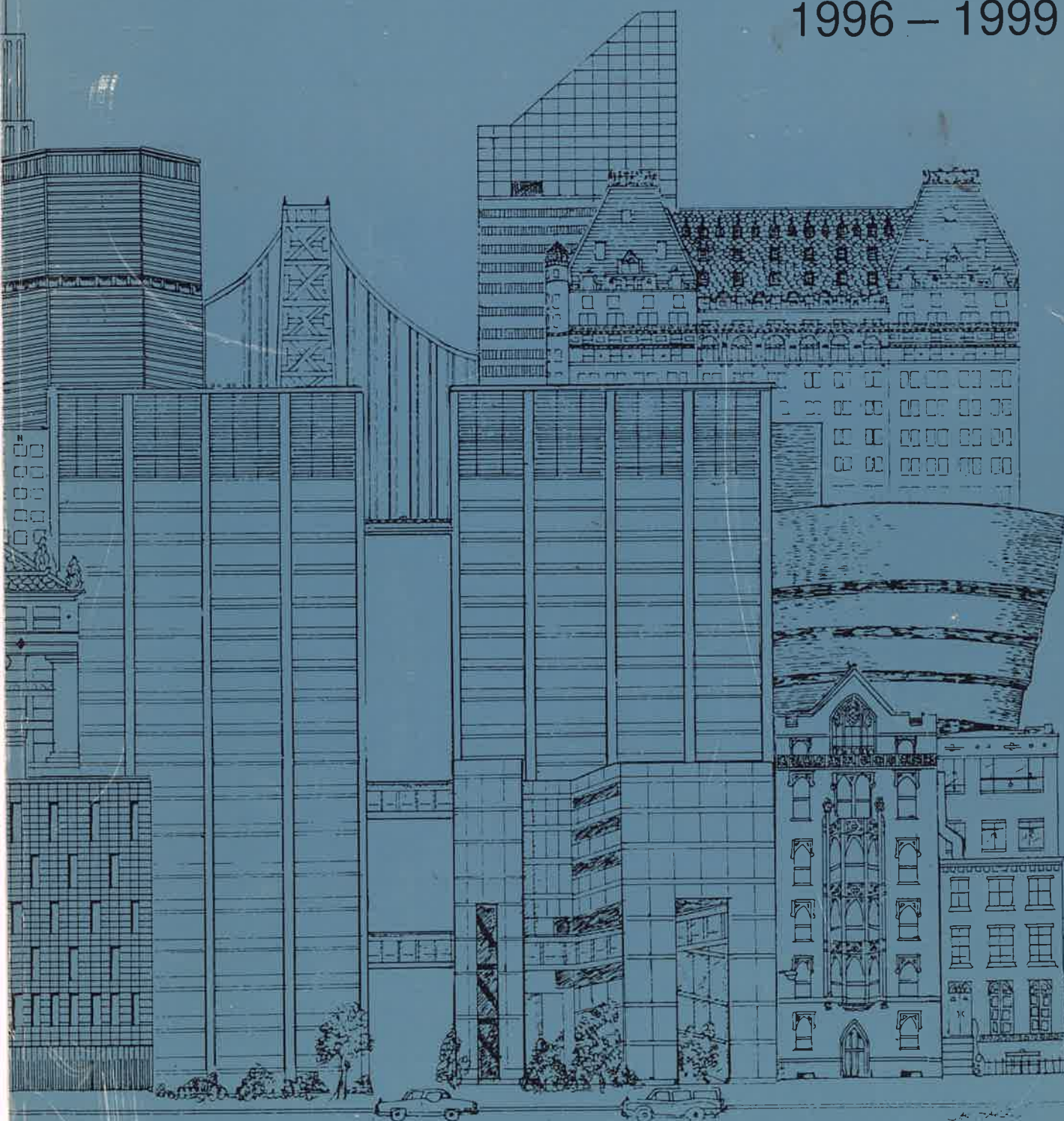


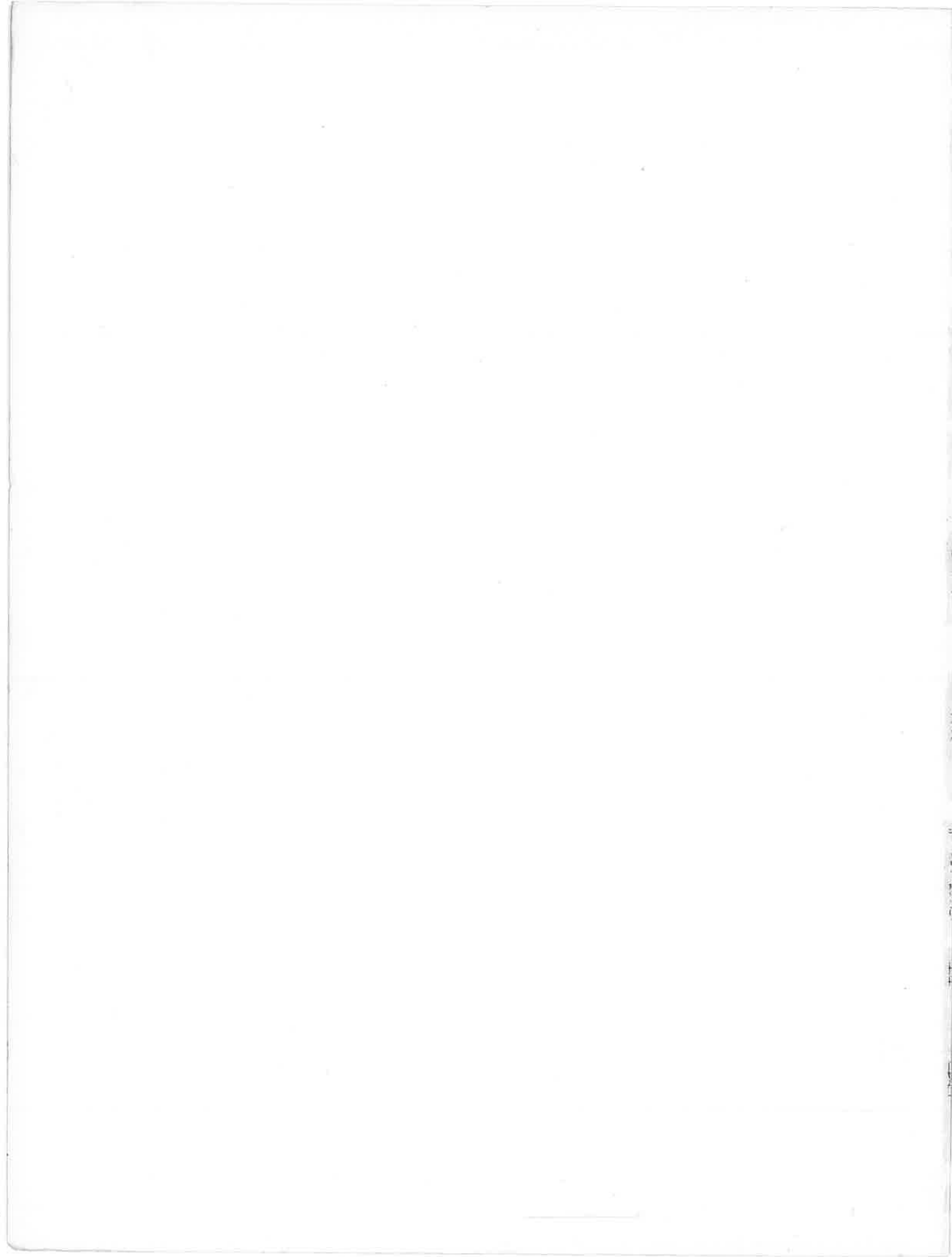
HUNTER COLLEGE

OF THE CITY UNIVERSITY
OF NEW YORK



GRADUATE CATALOG 1996 — 1999







