential part of the research training. In addition, students are encouraged to focus on one of the program's areas of specialization or, with faculty guidance, develop a customized course of study if the area of specialization corresponds to a graduate faculty member's area of expertise.

The program offers 3 broad areas of specialization: market research and consumer behavior (area advisor, Michael Wood, 772-5647), media research and analysis (area advisor, Claus Mueller, 772-5581), and research and policy analysis in the public and nonprofit sector (area advisors, Naomi Kroeger, 772-5577, and Robert Carter, 772-5640).

Students train for a career in research through a combination of course work, research in their areas of specialization, and a supervised internship. By carrying out a research project during the internship outside the university setting, students gain first-hand experience in the conduct of applied research and familiarity with practical problems in their field of interest. Frequently, agencies and companies providing internships appoint former interns to full-time positions after graduation. Students gain additional professional exposure through monthly seminars with practitioners in various fields of applied research. The pragmatic orientation of the program is further enhanced by the program's Professional Advisory Board, which consists of executives from the public and private sector.

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 after a mandatory personal interview.

Departmental Requirements for the MS

Completion of the graduate program in social research requires a minimum of 45 credits, which corresponds to 2 years of full-time attendance. A part-time sequence with a minimum of 2 courses per semester and one course during the summer meets all degree requirements in 3 years.

Candidates must complete 18 of the 45 credits in courses and workshops in research design and data analysis and 3 credits in sociological theory. Degree candidates must work as research interns in public or private agencies for a minimum of 3 (full time, or 6 (part time) months. A 9-credit sequence based on the internship includes 6 credits for completion of the internship and for a report evaluating the internship and 3 credits for a report analyzing the research carried out during the internship.

The remaining 15 credits are taken in courses in the candidate's area of specialization. With permission of the faculty or graduate advisor, students may take some of these courses in related graduate programs at the City University or other institutions. Students pursuing a customized course of study may take all electives in other departments.

Matriculated students are required to participate in a monthly non-credit research colloquium in which senior executives from the private and public sectors discuss research projects and related issues.

Research Facilities and Affiliations

Graduate social research students have access to the College-wide research and computing facilities, as well as to internal program facilities, such as a focus group laboratory, a specialized research collection, and audio-visual recording units. Through past and present internships and through the Professional Advisory Board, the program is connected to organizations such as the United Nations, NBC, CBS, Intelsat, WNET/Channel 13, the New York City Departments of Planning and of Criminal Justice, the New York City Office of Business Development, MTV Networks, the Children's Television Workshop, Yankelovich, Skelly and White Audits and Surveys, Time Warner Inc., and Prudential Bache Securities.

The graduate social research program is linked to foreign institutions involved in applied social research such as the Polytechnic of Central London, the University of Amiens /E.S.C.A.E., the Kenya Institute of Mass Communication (Nairobi), and the Tata Institute of Social Sciences (Bombay).

Awards

In addition to scholarships, awards and financial aid provided by the College and by the Division of Social Sciences, the graduate social research program offers 2 annual awards: the Norman Hecht Consulting Award of \$250 and an annual award for the best work in policy analysis of \$150. These awards are for matriculated students only.

PhD and Other Graduate Programs

Students who have entered PhD programs in the social sciences with the MS in social research from Hunter College have been able to transfer 30 to 45 credits toward their doctorates in such fields as philosophy, psychology, and sociology. Other graduates have continued their graduate education in areas like social work, law, business administration, and financial planning.

Universities that have admitted our graduates include Columbia (social work, business administration, law, psychology, sociology), NYU (sociology), Fordham (sociology, law), the CUNY Graduate School and University Center (philosophy, sociology), the University of Maryland (sociology), the University of New Hampshire (sociology), SUNY/Albany (criminal justice) and the Financial Planning Institute.

Course Sequence

Full-time study, 2 years

FIRST YEAR

Fall Semester	GSR 702	Contemporary Sociological Theory
	GSR 708	Intermediate Statistics
	GSR 710	Research Methods I
	GSR	Elective
Spring Semester	GSR 709	Advanced Statistics
	GSR 711	Research Methods II
	GSR 716	Workshop in Empirical Research with Computers
	GSR	Elective

SECOND YEAR

Fall Semester	GSR 717	Workshop in Applied and Evaluation Research
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Spring Semester	GSR 718	Research Internship (6 cr)
	GSR	Elective
	GSR 719	Research Report Seminar
	GSR	Elective

Part-time study, 3 years**FIRST YEAR**

Fall Semester	GSR 708	Intermediate Statistics
	GSR 710	Research Methods I
Spring Semester	GSR 709	Advanced Statistics
	GSR 711	Research Methods II
Summer	GSR	Elective

SECOND YEAR

Fall Semester	GSR 702	Contemporary Sociological Theory
	GSR	Elective
Spring Semester	GSR 716	Workshop in Empirical Research with Computers
	GSR	Elective
	GSR	Elective
Summer	GSR	Elective

THIRD YEAR

Fall Semester	GSR 717	Workshop in Applied and Evaluation Research
	GSR 718	Research Internship (6 credits)
Spring Semester	GSR 719	Research Report Seminar
	GSR	Elective

All courses offered by the program are open to students from other graduate programs provided the appropriate prerequisites are met.

COURSE LISTINGS

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

Students must consult the program advisors before registering for courses. Some graduate courses are open to advanced undergraduates with permission of the instructor. Elective courses in areas of specialization are given on a rotating basis.

Core

GSR 702 Contemporary Sociological Theory Conclusions and methodological philosophies of major theorists: functionalists, interactionists, and phenomenologists, and theory construction.

GSR 708 Intermediate Statistics* Prereq: SOC 241 or equiv. Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

GSR 709 Advanced Statistics* Prereq: GSR 708 with grade of B or better. Topics covered include analysis of variance, multiple regression and other multivariate techniques.

GSR 710 Research Methods I* Prereq: SOC 241 or equiv or perm instr. Application of basic research techniques, field research, focus groups, participant observation, library research.

GSR 711 Research Methods II* Prereq: GSR 710. Basic concepts and methods used in research, research design, measurement, questionnaire construction, sampling.

GSR 716 Workshop in Empirical Research with Computers* Use of micro- and mainframe computers in research; statistical packages, word-processing language, and programming projects with specific research aims.

GSR 717 Workshop in Applied and Evaluation Research* Prereq: GSR 709, 711, and 716. Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

GSR 718 Research Internship* 6 cr. Placement of matriculated student into a research internship under faculty supervision in an approved private or public sector research agency. Internship lasts a minimum of three months (full time) or six months (part time). Execution of a research project applying advanced research methods.

GSR 719 Research Report Seminar* Faculty supervised execution of report covering research done during internship. Report must include definition of research problem, review of relevant literature and methods, and must demonstrate the student's quantitative (or qualitative, if applicable) data analysis skills.

Areas of Specialization**Marketing Research and Consumer Behavior**

GSR 721 Marketing Policy and Strategy Marketing principles, procedures and practices; the role of research in marketing decision-making.

GSR 722 Consumer Behavior Cultural, social, and psychological influences on consumer decision-making and consumer satisfaction; consumerism.

GSR 723 Nonprofit and Social Marketing Prereq: GSR 721 or perm instr. Application of marketing and marketing research to non-business organizations.