HUNTER COLLEGE

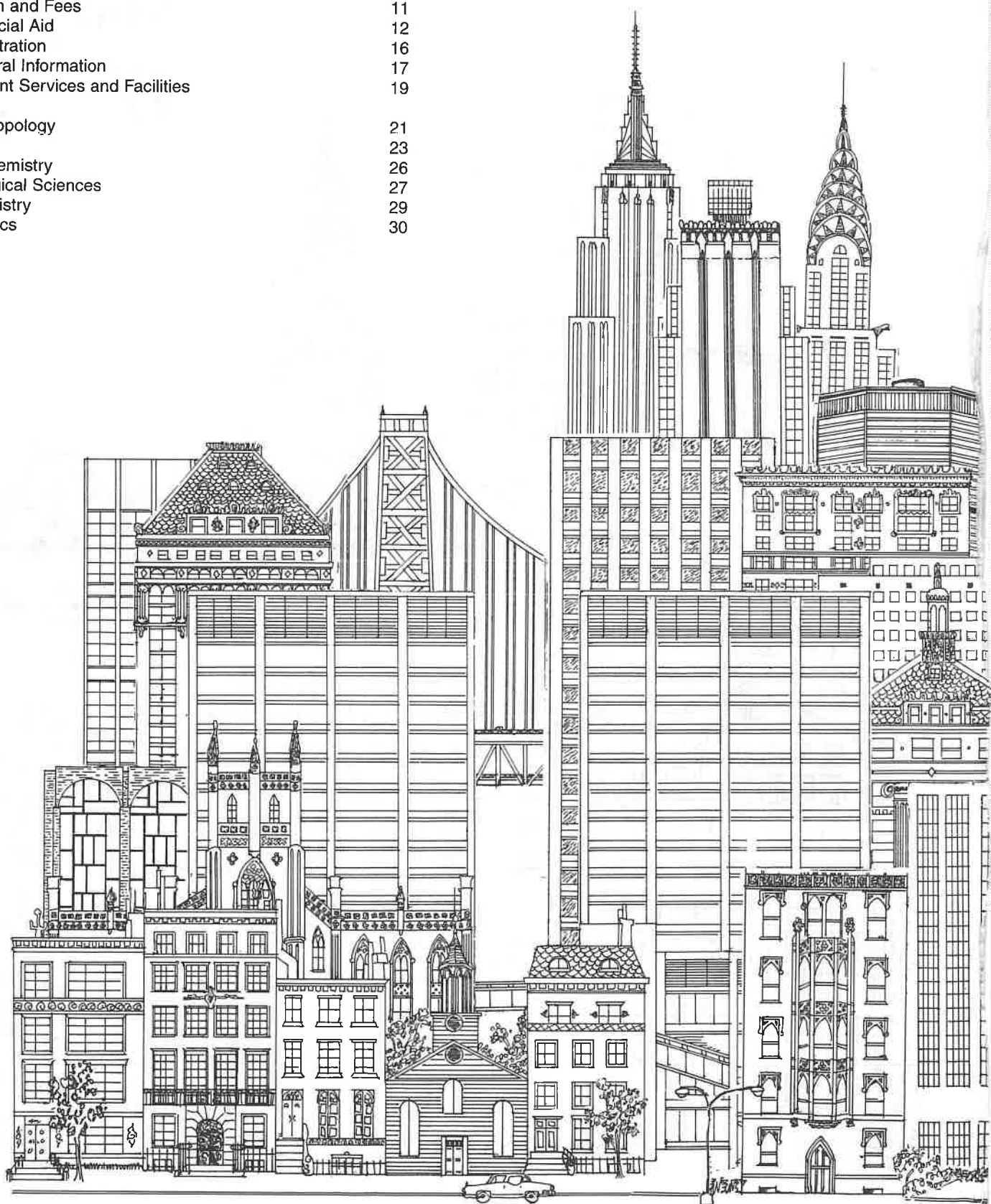
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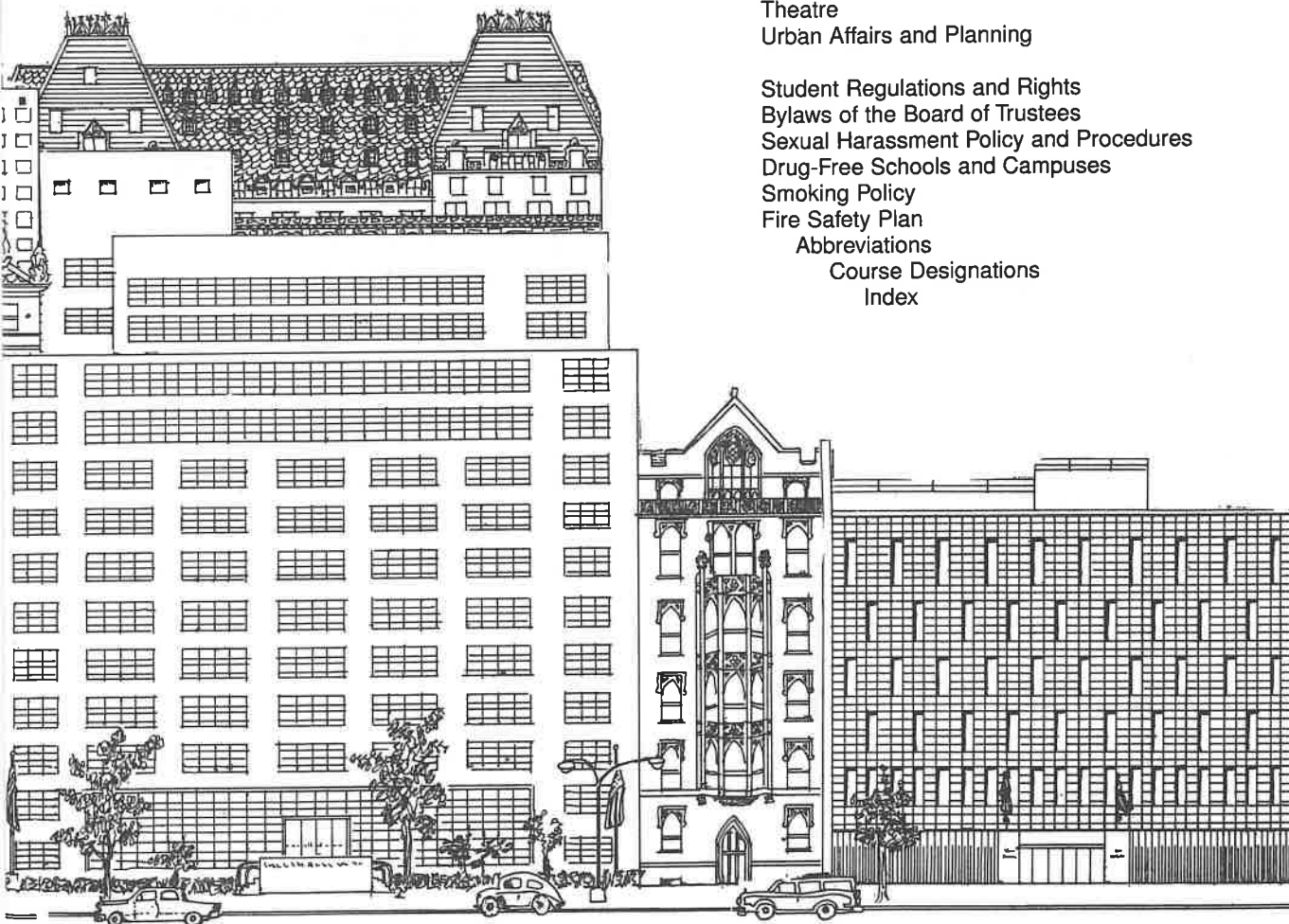


Table of Contents

Hunter College History	1
Hunter College and the Aims of Education	4
Graduate Programs	5
Admission to Graduate Programs	6
Degree Requirements	8
Hunter College Research Centers and Institutes	9
Tuition and Fees	11
Financial Aid	12
Registration	16
General Information	17
Student Services and Facilities	19
Anthropology	21
Art	23
Biochemistry	26
Biological Sciences	27
Chemistry	29
Classics	30



Communications	32	Health Sciences	70
Computer Science	33	Allied Health Services Administration	71
Economics	33	Communication Sciences	71
Education	35	Speech and Hearing Handicapped	72
Early Childhood (see Education, Elementary)		Community Health Education	75
Guide to Programs in Education	38	Environmental and Occupational Health Sciences	77
Teacher Education Programs	38	Nutrition	79
Elementary Education	38	Approved Pre-Professional Practice Program	79
Bilingual Education	41	Field Instruction Centers	79
Secondary Education	43	History	81
Teaching of Foreign Language	45	Linguistics	84
Teaching of Latin	46	Mathematics and Statistics	84
Teaching of Art	47	Music	87
Teaching of Music	48	Nursing	89
Teaching English to Speakers of Other Languages	52	Community Health Nursing	90
Advanced Certificate in Educational Administration		Maternal-Child Nursing	91
& Supervision	54	Pediatric Nurse Practitioner Program	91
Counseling Programs	55	Medical-Surgical Nursing	92
Guidance & Counseling	55	Psychiatric Nursing	92
Rehabilitation Counseling	57	Nursing Administration	92
Special Education	59	Gerontological Nurse Practitioner Program	92
English	65	Philosophy	94
Geography	67	Physics and Astronomy	95
German	70	Political Science	96
		Psychology	96
		Romance Languages	99
		French	99
		Italian	99
		Spanish	99
		Russian Area Studies	102
		Social Research	104
		Social Work	107
		Field Practicum Centers	109
		Theatre	111
		Urban Affairs and Planning	113
		Student Regulations and Rights	118
		Bylaws of the Board of Trustees	120
		Sexual Harassment Policy and Procedures	125
		Drug-Free Schools and Campuses	127
		Smoking Policy	128
		Fire Safety Plan	128
		Abbreviations	132
		Course Designations	133
		Index	134



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Hunter College History

Hunter College, the second-oldest college in The City University of New York, is a coeducational, fully accredited college, with a large and diverse faculty in the liberal arts and sciences and in several professional schools. In most of its programs the College offers both undergraduate and graduate degrees.

The Female Normal and High School: Hunter, originally called the Female Normal and High School, first opened its doors on Valentine's Day in 1870. Classes met in eight rooms over a carriage shop at Broadway and Fourth Street. One thousand students were enrolled, but the school had only 800 seats and many students were forced to attend part time. A scant five months later, as reported in *The New York Times* July 13, 1870, the "First Commencement of the Institution" was held at the Academy of Music (now known as the Palladium).

The *Times* described the evening's proceedings as "... substantial evidence of the success of the ... College.... The graduating class ... numbered ninety-six ... ranged in fair ranks upon the stage and in the parquet ... [C]rowds of spectators [overflowed] into the lobbies and even down the stairways."

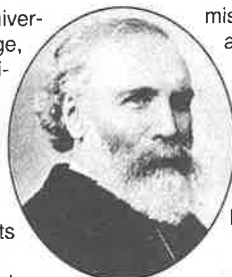
Thomas Hunter, an immigrant from Ireland, and Commissioner William Wood, a member of the Board of Education, had realized their dream of opening a school to prepare young women to teach in the city's public schools. Although New York's public schools were still segregated, Thomas Hunter insisted that the new school admit all young women who qualified—through competitive examinations—regardless of race, religion or social class. The school, said Hunter, "must admit colored and white girls on equal terms."

The Female Normal and High School was the first public school to offer free higher education to women in New York City; as a result, teachers were soon required to be licensed to teach by virtue of having attended the Normal School or an equivalent institution.

The first students to attend the Normal School, girls approximately 14 years of age, read only one textbook for each subject. They were required to study several languages in addition to a wide range of other subjects, including Ancient History, Intellectual Philosophy and Rhetoric, Theory and Practice of Teaching, and Physics and Physiology. The faculty, seven men, including President Hunter, taught the liberal arts and science courses. Lydia Wadleigh, the Lady Superintendent, supervised the tutors and assistants, all of whom were women. They taught Drawing, Bookkeeping and Penmanship and other subjects taught in New York City's primary schools.

There was a librarian — but no library, fifteen minutes of "physical culture" every day — but no gymnasium, and no extracurricular activities. President Hunter believed recreational activities were best confined to home and family and were certainly not a matter for public display. As for strenuous exercise, it was neither healthy nor dignified for adolescent girls. Students whose punctuality was not of the first order were sent to the detention room.

Public Education and Democracy: While these proscriptions may seem quaint today, in many ways Thomas Hunter transcended his time. He was a visionary; his ideals continue to define the



THOMAS HUNTER
First President
1870 - 1906

mission of Hunter College. He believed in education for girls as well as for boys. He believed in education for service to the community. Most of all, at a time when some opposed public education for the common people because it would "only enlarge their capacity for mischief," he believed in public education as an indispensable bulwark of democracy, the means of giving all children the opportunity and the knowledge needed to enable them to become useful and intelligent citizens.