Media Research and Analysis

GSR 731 Television Programming and Audiences Socioeconomic analysis of television programming and the various audiences served, including the cable universe; review of relevant theoretical approaches, research methods and audience data, patterns of television consumption.

GSR 732 Motion Pictures Analysis of contemporary American motion picture industry: social structure of production, product analysis, audience appeal and marketing; review of relevant theoretical approaches and current research.

GSR 733 The New Electronic Media and Information Markets Investigation of new media and information technologies and the markets they create (optical fibers, high definition TV, home video, DBS, etc.); relation between these media and markets and the class structure; analysis of the consumptive and pragmatic use of information.

GSR 734 Development Media Electronic media use in developing countries with emphasis on television and developmental applications; policy and research issues; case studies (TELEvisa, ARABSAT, SITE, etc.).

Students can take graduate courses in the Department of Communications provided they are directly related to media analysis and research.

Research and Policy Analysis/Nonprofit Sector

GSR 741 Social Policy and Planning Planning procedures and program evaluation in public, corporate, and other private sector settings; sources of error in forecasting.

GSR 742 Public Policy Analysis Theories, concepts, and methods in public policy analysis applied to select policy areas such as social service, criminal justice, and education.

GSR 746 Formal Organizations and Bureaucracy Organizational dynamics in the business, public, and nonprofit sectors.

With appropriate approval, students may take graduate courses offered by the Department of Urban Affairs such as URBG 748 Management Control for Nonprofit Organizations and URBG 749 Strategic Planning for Nonprofit Organizations.

*Pending Board of Trustees approval.

Research and Evaluation

GSR 753 Critical Analysis of Higher Education Introductory research seminar focusing on problems of higher education in the US. Case studies, policy problems, and basic theoretical and research issues.

GSR 767 Interpersonal Process in Organizations Analysis of social relations in organizations; interpersonal processes in management, conflict negotiations, and interdepartmental relations.

Special Topics Seminars and Independent Research

GSR 790 Special Topics Seminar The program offers experimental special topics seminars. Check with program office for more information.

GSR 791 Independent Research Execution, under faculty supervision, of an individual research project based on a written proposal. With appropriate approval, students may take up to three times.

Social Work

The Hunter College School of Social Work
129 East 79th Street, New York, NY 10021
General Information (212) 452-7000

Dean Harold Lewis

Associate Dean Robert Salmon

Assistant to the Dean Irene Schaefer

Admissions (212) 452-7055

Director: Kay Davidson

Administrator for Admissions/Student Records: Elizabeth L. Landing

Alumni Relations/Public Information/Career Placement Director

Doris Eder

Continuing Education Coordinator Elizabeth Dane

Field Instruction

Director of Field Placement: Elaine Marshack

One-Year Residence Program Coordinator Yvonne Asamoah

Scholarship Coordinator Florence S. Schwartz

FACULTY

Miriam Abramovitz, Professor; MSW, DSW, Columbia

Gary R. Anderson, Associate Professor; MSW, Michigan; PhD, Chicago

Yvonne Asamoah, Assistant Professor; MSW, Columbia; PhD, Syracuse

Eleanor Bromberg, Associate Professor; MSW, Smith; DSW, Columbia

Clifton Browne, Associate Professor; MSW, Pennsylvania; DSW, Adelphi

Stephen Burghardt, Professor; MSW, PhD, Michigan

Elizabeth Dane, Associate Professor; MSW, Fordham; DSW, Hunter

Kay W. Davidson, Associate Professor; MS, Columbia; DSW, Hunter

Patricia L. Dempsey, Assistant Professor; MS, Columbia

Rose Dobrof, Professor; MSW, Pittsburgh; DSW, Columbia

Rebecca A. Donovan, Associate Professor; MS, DSW, Columbia

Doris Eder, HEO Assistant; MA, Hunter; PhD, CUNY

Irwin Epstein, Professor; MSW, PhD, Columbia

Michael Fabricant, Professor; PhD, Florence Heller Graduate

School for Advanced Studies in Social Welfare, Brandeis

George S. Getzel, Professor; MS, Western Reserve; DSW, Columbia

Muriel Gladstein, Associate 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, Professor; MSW, St. Louis; PhD, Wisconsin-

Milwaukee



Roselle Kurland, Associate Professor; MSW, PhD, University of Southern California
Paul A. Kurzman, Professor; MS, Columbia; PhD, NYU
Elizabeth L. Landing, HEO Assistant; MA, Indiana
Harold Lewis, Professor and Dean; MSW, Pittsburgh; DSW, Pennsylvania
Mildred D. Mailick, Professor; MA, Chicago; DSW, Columbia
Elaine Marshack, Associate Professor; MSW, Columbia; DSW, Yeshiva
Marsha Martin, Assistant Professor; MSW, Iowa; DSW, Columbia
Yolanda Mayo, Lecturer; MSW, Hunter
Terry Mizrahi, Professor; MSW, Columbia; PhD, Virginia
Judith Rosenberger, Assistant Professor; MSW, Hunter; PhD, Michigan
Angela Ryan, Assistant Professor; MSW, Catholic; DSW, Fordham
Robert Salmon, Professor and Associate Dean; MSW, NYU; DSW, Columbia
Andrea Savage-Abramovitz, Associate Professor; MSW, PhD, Michigan
Irene Schaefer, HEO Assistant; MA, Virginia
Florence S. Schwartz, Professor; MSSW, EdD, Columbia
Roger J. Sherwood, Associate Professor; MSW, Illinois; DSW, Columbia
Jayne M. Silberman, Assistant Professor; MSS, Smith; DSW, NYU
Michael J. Smith, Professor; MSW, Pennsylvania; DSW, Columbia
Rose Starr, Associate Professor; MSW, Columbia; DSW, Hunter
Malka Sternberg, Lecturer; 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
Sylvia Wenston, Assistant Professor; MSW, Iowa; PhD, Minnesota

Henry and Lucy Moses Named Professorship

For 1989-90 Professor Ruth Middleman

MASTER OF SOCIAL WORK

The Hunter College School of Social Work (founded in 1956) offers a 2-year program leading to the degree of master of social work. This program was fully reaccredited by the Council on Social Work Education in 1986. 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 51.

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 5-17, 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) 452-7055.

Application forms and information regarding non-matriculation are obtained at the Office of Graduate Admissions, Hunter College, 695 Park Avenue, New York, NY 10021. Space availability for non-matriculants is extremely limited. The deadline for filing applications may precede the general college deadline.

Staff is available at the School of Social Work by appointment to advise non-matriculated students. Call (212) 452-7055 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.

Note: Detailed course descriptions and additional information are available in the School of Social Work Catalogue, which can be obtained from the Admissions/Student Records Office at the School. Phone: (212) 452-7055.