In 1885 Hunter wrote: "Public schools and liberty are one and inseparable... [T]hey live or die together." Five years later, elaborating on the link that must be forged between education and democracy, he said: "... [W]e must educate the masses if we are to perpetuate a free government among the people."

Students: Hunter celebrated its 125th anniversary in 1995. Today, with nearly 20,000 students, Hunter is the largest public college in New York City. The College continues to educate women—still almost 75 percent of the total enrollment—and, since 1951, men.

There are approximately 8,000 full-time undergraduates. An additional 7,000 part-time students are divided between degree and non-degree programs. Over 4,500 graduate students are studying in arts and sciences and teacher education programs and at the Schools of Social Work, Health Sciences, and Nursing.

Reflecting recent demographic shifts that once again have changed the face of New York, Hunter's student body is more diverse than ever. Hunter students come from 84 countries and speak some 40 languages. And today's students have much in common with earlier Hunter graduates. Many are the children of immigrants; in many cases, they are the first in their family to attend college. Most Hunter students work, some hold more than one job.

Epitomizing Thomas Hunter's ideal of learning for service to the community, many leave successful careers and enroll at Hunter because they want to help others; they strive to become teachers, nurses, research scientists, urban planners and therapists.

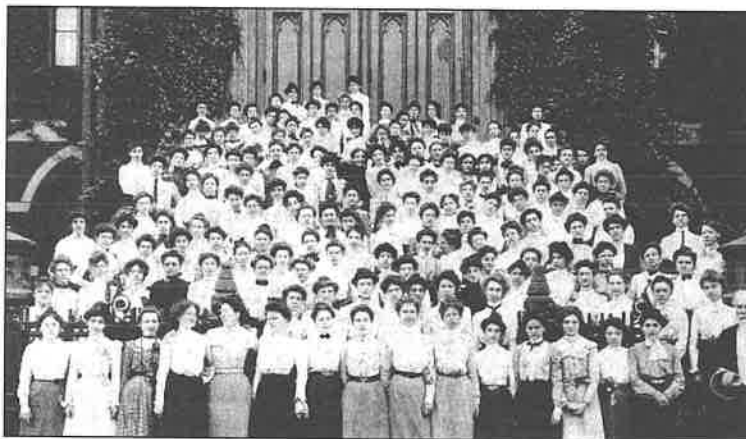
And Thomas Hunter's unequivocal support of equal access for all is still the basis for admission to Hunter: minorities make up more than half the College's undergraduate population and Hunter ranks high among all U.S. colleges in the number of master's degrees earned by minority students. Although the College is no longer tuition-free, it continues to fulfill Thomas Hunter's mandate to make education available to all.

The College is anchored by the main campus at 68th Street and Lexington Avenue, a modern complex of four buildings interconnected by skywalks. The Hunter-Bellevue School of Nursing, one of the nation's largest nursing programs, and the School of Health Sciences, noted for its outstanding programs in communication sciences, community health, and physical therapy, are located on East 25th Street. The Hunter College School of Social Work, recently listed among the top ten schools of its kind in the nation by *U.S. News and World Report*, is uptown, at East 79th Street. The Campus Schools at Park Avenue and 94th Street — an elementary school and a high school for the gifted — are renowned, as is the College itself, for their tradition of academic excellence.

Programs Hunter College offers more than 90 undergraduate programs and more than 50 graduate programs. The library, a nine-story, state-of-the-art facility, houses 750,000 books and subscribes to more than 2,000 periodicals. Recently new computer, multimedia and Internet labs were installed, and the first CD-ROM network was created. The CD-ROM network provides access to indexes, abstracts, and complete texts and multimedia resources. Access to the information superhighway is available through Internet labs.

Long known for its distinguished liberal arts and sciences curriculum, Hunter also prepares its students for careers in almost every conceivable field, offering courses from art and biological sciences to urban affairs and women's studies. Hunter students are admitted to medical schools at a rate 25 percent higher than the national norm; the

percentage of those admitted to law school is even higher. Hunter graduates win many coveted prizes and awards, including Fulbright and Mellon fellowships and Howard Hughes Predoctoral Fellowships, and they are accepted into graduate programs at the nation's most prestigious universities.



The class of 1901

Unlike those enrolled in the Normal College who were admonished to confine their extracurricular activities and strenuous exercise to their homes, today's students can participate in more than 150 clubs and many sports. Hunter offers what is widely considered the premier athletic program in The City University of New York. Hunter's softball, tennis, and men's and women's volleyball teams consistently win CUNY championships. Since 1990, Hunter's sports teams have captured more than 20 CUNY Athletic Conference championships. And in

HUNTER COLLEGE 1870-1995

Origins and Milestones



The Normal College of the City of New York, East Fourth Street, corner of Broadway, as shown in the Manual of the City of New York in 1870.

May 8, 1847 The Free Academy is established for males (it is renamed City College of New York in 1948).

November - December 1869 The Board of Education votes to establish the Female Normal and High School.

December 1, 1869 Thomas Hunter is appointed first President.

February 14, 1870 First classes are held in rented premises above a carriage shop at 694 Broadway.

April 26, 1870 State Legislature changes name of the Female Normal and High School to Normal College of the City of New York.

May 1870 New York City grants the Normal College land on Fourth Avenue (later renamed Park Avenue), between 68th and 69th Streets, for the construction of a permanent building.

July 12, 1870 First Commencement.

March 19, 1872 Cornerstone of Park Avenue Building is laid.

June 29, 1872 Inaugural meeting of the Associate Alumnae.

October 29, 1873 Normal College on Park Avenue opens and is formally dedicated.

1887 The first tuition-free public kindergarten in the U.S. is established at the Normal College

March 12, 1888 Normal College is closed by 22-inch blizzard.

June 19, 1888 New York State Legislature gives the Normal College the right to grant degrees.

December 19, 1888 "... the salaries of ... teachers in the Training Department [have] been increased to \$500 each per annum...."

1889 The Associate Alumnae is incorporated.

April 1889 The Alpha Beta Gamma and the Philomathean chapters jointly produce the *Echo*, the first undergraduate publication, which appears until 1966.

June 23, 1892 First BA degree— (non-regents accredited)—conferred.

1894 The Normal College accepts the Associate Alumnae Library as a gift.

1902 The annual yearbook edition of the *Echo* becomes the *Wistarion* yearbook.

June 1902 This graduating class is the first to wear academic caps and gowns.

1903 High school and college courses separated.

1906 President Thomas Hunter retires.

December 23, 1908 State recognition of Normal College BA makes degree equal to degrees awarded at other women's colleges.

June 1909 Faculty marches in full academic regalia at commencement for the first time.

1911-1912 Student Council is established.

1913 A new six-story structure (later renamed Thomas Hunter Hall) is built on Lexington Avenue.

1993, Hunter teams won renown for an unprecedented feat; both the men's and women's basketball teams were CUNY champions.

Community Service: Hunter serves New York—and the nation—by giving its students a first-rate education. It also serves through specialized programs such as the Public Service Scholar Program, which places students in internship positions in non-profit and government agencies. Students act as tutors, peer counselors, and translators in city hospitals that serve the city's new immigrant population. The College's highly regarded research centers and institutes are also noted for the cutting-edge work they do. These centers include the Brookdale Center on Aging, the Center on AIDS, Drugs, and Community Health, the Center for Occupational and



Anatomy and Physiology Class, Ca. 1919

Environmental Health, the Center for the Study of Family Policy, Centro de Estudios Puertorriqueños, and the Institute for Biomolecular Structure and Function.

Faculty: The small faculty assembled by Thomas Hunter in 1870 has grown to a roster of almost 1,300 extraordinarily accomplished men and women, full- and part-time faculty, who have brought luster to the College by their many scholarly, artistic and scientific achievements.

Hunter's faculty has included many distinguished scholars, educators, and creative artists, all greatly esteemed in their fields; many of them are well known to the public at large. Among the latter are authors Irving Howe, Alfred Kazin, and Philip Roth, poet (and Hunter alumna) Audre Lorde, actress Claire Bloom, director Harold Clurman,

April 4, 1914 State Legislature authorizes change of college name to Hunter College of The City of New York.

July 1916 First Summer Session.

February 1917 First Evening and Extension Sessions.

1919 The Alumnae open a Bureau of Occupations, which later becomes the Career Counseling and Placement Bureau.

February 1920 The Bronx Branch is established.

February 11, 1920 A Phi Beta Kappa chapter is established.

September 8, 1921 Graduate programs are introduced at Hunter College.

February 1925 The Brooklyn Branch is established.

February 1926 The Queens Branch is established.

May 26, 1926 Mayor Walker calls first meeting of the Board of Higher Education.

1929-1933 The Bronx Campus (later to become Lehman College) is constructed.

February 14, 1936 The main building of Hunter College at Park Avenue and 68th Street is destroyed by fire.

April 6, 1937 Board of Higher Education authorizes the creation of Queens College.

1938 President Colligan introduces the present organization of the faculty and departments.

October 8, 1940 New building dedicated at Park Avenue and 68th Street.

1940 Franklin Delano Roosevelt dedicates performing arts centers at Hunter.

November 22, 1943 Roosevelt House is dedicated as the first collegiate interfaith center in the nation.

February 1943 to December 1945 Bronx Campus is turned over to the Navy as a training center for 80,000 WAVES. GI Bill of Rights brings men to the main campus.

March 4, 1946 The first regular session of the U.N. Council and General Assembly is held at Bronx Campus.

March 30, 1948 Teacher Education Program is established.

1949 The Alumnae Association initiates a Scholarship and Welfare Fund.

September 14, 1951 First coeducational registration is held at Hunter in the Bronx.

February 1, 1956 The Louis M. Rabinowitz School of Social Work (later to become the Hunter College School of Social Work) is established.

September 1, 1961 The City University of New York is established.

September 14, 1964 First coeducational registration is held at Park Avenue Campus.

July 17, 1967 The Bellevue-Mills School of Nursing is transferred to Hunter College.

July 1, 1968 The Institute of Health Sciences is established.

July 1, 1968 Lehman College, formerly Hunter College in the Bronx, gains independent status.

March 5, 1969 The School of Social Work opens on East 79th Street.

September 1969 The Institute of Health Sciences commences operations in conjunction with the Mount Sinai School of Medicine.

1976 Tuition is imposed at The City University of New York.

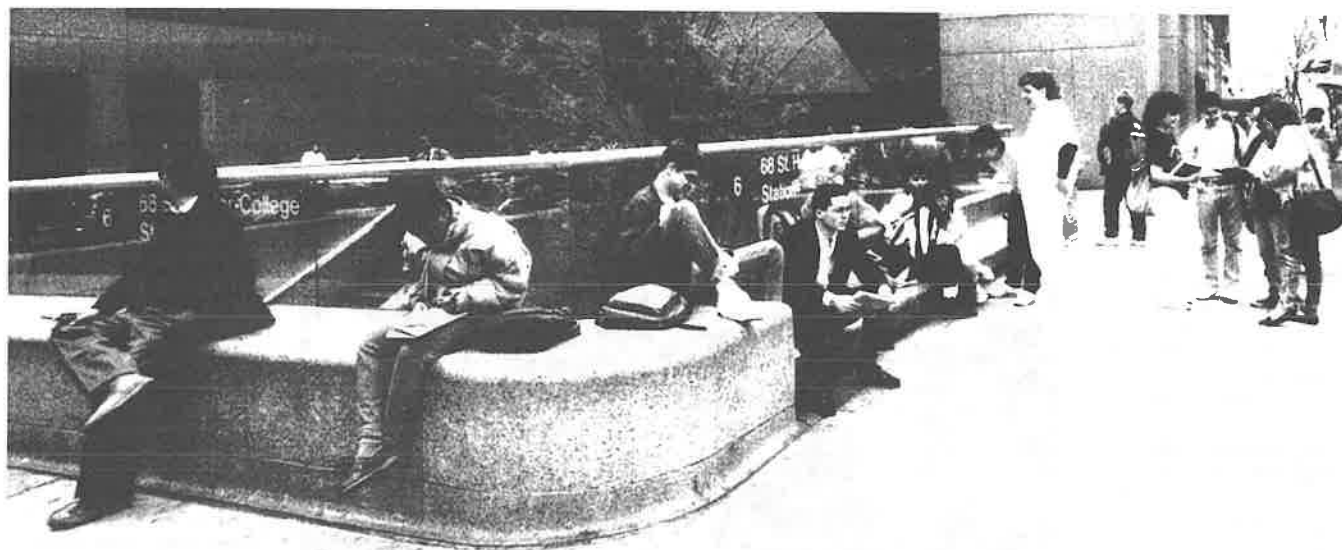
1977 Nobel Prize winner in medicine: Rosalyn Yalow, Hunter alumna (1941).

1983 President Donna Shalala inaugurates the opening of the East and West buildings.

1988 Nobel Prize winner in medicine: Gertrude Elion, Hunter alumna (1937).

November 8, 1993 The Sylvia and Danny Kaye Playhouse opens.

February 14, 1995 Hunter College celebrates its 125th anniversary.



painter Robert Motherwell, singer Russell Oberlin, sculptor Tony Smith, and composer Louise Talma.

In 1993-1994, the faculty's creativity and expertise, recognized by foundations and governmental agencies at all levels, brought the College a record \$25 million in grants and awards.