*SSW 701	Social Welfare Organization
*SSW 704	Seminar in Social Welfare 30 hrs, 2 cr
*SSW 705.50	The Black Community and Social Welfare
*SSW 705.51	The Puerto Rican Community and Social Welfare
*SSW 706	Legal Issues in the Field of Aging 30 hrs, 2 cr
*SSW 707	Social Work Policy in the Field of Aging 30 hrs, 2 cr
SSW 708	The Organization and Delivery of Social Services to Workers and Their Families 30 hrs, 2 cr
SSW 711	Human Behavior and the Social Environment I
SSW 712	Human Behavior and the Social Environment II
SSW 713	Human Behavior and the Social Environment III
SSW 714	Social Complexities of Health and Illness 30 hrs, 2 cr
SSW 715	Seminar in Psychodynamics 30 hrs, 2 cr
SSW 716	Comparative Theories of Personality and Systems of Psychotherapy 30 hrs, 2 cr
SSW 721	Social Casework I
SSW 722	Social Casework II
SSW 723	Social Casework III
SSW 724	Social Casework IV: With Individuals/Pairs/Families 30 hrs, 2 cr
SSW 725	Social Casework I 30 hrs, 2 cr. Elective for non-majors.
SSW 726	Social Casework II 30 hrs, 2 cr. Elective for non-majors.
SSW 731	Social Group Work I
SSW 732	Social Group Work II
SSW 733	Social Group Work III
SSW 734	Social Work IV 30 hrs, 2 cr. Comparative group approaches for social work.
SSW 735	Social Group Work I 30 hrs, 2 cr. Elective for non-majors.
SSW 736	Social Group Work II 30 hrs, 2 cr. Elective for non-majors.
SSW 741	Community Organization and Planning I
SSW 742	Community Organization and Planning II
SSW 743	Community Organization and Planning III
SSW 744	Community Organization and Planning IV 30 hrs, 2 cr Strengthening skills for professional practice.
SSW 747	Community Organization—Multi-method 30 hrs, 2 cr
SSW 751	Social Work Research I
SSW 752	Clinical Uses of Research 30 hrs, 2 cr
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	Field Instruction III—Dance Therapy/Social Work 5 cr
SSW 764	Field Instruction IV 5 cr
SSW 764	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

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 1988-1989 academic year.

Education—Formal and Informal and Community Development Concentration

Brooklyn College Personal Counseling and Career Services
 Brooklyn School for Special Children
 Catholic Charities, Diocese of Brooklyn
 Children's Aid Society
 Chinese American Planning Council, Inc.
 Citizens' Advice Bureau
 The City Project
 Community Family Planning Council
 Community Service Society
 Dome Project, Inc.
 Educational Alliance, Inc.
 Federation of Protestant Welfare Agencies
 Forest Hills Community House
 Good Shepherd Services
 Green Chimney's Children's Services—Project Continue
 Hamilton Grange Senior Center
 Herbert Lehman College—Office of Student Counseling
 Home Care Council of NYC
 Interfaith Neighbors
 Inwood House
 LaGuardia Community College
 Lenox Hill Neighborhood Association
 Mental Retardation Institute Developmental Disabilities Team—Mt. Vernon Office
 National Association of Social Workers (NASW)—NYC Chapter
 NYC Board of Education
 NYC Commission of Human Rights Neighborhood Stabilization Program
 NYC Community Board 8
 NYC Council Office — Ruth Messenger
 NYC Technical College
 NYS Assemblyman Vito Lopez
 New York Urban League
 92nd Street YM/YWHA
 Northwest Bronx Community and Clergy Coalition
 Phipps Community Development Corporation
 Project Reach Youth
 Putnam-North Westchester Women's Center

*Courses open to non-matriculated students.

Rheedlen Foundation
 Rose F. Kennedy Children's Evaluation and Rehabilitation Center
 Spanish-Speaking Elderly Council (RACIES)
 Stanley Isaacs Neighborhood Center
 These Our Treasures, Inc. (TOTS)
 Union Settlement
 Urban League of Westchester
 Women's Housing Coalition
 YM/YWHA of Northern Queens
 Youth Counseling League

Family, Youth, and Adult Development Concentration

Abbott House
 AIDS-Related Community Services
 Association for Help to Retarded Children (AHRC)
 Bedford Stuyvesant Clinic
 Bensonhurst Guidance Center
 Bergen County Division of Family Guidance
 Bernard Fineson Developmental Center
 BHRAGS Inc.
 The Bridge, Inc.
 Bronx Developmental Services
 Brooklyn Home for Children
 Brookwood Child Care
 Cancer Care, Inc.
 Cardinal McCloskey Children and Family Services
 Catholic Charities — Diocese of Brooklyn
 Catholic Community Services, Mt. Carmel Guild MHC
 Catholic Guardian Society
 Center for Family Life in Sunset Park
 Children's Village
 Creative Arts Rehabilitation Center
 The Door — A Center of Alternatives
 Dutchess County Department of Mental Hygiene
 Family Service Association of Nassau County
 Family Services of Bergen County
 Fifth Avenue Center for Counseling and Psychotherapy
 Good Shepherd Services
 The Guidance Center
 Harlem-Dowling Children's Services
 Institute for Human Identity
 Jewish Association for Services to the Aged
 Jewish Board of Family and Children Services
 Jewish Child Care Association
 Jewish Community Services of Long Island
 Jewish Family Services of Northern Middlesex County
 Jewish Guild for the Blind
 Leake and Watts Children's Home
 Lincoln Medical and Mental Health Center
 Little Flower Children's Services
 Living at Home Program
 Mission of the Immaculate Virgin
 Morrisania Neighborhood Family Care Center
 New Hope Guild
 New York Catholic Guardian Society
 New York Association for the Blind
 NYC Department for the Aging
 NYC Department of Social Services
 New York Foundling Hospital
 New York Psychotherapy and Counseling Center
 New York Service Program for Older Persons (SPOP)
 Northside Center for Child Development
 Project Dorot
 Queens Child Guidance Center
 Riverdale Mental Health Center
 St. Christopher's-Jennie Clarkson Child Care Services
 St. Christopher-Ottillie
 St. Dominic's Home
 St. Peter's Momentum—AIDS Outreach Program
 St. Vincent's Services
 Salvation Army Social Services for Children
 Search for Change
 Self-Help Community Services
 Senior Action in a Gay Environment (SAGE)
 Sisters of the Order of St. Dominic

Society for Seaman's Children
 Soundview-Throgs Neck Community Mental Health Center
 Spence Chapin Services to Family and Children
 Staten Island Mental Health Society—Elizabeth W. Pouch for Special People
 University Optometric Center
 Upper Manhattan Mental Health, Inc.
 West Side One Stop
 Young Adult Institute

Social Health Concentration

Association in Manhattan for Autistic Children (AMAC)
 Bellevue Hospital Center
 Beth Abraham
 Beth Israel Medical Center
 Bronx Municipal Hospital Center
 Bronx Psychiatric Center
 City Hospital Center at Elmhurst
 Columbia Presbyterian-Psychiatric Associates
 Creedmoor Psychiatric Center
 Flushing Hospital Medical Center
 Friends and Relatives of Institutionalized Aged (FRIA)
 Gay Men's Health Crisis Center
 Gouverneur Hospital
 Harlem Hospital Center
 Harlem Valley Psychiatric Center
 International Center for the Disabled (ICD)
 Jewish Home and Hospital for the Aged
 Kingsboro Psychiatric Center
 Kings County Hospital Center
 Lenox Hill Hospital
 Lutheran Medical Center
 Maimonides Medical Center
 Manhattan Children's Psychiatric Center
 Manhattan Psychiatric Center
 Metropolitan Hospital
 Montefiore Hospital Center
 Mt. Sinai Hospital Medical Center
 NYC Department of Health—Bureau of AIDS Prevention Counseling
 The New York Hospital
 NYS Department of Mental Hygiene Psychiatric Institute
 North Central Bronx Hospital
 Presbyterian Hospital
 Queens Field Instructional Center
 Richmond Behavioral SCS Medical Center
 Rockland County Department of Mental Health
 St. Lukes-Roosevelt Hospital Center
 St. Margaret's House
 St. Vincent's Hospital
 St. Vincent's North Richmond Community Mental Health Center
 South Beach Psychiatric Center
 State University Hospital of Brooklyn
 Veterans Administration

Protection and Social Justice Concentration

Addiction Research and Treatment Corporation (ARTC)
 Beth Israel Medical Center — Methadone Maintenance Program
 Bowery Residents' Committee Human Services Corporation
 Children's Aid Society
 Community Mediation Service
 East Bronx Council on Aging
 Elizabeth Coalition to House the Homeless
 Good Shepherd Services
 Greenwich House Counseling Center
 Legal Aid Society
 Lower East Side Service Center
 Lucha, Inc.
 Lutheran Medical Center—Mental Health Center
 Neighborhood Coalition for Shelter
 NYC Department for the Aging—Senior Security Services
 NYC Gay and Lesbian Anti-Violence Project
 New York Service Program for Older Persons
 The Open Door Center for the Homeless Outreach Project
 Pius XII Youth and Family Services
 Program for Development of Human Potential

Rockland County Community Mental Health Center
Samaritan Village
Sanctuary for Families
Shore Mental Health
Southeast Nassau Guidance Center
Tremont Commonwealth Council
Victim Services Agency
Women in Need

World of Work Concentration

Altro Health and Rehabilitation Services
District Council 37
District 65 UAW
Employee Development Center
Federation Employment and Guidance Service
Hunter College Employee Assistance Program
International Ladies Garment Workers Union
Local 1199 Drug Hospital and Health Care Employees Union
Montefiore Hospital Medical Center
Marine Engineers Beneficial Association/National Maritime Union
(MEGA/NMU)
NYC Department of City Planning
NYC Office of Municipal Labor Relations
NYC Technical College
Occupations, Inc.
Oil, Chemical and Atomic Workers
United Storeworkers, RWDSU
YWCA of New York



Theatre and Film

Chair Richard Tomkins, North Building room 336 phone 772-5148
Graduate Advisor Mira Felner ('88-'89)
North Building room 528 phone 772-5148 or 772-4231

FACULTY

Ian R. Calderon, Professor; MFA, Yale; Lighting Design, Visual Elements, Theatre Architecture, Dramatic Television
Mira Felner, Associate Professor; PhD, NYU; Theatre History, Acting and Directing Theory
Daniel Koetting, Associate Professor; MFA, Yale; Design and Production
Harry Lines, Associate Professor; MFA, NYU; Design, Visual Elements, Popular Entertainment
Stephen Nelson, Assistant Professor; PhD, NYU; Theatre History, Theory, and Criticism
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, 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 and film is designed to offer concentrated study in the areas of theatre history, theory, and criticism; production and performance studies; playwriting; and developmental drama. The curriculum integrates theory with practice and accommodates the various backgrounds and career goals of theatre professionals, dramaturgs, and educators. Most students continue professional work or go on to PhD programs. In addition to the permanent faculty, well-known theatre artists, critics, and scholars teach on a part-time basis.

Individual counseling is an integral part of the program. Through meetings with the graduate advisor, a program of study that meets each student's needs is developed.

The Hunter Playwrights Project offers playwriting students the opportunity to see their work performed in staged readings or in productions with professional actors and directors.

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 the master's essay, to be written as part of THC 799. Courses other than those in the Department of Theatre and Film may be applied toward the 30 credits with the approval of the graduate advisor, but may not exceed 9 credits. Not more than 9 credits may be transferred from non-matriculated to matriculated status.

Examination The student is required to pass a comprehensive examination consisting of 2 hours covering general knowledge in theatre history, criticism, and production, and one hour covering one area of specialization chosen by the student. The department also requires a proficiency examination in one foreign language.

Master's Essay The candidate for the degree must present a master's essay of about 50 pages approved by the department and supervised by 2 appropriate members of the faculty. The essay is to be written in conjunction with THC 799. With special permission of the Graduate Committee, advanced students in playwriting may submit in lieu of the master's essay a completed full-length play together with an introductory essay.



DOCTOR OF PHILOSOPHY

The City University of New York offers a PhD program in theatre. See the *Bulletin of the Graduate School* for a 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 School and University Center.

COURSE LISTINGS

Each course 30 hrs, including conferences, 3 cr, unless otherwise noted.

THC 701 Theatre Research and Bibliography Introduction to theatre research, bibliography, and critical methodology.

Theatre History, Theory, and Criticism

THC 702 History of Theatrical Theory and Criticism Study of major theorists and critics, including Aristotle, Hegel, Brecht, and Artaud.

THC 703 Development of Dramatic Structure I Analysis of dramatic structure of representative major plays of the Greek, Roman, Medieval, and Renaissance playwrights.

THC 704 Development of Dramatic Structure II 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.

THC 751 History of Theatre I Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

THC 752 History of Theatre II 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.

Studies in Production and Performance

THC 730 Harold Clurman Seminar in Theatre A seminar named in honor of Harold Clurman that features guest artists from the professional theatre discussing various aspects of theatre.

THC 754 Contemporary Styles of Production Theories in style and method of dramatic production.

THC 755 Visual Elements of Theatre I 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. 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. 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. Interrelation of director and playwright through project work on original scripts.

Developmental Drama

THC 776 Creative Dramatics 45 hrs, 3 cr. Theory and technique of guiding children in creativity through dramatizing stories, poetry, life experiences.

THC 777 Theatre for Youth 45 hrs, 3 cr. 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 instr. 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 instr. 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 Play Analysis Study of structural elements of play essential to playwright and director.

THC 793 Playwriting I 45 hrs, 3 cr. Study of techniques 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. 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 Topics

THC 720 Independent Research Hrs to be arranged. 1-3 cr. Prereq: perm instr. Directed program of reading, research, or creative presentation under supervision of graduate faculty member.

THC 725 Special Topics Studies in specialized areas of theatre. May be repeated for credit.

Thesis

THC 799 Master's Essay 3 cr. Individual research under supervision, leading to master's essay or equivalent.

Urban Affairs and 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, Demography
Hilda Blanco, Assistant Professor; PhD, Berkeley; Land Use, Planning Theory, Budgeting, Policy Formulation
Herbert Hyman, Professor; PhD, Brandeis; Health, Social Planning
Steven Johnston, Assistant Professor; BArch, PhD, Columbia; Urban Design, Land Use & Development Planning
William Milczarski, Assistant Professor; PhD, Michigan; Transportation, Environmental Policy, Methodology
Stanley Moses, Associate Professor; PhD, Syracuse; Education, Employment, Planning Theory
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 and Planning offers two graduate programs: one leading to the master of urban planning (MUP) and the other leading to the master of science in urban affairs.