Alumni: Hunter is the only college in the country whose roster of alumni includes two female Nobel laureates, Gertrude B. Elion and Rosalyn Sussman Yalow, both winners of the Nobel Prize for Medicine. Among Hunter's other celebrated alumni are opera stars Martina Arroyo and Regina Resnik, authors Naomi H. Bliven, Evan Hunter, Bel Kaufman, Leonard Kriegel, and Kate Simon, columnist Sylvia F. Porter, Congresswoman Bella S. Abzug, film critic Judith Crist and architecture critic Ada Louise Huxtable, historian Lucy S. Dawidowicz, actress Ruby Dee, dancer/anthropologist Pearl Primus, educator Joseph Shenker, business executive Helen Galland Loewus, psychologist Rose N. Franzblau and psychiatrist Avodah K. Offit, and journalists Jack Newfield, Philip Shabecoff, and Kathleen Teltsch.

The Performing Arts: The commitment to excellence that has always been the hallmark of a Hunter education extends to the performing arts. From 1943 until 1975, when the Hunter College Concert Bureau was closed during the city's fiscal crisis, Hunter's major performance spaces at the Lexington Avenue campus provided the city with a premier center for outstanding theatre, music and dance. Those who appeared at Hunter under the aegis of the bureau constitute a who's who of the world's greatest artists. Since the opening of The Sylvia and Danny Kaye Playhouse in 1993, Hunter is well on its way to serving the city once again as a center for preeminent cultural and educational events.

In its splendid record of affording access and its emphasis on and dedication to excellence and service, Hunter College has kept faith with its founder. Hunter is, in his words, "an institution [that is] ... a credit to the city that supports it."

Hunter College and the Aims of Education

A liberal education should help men and women to bring a rich and informed sense of the possibilities of humanity to their careers, to their public responsibilities, and to their personal lives. This goal is basic to Hunter's educational philosophy.

Hunter College is a major educational center in The City University of New York system. CUNY, which brings together all the City's senior and community colleges, was formed in 1961. CUNY is governed by the Board of Trustees, which sets the general policies and rules 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 achieved with its students.

Hunter offers training in both the sciences and the humanities, and schooling in a number of professional fields. As they work toward their career goals, students are expected to reach a broader understanding of the place of their chosen fields of study and work in the wider realms of knowledge and of society. The Hunter College Senate has articulated this goal in a recent policy statement:

"While preparation for specific careers is actively encouraged in many programs," the Senate statement declares, "the fundamental aim of the college experience as a whole is to develop a student's rational, critical, and creative powers. Such development involves the abilities to conceptualize and analyze, to relate the concrete and particular to the abstract and general, and to think and write logically and coherently. It also includes a broadening and deepening of outlook: an awareness of one's own and other cultures as well as the enduring questions—and answers—concerning being, purpose, and value that have already confronted humanity. And it encourages the heightening of aesthetic sensibility and intellectual imagination. Finally, 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 of Social Work Education, the National League for Nursing, the Department of Baccalaureate and Higher Degree Programs, the American Planning Association, the Council on Rehabilitation Education, the Educational Standards Board and Professional Service Board of the American Speech-Language-Hearing Association, the Council on Education for Public Health, the American Dietetic Association, and the Commission on Accreditation in Physical Therapy.

Graduate Programs

The following graduate degree, advanced certificate, and combined undergraduate/graduate degree programs are offered (concentrations or options are indicated in parentheses). These programs have been approved by the New York State Education Department and are listed in the Inventory of Registered Programs. The Higher Education General Information Survey (HEGIS) code numbers appear next to the appropriate program.

Students are advised that enrollment in other than registered or otherwise approved programs may jeopardize their eligibility for certain student aid awards.

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

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.

Graduate Programs

Humanities and the Arts		School of Health Sciences (cont'd)		Programs in Education (cont'd)	
	HEGIS Code		HEGIS Code		HEGIS Code
Art (Creative), MFA	1002	Communication Sciences, MS	1220	Rehabilitation Counseling, MSED	2104.10
Art (Creative), MA*	1002	Audiology		Secondary Education, MA	
Art History, MA	1003	Speech Pathology		Offered in collaboration with	
Communications, MA	0601	Community Health Education, MPH	1214	the following departments or	
English, BA/MA	1501	Environmental and Occupational		programs:	
English Literature, MA	1502	Health Sciences, MS	1299	Art (K-12)	0831
French, MA	1102	Home Economics (K-12)		Biology*	0401.01
Italian, MA	1104	Teacher, MSED*	1301.01	Chemistry, MA*	1905.01
Museum Administrator, Adv.Cert*	1099	Nutrition, MS*	1306	Earth Science, MA*	1917.01
Music, MA, BA/MA	1004	Teachers of Speech & Hearing		English	1501.01
Composition	1004.10	Handicapped, MS	0815	French	1102.01
Music History	1006			Italian	1104.01
Performance	1004			Latin	1109.01
Music - Ethnomusicology, MA	1006	School of Nursing	1203.10	Mathematics*	1701.01
Spanish, MA	1105	Maternal - Child Nursing, MS		Music (K-12)	0832
Theatre, MA	1007	Medical - Surgical Nursing, MS		Physics, MA*	1902.01
		Occupational Health Nursing, MS*		Social Studies	2201.01
		Pediatric Nurse Practitioner,		Spanish	1105.01
		MS, Adv.Cert.		Teachers of Special Education,	
Sciences and Mathematics		Psychiatric Nursing, MS		MSED	0808
Biochemistry, MA	0414	Nursing Administration, MS		Teachers of the Deaf, MSED	0812
Biological Sciences, MA	0401	Gerontological Nurse		Teachers of the Blind and Visually	
Chemistry, MA*	1905	Practitioner Program, MS		Handicapped, MSED	0814
Computer Science, MA*	0701	Community Health Nursing, MS		School Administrator & Supervisor,	
Geography, MA	2206			Advanced Certificate	0828
Mathematics (Pure), MA, BA/MA	1701	School of Social Work	2104	Teaching English to Speakers of	
Mathematics (Applied), MA	1703	Social Work, MSW		Other Languages, MA	1508
Physics, MA, BA/MA	1902	Social Work Practice, Advanced Certificate			
Social Sciences				Dual Degree Programs	
Anthropology, MA, BA/MA	2202	Programs in Education		Community Health Nursing/	
Economics, MA, BA/MA	2204	College Counseling & Student		Community Health Education,	
History, MA, BA/MA	2205	Development, MA*	0826	MS/MPH	1203.10/1214
Psychology, MA	2001	Elementary Education,			
Russian Area Studies, MA*	0307	N-6, MSED	0802		
Sociology & Social Research,		Elementary Education N-6,			
BA/MS	2208	Bilingual Extension			
Social Research, MS	2208	Elementary Education N-6,			
Urban Affairs, MS	2214	Reading Teacher			
Urban Planning, MUP	2214	Guidance & Counseling (School			
		Counselor), MSED	0826.01		
School of Health Sciences		School Health Management,			
Allied Health Services		MSED*	0837		
Administration, MS*	1202	Physical Education, MSED*	0835		

*Admission to this program has been suspended by the College.

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: (For admission to the School of Social Work, see appropriate section of this catalog.)

1. The student must hold a bachelor's degree from a regionally accredited institution, comparable in standard and content to a bachelor's degree from Hunter College.