Urban Affairs/Urban Planning Fellowships and Grants

The Department of Urban Affairs and Planning 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 and Planning, 695 Park Ave, New York, NY 10021.

MASTER OF URBAN PLANNING

The master of urban planning program has 3 integrated components: a core curriculum, an area of concentration, and a workshop. Its purpose is to train planners who, like their counterparts throughout the nation, share a general expertise in theory, methods, and urban structure, have a specialized knowledge of a policy planning area, and have the skills and intellectual maturity to operate in the professional arena.

The 60 credit program is structured to provide students with the expertise essential to professional practice and to allow for maximum flexibility to accommodate individual interests. The core curriculum (27 credits) provides basic training in planning. It has a dual purpose: to place planning in its societal context and to teach the skills of the profession. The area of concentration (12

credits) allows for in-depth training in a specific subfield of general planning practice. The workshop (3 credits) provides experience in applied planning. Unrestricted electives (18 credits) allow for the exploration of a range of planning topics.

The program encourages students to undertake internships or independent research. As interns, they may work for city and suburban planning agencies, neighborhood development groups, banks, municipal housing or budgeting units, planning journals, and other groups approved by the department. In addition, the department has several internal work opportunities including Planners' New York Tours, a student-directed tour company, student publications, and other projects generated by the faculty and the Urban Research Center. For many students, field experiences have led to full-time employment in their internship agencies after graduation.

Students may also participate in many faculty-directed research activities. Faculty members routinely include in their research grant proposals funds to support graduate research assistants. In the past, these assistantships have included conducting interviews for a study of citizen participation, editorial assistance for an analysis of New York City demographic and economic trends, data collection for an affordable housing project, and field observations reviewing the social impacts of specific public investments. Many students undertake their own supervised research, selecting their topics in conjunction with a faculty advisor.

In organizing their programs, students work closely with faculty advisors. Prior to the first semester, students outline their proposed 2-year curriculum plans. Reviewing the plans at the end of each term, students may make modifications according to their changing interests. This encourages students to define clear academic and professional objectives in order to plan orderly progress toward achievement of their degrees and entry into the field.

The Hunter College graduate program in urban planning conforms to the national standards for professional education as formulated by the Planning Accreditation Board of the American Planning Association, the Association of Collegiate Schools of Planning, and the American Institute of Certified Planners.

Students with multiple professional interests may wish to pursue joint degree programs with other New York universities. For example, a joint master of urban planning/juris doctor, available through a cooperative program with Brooklyn Law School, allows students to earn the 2 degrees in 4 years. Other joint degree programs may be pursued with the approval of the department.

Requirements for Admission to the Planning Program

The graduate program in urban planning draws its students from varied backgrounds. Traditionally, most come from the social sciences (economics, geography, sociology, political science, and urban and American studies), engineering, and architecture. English majors and students of religion, art history, and business have also enrolled.

While many students enter Hunter directly from undergraduate study, a large percentage have spent time away from school and return to develop their knowledge and expertise or to prepare for a new career.

Applicants must meet the general admission requirements for Hunter graduate programs. These include the submission of transcripts, Graduate Record Examination scores, and 2 letters of recommendation, along with a completed application form obtained from the graduate program in urban planning. All applicants are encouraged to visit the department and meet with the program director and faculty.

Requirements for the Master of Urban Planning

The degree requires 60 credits of graduate study. Of these, 45 must be selected within course offerings of the Hunter College graduate program in urban planning. With the approval of the department, 15 credits may be elected from other graduate programs.

Credits are distributed as follows:

Core Curriculum (27 cr)
Area of Concentration (12 cr)
Workshop (3 cr)
Unrestricted Electives (18 cr)

The Core Curriculum

The core curriculum has 5 sections. Students must take required courses within each and elect others as designated. Students may take up to 9 credits in the core per semester.

Theories and Process of Urban Planning (6 cr)

*URBP 705 Introduction to the Planning Process
 URBP 700 Theories of Planning
 or
 URBP 701 History of Planned Urban Development

Urban Structures (6 cr)

*URBP 719 Introduction to Land Use Planning
 URBG 702 Structure of the Urban Community
 or
 URBP 703 Demographic Issues in Planning and Development

Policy Analysis and Law (6 cr)

*URBP 720 Law of Land Use Regulation I
 *URBG 706 Introduction to Policy Analysis

Information Management (6 cr)

*URBP 711 Planning Information
 *URBG 714 Computer Applications in Planning and Urban Affairs

Planning Methods (normally 6 cr; 3 cr if URBP 710 is waived)

*URBP 710 Urban Data Analysis (qualified students may apply for a waiver)
 *URBP 712 Planning Methods of Analysis and Forecasting

Areas of Concentration

The graduate program offers the following areas of concentration: housing and real estate, economic development, land use and design, transportation and environment, human services, and general practice. In general, each concentration is designed to give the student a working knowledge of a broad functional area. To fulfill the concentration requirement students select 4 courses from the suggested list.

Students with special interests may create their own concentration. In developing their programs, students may combine Hunter

courses with the resources of the larger City University community or other approved institutions. Some individually tailored specializations might be international planning and development, budgeting and management, and advanced data analysis.

Representative Courses in the Areas of Concentration

Housing and Real Estate

URBG 727 Introduction to Housing
 URBG 728 Housing and Urban Development Seminar
 URBG 742 Economics of Real Estate Development
 URBG 730 Law of Housing and Urban Development
 URBG 731 Neighborhood Planning Workshop

Economic Development

URBG 740 Planning for Urban Economic Development
 URBP 746 Planning and Public Finance
 URBP 747 Planning in the Budget Process
 URBG 751 Educational Planning and Policies
 URBG 741 Employment Planning and Policies

Land Use and Design

URBP 723 Introduction to Urban Design
 URBP 725 Infrastructure and Site Planning
 URBP 721 Law of Land Use Regulation II
 URBP 722 Land Use Planning Workshop
 URBP 724 Urban Design Workshop
 URBP 726 Site Planning Workshop

Transportation and Environment

URBP 734 Environmental Planning
 URBP 732 Introduction to Transportation Planning
 URBP 733 Transportation Planning Methods and Models
 URBP 735 Law of Environmental Planning

Human Services

URBG 750 Social Planning and Policy
 URBG 753 Planning Services for New Types of Family Composition
 URBP 741 Employment Planning and Policies
 URBP 751 Educational Planning and Policy
 URBG 752 Planning for the Criminal Justice System
 URBG 756 Citizen Participation in Planning and Development
 URBP 760 Health Planning and Policy Issues
 URBP 762 Health Regulation
 URBG 764 Financing Health Services
 URBG 791 Urban Development Workshop II
 URBG 755 Community Planning and Development Implementation Workshop

General Practice

URBG 727 Introduction to Housing
 URBP 732 Introduction to Transportation Planning
 URBP 725 Infrastructure and Site Planning
 URBP 747 Planning in the Budget Process
 URBG 756 Citizen Participation in Planning and Development
 URBG 755 Community Planning and Development Implementation Workshop
 URBP 731 Neighborhood Planning Workshop

Workshop

To solidify the knowledge and skills gained in the core curriculum, students are required to participate in a workshop at some point in their program. They may pursue a workshop in their area of concentration, where offered, or they may select one from among those given each year.

*Required courses.

MASTER OF SCIENCE IN URBAN AFFAIRS

The master of science in urban affairs is an intensive curriculum (36 credits). 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 management and 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 (18 credits including an urban development workshop) and electives (18 credits) which the student and his or her advisor choose from relevant courses to constitute an "area of concentration."

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. 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 and a master of divinity or master 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 businesses and industry.

Requirements for Admission to the Urban Affairs Program

Applicants must meet Hunter's general graduate admission requirements. In addition to the Graduate Record Examination, 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 experience may, after consultation with the graduate advisor, request admission with special conditions.

Requirements for the Master of Science in Urban Affairs

1. The degree requires 36 cr of graduate study.
2. The following courses (18 cr) must be taken by all degree candidates:
 - URBG 702 Structure of the Urban Region (3 cr)
 - URBG 790 Urban Development Workshop I (6 cr)
 - URBG 791 Urban Development Workshop II (3 cr)
 - URBG 775 Internship (3 cr)
 - URBG 792 Urban Affairs Seminar (3 cr)
3. Each student and his or her academic advisor will establish an elective field of concentration for a minimum of 18 cr. Such courses are not limited to the Department of Urban Affairs and Planning 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 for 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 objectives.

Areas of Concentration

At present, there are 3 options for establishing an area of concentration: a) urban policy, b) neighborhood development, and c) a negotiated area of concentration tied to individual career objectives. Choices from among the following recommended courses may be made, but substitutions are permitted with the approval of the advisor:

Urban Policy

URBG 703 Demographic Issues in Planning and Development
 URBG 706 Introduction to Policy Formulation
 URBG 710 Urban Data Analysis
 URBG 714 Computer Applications in Planning and Urban Affairs
 URBG 736 Energy Planning and Policy Seminar
 URBG 743 National Economic Planning and Policy
 URBG 747 Planning in the Budget Process
 URBG 750 Social Planning and Policy
 URBG 760 Health Planning and Policy Issues

Neighborhood Development

URBG 727 Introduction to Housing
 URBG 728 Housing and Urban Development Seminar
 URBG 731 Neighborhood Planning Workshop
 URBG 740 Planning for Urban Economic Development
 URBG 749 Strategic Planning for Non-Profit Organizations
 URBG 750 Social Planning and Policy
 URBG 753 Planning Services for New Types of Family Composition
 URBG 755 Community Planning and Development Implementation Workshop
 URBG 756 Citizen Participation in Planning and Development

With the advice and approval of advisor, a student may select courses focused on individual career objectives. This choice should include at least one methodology and one policy course in the area of interest.

COURSE LISTINGS

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

URBP 700 Theories of Planning Examination of the evolution of planning theory in relationship to set of roles available to contemporary urban planner.

URBP 701 History of Planned Urban Development Study of conscious efforts to guide city development from ancient civilizations to the present. Emphasis on the relationship between public and private planning activities.

URBG 702 Structure of the Urban Region Examination of economic, social, demographic, spatial, and political structures of typical American metropolitan areas. Integration of concepts and models from social sciences with discussion of current trends and problems.

URBG 703 Demographic Issues in Planning and Development Survey of current demographic trends including national population growth, age distribution patterns, and changes in household composition. Discussion of how patterns relate to planning practice.

URBG 704 Comparative International Planning Comparison of approaches to urban planning in developing nations with emphasis on large-scale project planning and management. Focus on development plan as tool for resource allocation and decision-making.

URBP 705 Introduction to the Planning Process Introduction to operational aspects of plan-making process: formulation of objectives, evaluation, and implementation; ethics and values; and administration and bureaucracy.

URBG 706 Introduction to Policy Analysis Examination of conceptual and analytical processes leading to design, selection, and implementation of public policies dealing with urban problems.

URBG 707 Graphical Communication for Urban Planners Introduction to graphical techniques commonly used to facilitate communication of ideas and information among planners and planning-related professionals.

URBG 710 Urban Data Analysis Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

URBP 711 Planning Information Survey of public and private data bases available to planners focusing on traditional and non-traditional sources. Exploration of utilization and implications of data.

URBP 712 Methods of Planning Analysis Introduction to methods of demographic and economic analysis. Emphasis on applications to current urban planning practice.

URBP 713 Planning Methods for Optimization and Decision-Making Introduction to quantitative techniques for optimization and decision-making. Applications of techniques in planning contexts.

URBG 714 Computer Applications in Planning and Urban Affairs Review of computers and their roles in urban professions. Survey of spreadsheets, data bases, and word-processing programs as well as simple programming, computer mapping, and mainframe computers.

URBG 715 Urban Data Analysis Workshop Prereq: URBG 710 or 714 or perm instr. Examination of all phases of urban research process from problem formulation to preparation of the final report. Students work in teams to conduct research project.

URBP 716 Advanced Computer Applications for Urban Planning Prereq: URBG 714 or perm instr. Employment of planning-specific computer application programs including urban data bases, computer mapping, and program management.

URBP 719 Introduction to Land Use Planning Examination of theories of American land use patterns. Evaluation of land use problems with consideration of economic, social, legal, and political constraints confronting urban planners.

URBP 720 Law of Land Use Regulation I Description of legal structure surrounding public sector control and management of land use including police power, eminent domain, zoning, subdivision control, master plans, official maps, and expansion of legal techniques for controlling urban growth.

URBP 721 Law of Land Use Regulation II Prereq: URBP 720. Focus on inclusionary and exclusionary zoning; growth management; aesthetics and historic preservation; transfer of development rights; regional and state planning and development control; and tax policies and land use control.

URBP 722 Land Use Planning Workshop Prereq: URBP 719 or perm instr. Application of land use planning skills to specific problem in New York metropolitan region. Class operates as team to produce recommendations.

URBP 723 Introduction to Urban Design Analysis of three-dimensional urban space by studying methods of visual perception and notation; criteria for determining desirable spatial relationships; and means of implementing policies to achieve urban design goals.

URBP 724 Urban Design Workshop Prereq: URBP 723 or perm instr. Application of urban design concepts in studio setting to develop design solutions for typical physical planning problems.

URBG 725 Infrastructure and Site Planning Introduction to installed infrastructure systems (water supply, sewage, roadways, etc.) and physical aspects of site development (surveying, landscaping, facilities design, environmental concerns).

URBP 726 Site Planning Workshop Prereq: URBP 726 or perm instr. Use of specific problems on real sites to deal with land conversion, conventional residential subdivisions, "cluster" residential developments, and low-density commercial or institutional growth.

URBG 727 Introduction to Housing Introduction to facets of housing market. Examination of determinants of supply and demand, finance, and public programs influencing cost of housing.

URBG 728 Housing and Community Development Seminar Prereq: URBG 727 or perm instr. Study and evaluation of public sector activities in housing market. Focus on critical housing and community development legislation and analysis of financing techniques used to stimulate private housing production.

URBG 729 International Human Settlements Open only to matriculated graduate students in Department of Urban Affairs or perm instr. Review of habitats in urbanized world. Highlight of experience from Third World including squatting, slum upgrading, service delivery, new towns, and settlement policies.