Degrees granted on the basis of work completed at institutions which are not fully accredited, or on the basis of non-academic prior learning, test scores, and other than organized supervised coursework in academic subjects may not be considered comparable.

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 and health sciences; it is not required for programs in education, nursing or the MFA program. Applicants should write directly to Graduate Record Examination, Educational Testing Service, Box 6000, Princeton, NJ 08541-6000 (phone number, 609-771-7670) for full information and arrangements to take the test. The GRE should be taken no later than February for Fall admission and September for Spring admission.

International Students

A report of the Test of English as a Foreign Language (TOEFL) is required of all applicants whose native language is not English and/or who have taken all or part of their undergraduate education in a country where English is not the native language. Such applicants, depending upon program selected, may also be required to take the TWE (Test of Written English) and the TSE (Test of Spoken English), also administered by the Educational Testing Service. Applicants should plan to take these examination(s) at least 9 months before their intended date of enrollment. Information about TOEFL, TWE, and TSE can be obtained by writing to TOEFL Bulletins, P.O. Box 6151, 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.*

*Minimum satisfactory score on TOEFL is 550-600 depending upon curriculum. Please refer to the "Table of Programs and Supplemental Information" provided in the graduate degree application.

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 \$16,000-\$19,000 per year). This form and documentation are required in order to obtain the I-20 AB Certificate of Eligibility. This procedure takes place after determination of academic eligibility 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: \$16,000-\$19,000 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; telephone (212) 772-4482. The deadline for application varies by program. The earliest deadline for Fall admission is February 1 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) 452-7055.

The complete application, accompanied by an application fee of \$40, 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 directly from each institution attended 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 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 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 approximately 2 months before registration. The application must be equivalent of at least an American bachelor's degree. 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 \$40 will be charged when the student registers.

Acceptance to non-matriculated status does not imply approval to take a specific course. This approval rests solely with the graduate program advisor involved. Students should consult the graduate program advisor in the appropriate department for specific information.

To be considered for possible matriculation, a non-matriculated student must have earned grades of A or B for the course credits taken as a non-matriculant. For most 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.

A non-matriculated student may be limited to 9-12 credits (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

Students may request transfer credit for relevant graduate courses taken at regionally accredited institutions, including courses taken at Hunter College while matriculated in another degree program whether or not the master's degree was awarded.

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 program, may be transferred.

Note: Grades in courses transferred from other institutions, or from a prior master's degree program earned at Hunter College, will not be calculated into the student's grade point average (GPA), nor will these grades be posted on the current 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 the graduate transfer of credit form has been filed.

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 Admission, room 203, North Building. There is a \$10 nonrefundable readmission 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 \$40.00 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. 00) 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 schedule of classes in the calendar for deadline dates.)

Hunter College Research Centers and Institutes

Brookdale Center on Aging

The Brookdale Center on Aging, established in 1974, is the largest multidisciplinary academic gerontology center in the tri-state area. The center has an operating budget of \$3 million, and is supported by funding from Hunter College, grants from the Brookdale Foundation and other philanthropic and corporate foundations, grants and contracts from federal, state, and local governments, and contributions from the general public. A Board of Overseers, composed of leading citizens of New York City, acts in an advisory capacity to the faculty and staff of the Center. Dr. Harry R. Moody is the director of the Center.

The work of the Center, which addresses the needs of all older people with particular attention to lower-income, minority, or frail aged, is generally organized under the auspices of six institutes, departments, and divisions: the Institute on Law and Rights of Older Adults; the Institute on Intergenerational Education; the Institute on Mutual Aid and Self Help in the Field of Aging; the Training Division; the Research Department and the Student Scholarship and Placement Department. The Hunter College/Mount Sinai Geriatric Education Center was established in 1985; its affiliates include the New York Medical College, the College of Podiatric Medicine, the SUNY School of Optometry, and over 100 other educational and service institutions in the tri-state area.

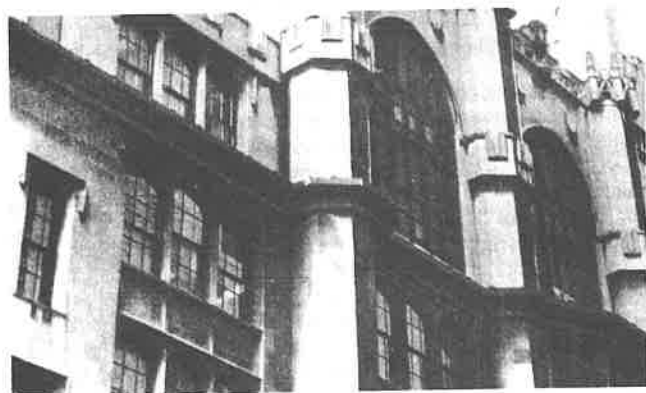
Center on AIDS, Drugs, and Community Health

The Center on AIDS, Drugs and Community Health defines its mission as helping New York City community organizations and human service agencies to develop effective programs for the control of HIV/AIDS, substance abuse, tuberculosis, violence and related threats to health. By providing training, helping in program development, and conducting research and evaluation, the center enables communities that have been most adversely affected by these intersecting epidemics to mobilize for health.

The center also helps students at Hunter College and other CUNY units to develop the knowledge and skills needed to care for people with HIV. In addition, through internships, special courses, and faculty workshops, the center prepares students to bring accurate AIDS prevention messages to their communities.

Through its research and evaluation unit, the center is evaluating the impact of the New York City high school AIDS education/condom availability program as well as helping several community organizations to assess their AIDS prevention program.

The center is funded by several private foundations and city, state and federal governments.



Center for Occupational and Environmental Health

The Hunter College Center for Occupational and Environmental Health (COEH) was established in 1986 to improve workplace and environmental health by assisting worker and community efforts to understand and ameliorate hazardous conditions. Jointly sponsored by two academic programs within the School of Health Sciences (Community Health, and Environmental and Occupational Health Sciences), the Center:

- conducts training classes to assist labor unions, government agencies and other groups to strengthen their capacity to respond to workplace hazards;
- develops and publishes curricula, conducts and evaluates the impact of worker training on occupational safety and health;
- conducts epidemiological and other public health research to discover associations between working and living conditions and health;
- assists communities in addressing urban environmental concerns;
- researches the impact of environmental hazards in NYC;
- collaborates with public health agencies to develop policy concerning occupational and environmental health;
- sponsors graduate student internships in occupational and environmental health.

Current areas of interest and study include asbestos, lead poisoning, hazardous waste and materials, community education, asthma, air pollution, ergonomics, and public health policy. The Center for Occupational and Environmental Health is funded by federal and state grants, labor unions, and private foundations.

Center for the Study of Family Policy

The Hunter College Center for the Study of Family Policy promotes research, dialogue, and action focused upon changing family needs and emerging family policies in the United States. The center is committed to an inclusive definition of the family that recognizes its central position in society and its diverse forms. Interdisciplinary research projects and focused educational programs contribute to the development of a viable family policy for our society, one that is universal, comprehensive, and sensitive to issues of race, gender, ethnicity, sexual orientation, social class and family structure.