URBG 730 Law of Housing and Urban Development Focus on legal aspects of key housing and community development policy. Examination of federal and state housing programs, landlord-tenant laws, and rent controls.

URBG 731 Neighborhood Planning Workshop Prereq: URBG 727 or perm instr. Application of neighborhood planning, conservation, and revitalization principles in declining residential areas. Emphasis on formulation of small-scale development strategies.

URBP 732 Introduction to Transportation Planning Introduction to major issues in urban transportation including analysis of characteristics of transport networks and discussion of federal and local policies and programs.

URBP 733 Transportation Planning Methods and Models Prereq: perm instr. Review of variety of transportation planning tools including highway capacity calculations, transportation impact studies, models of trip generation, trip distribution, modal split, and network assignments. Presentation of related micro-computer software.

URBP 734 Environmental Planning Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

URBP 735 Law of Environmental Planning Examination of legal aspects of environmental protection and methods of public intervention. Study of role of law in formulation and implementation of environmental public policy.

URBP 736 Energy Planning and Policy Seminar Introduction to conceptual and operational aspects of plans and policies promoting the efficient use of energy in urban communities. Review of national and global energy markets and appropriate responses in transportation, housing, land use, and related areas.

URBG 737 Planning Studio 90 hrs, 6 cr. Students synthesize physical, social, and economic elements of selected town or city to prepare multi-functional plan to guide development.

URBG 739 Regional Planning Examination of planning at metropolitan level, viewing superimposition of multiplicity of local and state governmental jurisdictions on economically integrated urban regions.

URBG 740 Planning for Economic Development Open only to graduate students matriculated in Department of Urban Affairs and Planning. Introduction to theoretical, conceptual, and operational aspects of promoting economic development in urban communities.

URBG 741 Employment Planning and Policies Examination of structural changes in American economy and the implications for public policy and planning.

URBG 742 Economics of Real Estate Development Review of economic aspects of real estate investment and development including real estate market determinants; real estate finance, location evaluation, and investment analysis as affected by public sector regulation and taxation.

URBG 743 Economic Planning and Policy Examination of public sector economic intervention and its effects. Emphasis on national manipulation of macroeconomic variables. Discussion of forces affecting inter- and intra-regional location of economic activity.

URBP 746 Planning and Public Finance Analysis of state and local financial structures within which planners operate. Examination of state constitutional limitations on government functions, structure and fiscal aspects of metropolitan government, and political framework of financial decision-making.

URBP 747 Planning in the Budget Process Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

URBG 748 Management Control of Nonprofit Organizations Examination of techniques used by nonprofits to implement plans by managing more effectively. Emphasis on budgeting, management by objectives, performance auditing, and long-term evaluation.

URBG 749 Strategic Planning for Nonprofit Organizations Explanation of strategic planning process. Cases from range of state, local, and federal nonprofit organizations in health, education, social service, religion, and government.

URBG 750 Social Planning Examination of major social problems facing urban planners. Review of social planning theories and methods.

URBG 751 Educational Planning and Policies Review of structure and functioning of American educational systems with analysis of major policy issues confronting them today. Examination of questions of who is to be educated for what and at what period in life.

URBG 752 Planning for Public Safety Examination of crime reduction strategies emphasizing relationships among crime, safety, and physical environment. Review of roles of planning agencies, housing authorities, and criminal justice system.

URBP 753 Planning Services for New Types of Family Composition Study of alternative family models: single parent, multiple family households, and dual career units. Identification of problems created by new models, types of services available for them, and alternative services to be created to meet their needs.

URBP 755 Planning for Community Development and Implementation Review of process required to implement plans. Focus on teaching methods and techniques required to deal with administrative, technical, and political issues.

URBG 756 Citizen Participation in Planning and Development Open only to graduate students matriculated in the Department of Urban Affairs and Planning or who have perm instr. Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-à-vis development professionals, governmental agencies, and the private sector.

URBP 760 Health Planning and Policy Issues Focus on current health issues. Examination of health care costs, delivery, national health insurance, and patient-provider relations.

URBG 762 Health Regulation URBG 760 recommended but not required. Study of health regulation issues and their impact on health service programs and populations they serve. Focus on regulation of hospitals, health care facilities, professional licensing, and quality assurance.

URBP 765 Health Planning Workshop 60 hrs. URBG 760 recommended but not required. Students collectively develop prototype regional health systems plan based on use of data required by federal guidelines.

URBG 775, 776, 777, 778 Internship Participation in public, nonprofit, or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

URBP 780, 781, 782, 783 Independent Research Supervised study of topics of special interest to advanced students. Students may not take more than 3 cr of Independent Research per semester.

URBP 784 Independent Study 1 cr. Supervised study of topics of special interest to advanced students. Students may not take more than 3 cr of Independent Study per semester.

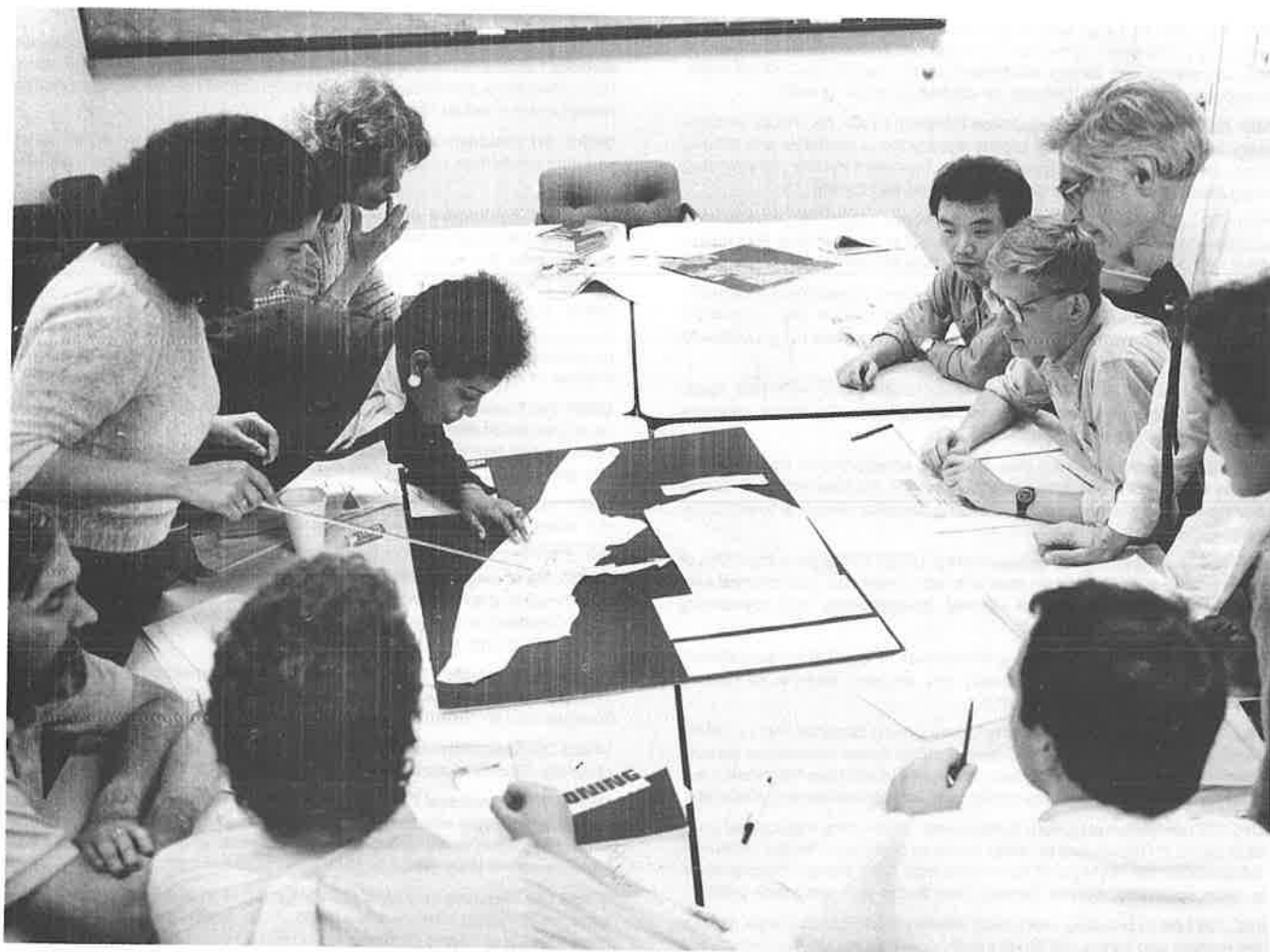
URBP 785 Independent Study 2 cr. Supervised study of topics of special interest to advanced students. Students may not take more than 3 cr of Independent Study per semester.

URBG 787 Selected Topics in Urban Planning and Urban Affairs

URBG 790 Urban Development Workshop I 6 cr, perm instr. Analysis of local communities and urban issues by engaging in field research. Students undertake projects commissioned by public and private organizations and employ community and issue analysis, impact assessment, and program evaluation techniques.

URBG 791 Urban Development Workshop II Perm instr. Focus on problem-solving skills used to resolve crucial issues in urban community; program development procedures including program planning, strategizing, implementation, administration, and funding. Students work with selected organizational and community concerns as consultants-in-training.

URBG 792 Urban Affairs Seminar Review of contemporary urban issues and problems as the concluding course in the graduate program in urban affairs.



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 institu-

tional 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 Discipline 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 Discipline 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 Discipline 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 formation 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 supersede 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 student 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 number 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 uni-

versity 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 ten (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 Activity Fees.

b. The Student Governments shall be responsible for the full disclosure to its constituents of all financial information with respect to Student Government Activity Fees.

c. The 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 meridian or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

6. Any student who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section shall be entitled to maintain an action or proceeding in the supreme court of the county in which such institution of higher education is located for the enforcement of his 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.

EQUAL OPPORTUNITY PROGRAMS

Hunter College does not discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap, marital status, or sexual orientation. Any student who is discriminated against on the basis of any of these attributes will be afforded due process in accordance with Section 15.3 of the Student Disciplinary Procedure.

Abbreviations

BA	Bachelor of Arts
conf	conference
coord	coordinator
CORE	Council on Rehabilitation Education
coreq	corequisite
cr	credit(s)
CSAF	CUNY Student Aid Form
CUNY	City University of New York
CWS	College Work Study
D	day
demon	demonstration
dept	department
disc	discussion
DSW	Doctor of Social Work
E	evening
equiv	equivalent
Fa	Fall
ff	following
GPA	grade point average
GRE	Graduate Record Examination
GSA	Graduate Students Association
GSL	Guaranteed Student Loan
HEGIS	Higher Education General Information Survey
hr(s)	hours(s)
ID	identification
INC	incomplete
Instr	instructor
JD	Doctor of Jurisprudence
K-12	Kindergarten through 12th grade

lab	laboratory	rec	recommendation
lec	lecture	recit	recitation
MA	Master of Arts	SecEd	Secondary education
MARC	Minority Access to Research Careers	sem	semester
MBRS	Minority Biomedical Research Support	SLS	Supplementary Loans to Assist Students
MFA	Master of Fine Arts	Sp	Spring
MS	Master of Science	Su	Summer
MSEd	Master of Science in Education	TAP	Tuition Assistance Program
MSW	Master of Social Work	TBA	to be arranged
MUP	Master of Urban Planning	TEP	Teacher Education Program
NSL	Nursing Student Loan	TESL	Teaching English as a Second Language
NYSHESC	New York State Higher Education Services Corporation	TH	Thomas Hunter Hall
perm	permission	W	withdrawal without penalty
PhD	Doctor of Philosophy	WU	unofficial withdrawal
pract	practicum	yr	year
prereq	prerequisite		

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	EDSPC	Special education	Special Education
ADSUP	Advanced supervision	Curriculum & Teaching	EDUC	Education	Curriculum & Teaching
AHSA	Allied health services administration	School of Health Sciences	EOHS	Environmental and occupational health science	School of Health Sciences
ANTH	Anthropology	Anthropology	ENGL	English	English
ARTCR	Art (studio)	Art	FREN	French	Romance Languages
ART H	Art (theory and history)	Art	GEOG	Geography	Geology & Geography
BILED	Bilingual education	Programs in Education	GEOL	Geology	Geology & Geography
BIOCHEM	Biochemistry	Interdisciplinary (Biological Sciences & Chemistry)	GSR	Social research—graduate	Sociology
			GTECH	Geography technology & methods	Geology & Geography
			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
			PGEOG	Physical geography	Geology & Geography
			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
			SPAN	Spanish	Romance Languages
			SSW	Social work	School of Social Work
			STAT	Statistics	Mathematical Sciences
			THC	Theatre	Theatre & Film
			URBG	Urban affairs	Urban Affairs & Planning
			URBP	Urban planning	Urban Affairs & Planning
BIOL	Biological sciences	Biological Sciences			
CCSD	College counseling & student development	Educational Foundations			
CHEM	Chemistry	Chemistry			
CMC	Communications	Communications			
COCO	Core counseling	Educational Foundations			
COMHE	Community health education	School of Health Sciences			
COMSC	Communication sciences	School of Health Sciences			
COUNS	Counseling	Educational Foundations			
CSCI	Computer science	Computer Science			
DANTH	Dance therapy	Health & Physical Education			
ECO	Economics and accounting	Economics			
EDESL	English as a second language	Curriculum & Teaching			
EDFDN	Educational foundations	Educational Foundations			

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Hunter College does not discriminate on the basis of age, color, handicap, national ethnic origin, marital status, race, religion, sex, 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.



Credits

Editor Rebecca Rolfe

Design and Production Harold Jaffe

Design Assistant Thérèse LeMelle

Divisional and School Coordinators Martin Fine, Eleanor Glaze, Jensene Payne, Annette Ramirez de Arellano, Mary Ramshorn, Irene Schaefer, Adele Schwartz

Photography

Christel Blomqvist: pp. 4-5, 12, 20, 23, 32, 60, 67, 70, 91, 99

Janet Charles: pp. 35, 48, 52, 53, 78, 81, 86, 104, 105, 110, 120

Patricia Falk: p. 17

José Pélaez: p. 22

Courtesy of the Physics Department: p. 88

Typesetting Sundae Graphics

HUNTER COLLEGE
of The City University of New York
695 Park Avenue
New York City, New York 10021