Through its speaker series, scholar and advocate roundtables, research projects, and the activities of its advisory committee members and faculty associates, the center brings together researchers, policy makers, students, service providers, community activists, and others to:

- Identify the diverse and changing needs of families in the United States;
- Conduct relevant research on innovative ways of addressing the needs of families;
- Assess the impact of local, state, and federal family policy initiatives;
- Examine models of family policy from other societies;
- Disseminate information that will further the current debate about family policy in the United States.

Current Center projects focus on:

- reform of the child welfare system
- family preservation
- health care for immigrant families
- family resource centers
- homelessness prevention at the neighborhood level
- welfare rights and welfare policy

The Center for Puerto Rican Studies (Centro de Estudios Puertorriqueños)

The Centro is the only university-based research institute in the United States dedicated to the interdisciplinary study of the Puerto Rican experience. Founded in 1973 by a coalition of students, community activists and academics, the Centro's focus is on "activist research," linking scholarly inquiry to social action and policy debates. The lessons learned from this involvement with the community enrich the Centro's contributions to the development of basic theory and intellectual paradigms within the academy. Furthermore, in addressing major inequities in social conditions affecting Puerto Ricans, Centro research bears important implications for the study of Latinos in the U.S. and other contemporary global migrations.

The Centro has grown into a major research and educational resource distinguished for its collective form of self-governance and wide-ranging ties to academic, advocacy and community-based constituencies. The motto — *Aprender a Luchar, Luchar es Aprender* — brings home the driving concern with generating knowledge that contributes to individual and community self-affirmation and empowerment.

Centro staff are active in community outreach projects and scholarly and professional associations, and publish in national and international journals. They guide and mentor Latino and other students, assist and advise community organizations and other research institutions, and serve on local, national and international committees concerned with issues of social, economic, educational and cultural policy.

Currently, the Centro Research areas are: Cultural Studies, Higher Education, History, Language and Education, and Political Economy of the Migration. The Centro Faculty Fellows and Internship Programs afford opportunities to outside researchers to collaborate with Centro staff on projects of mutual interest.

The Centro Library and Archives, which houses the principal Puerto Rican research collection in the United States, is a major resource for scholarly inquiry, and for furthering the educational knowledge base of the Puerto Rican/Latino community. Also known as the Evelina López Antonetty Research Collection, the Centro Library and Archives is recognized as the preeminent resource for Puerto Rican Studies, attracting laymen and scholars from around the country, from Puerto Rico and from abroad. Recently, the Centro Library was awarded custody by the Government of Puerto Rico of the Historical Archives of the Puerto Rican Migration to the United States. This collection will be accessible to researchers in the near future. The Centro Library and Archives is a non-circulating reference operation open to the general public free of charge.

Centro-administered Exchange Programs

INTERCAMBIO: The City University of New York - University of Puerto Rico Academic Exchange Program INTERCAMBIO is a program of academic cooperation and interchange between the CUNY system and the University of Puerto Rico. Its principal goal is to strengthen the ability of faculty at both universities to understand and address the economic, social and cultural problems of Puerto Rican communities in New York and Puerto Rico. It has four

major components: joint research, seminar, and other scholarly projects; graduate study and research; undergraduate student interchanges; the exchange of visiting professors.

CUNY-Caribbean Exchange Program The CUNY-Caribbean Exchange promotes institutional, faculty, and student intellectual and scientific exchange with academic institutions in the Caribbean. Through a broad range of scholarly projects, this CUNY-wide program aims to: a) foster ongoing dialogue between faculty and students from CUNY and other universities and other scientific research centers in the Caribbean, b) contribute to an enhanced mutual understanding of culture and scholarship, c) strengthen the network of CUNY faculty and students whose research and professional interests focus on the Caribbean, and d) strengthen CUNY curricula pertaining to the Caribbean and advance the field of Caribbean Studies.

The *Centro's Journal* is the major publication for the compilation and dissemination of articles focusing on the Puerto Rican experience both in the USA and Puerto Rico that utilizes both academic and general audience formats.

Institute for Biomolecular Structure and Function

The Institute for Biomolecular Structure and Function, established in 1988, unites the efforts of chemists, biologists and psychologists working on biomolecular structure and interactions and their effects on gene function. Advanced experimental and theoretical methods are applied to the analysis of molecular structure, combined with biological dissection of molecular function in defined genetic systems. The institute includes facilities for nucleic acid and protein sequencing and synthesis, electron microscopy, x-ray diffraction, nuclear magnetic resonance, and computational chemistry and computer graphics. A facility for cell culture and monoclonal antibody production is expected to be added soon. Major funding has been obtained from the National Institutes of Health (NIH) and other national agencies.

Areas of investigation by institute scientists include:

- Structural studies of proteins and nucleic acids and their interactions;
- Analysis of DNA-protein and protein-protein cooperation in the transcription of DNA and translation of messenger RNA;
- Studies of gene regulation through signal transduction driven by hormones and other extra-cellular ligands;
- The design and synthesis of new drugs capable of binding to specific protein structures or DNA sequences;
- The application of new computer methods, combined with x-ray diffraction and spectroscopic measurements, for deciphering the structure of DNA-protein complexes, as well as drug molecule interactions with DNA and proteins;
- Interactions of steroid hormones in the CNS and its effects on neurotransmitters regulating behavioral and memory function.

With the addition of new faculty active in drug design and synthesis and theoretical chemistry, the program on new anti-viral and antibiotic drugs has been strengthened. Research on new compounds active against the AIDS-associated virus HIV is proceeding. The institute has been awarded additional funding from the NIH specifically for AIDS-related research. Collaborative projects in AIDS research (new drugs against HIV and opportunistic pathogens afflicting patients) are being initiated with institute staff and scientists at Memorial Sloan-Kettering Cancer Center. Anti-tumor drug studies involve interaction between institute scientists and investigators at Columbia University. It is expected that such collaborative research will continue to be an important part of the institute's program.

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 9.)

Tuition

NY-State Resident*

Masters (All)

Full-time	\$2,175/semester
Part-time	\$185/credit
Excess hours	\$65/hour

All Students (Including non-degree and senior citizens)

Consolidated Services fee	\$2 semester or session
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Out-of-State Resident

Masters (All)

Full-time	\$3,800/semester
Part-time	\$320/credit
Excess hours	\$65/hour

All Students (Including non-degree and senior citizens)

Consolidated Services fee	\$5 semester or session
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NOTE: all fees effective 6/1/95

Maintenance of Matriculation: (Graduate Students)

New York State Resident	\$250.00
Out of State Resident	\$403.00

Estimated cost of books and supplies per semester for full-time students is \$300.

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. Applications for proof of New York State residency can be obtained in the 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—\$40 payable at the time of filing application for admission	
Application for non-matriculation—\$40 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	

*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.

Duplicate identification card \$5
Comprehensive examination \$15
(teacher education program curricula only)

Thesis binding fee

\$15 for binding the original copy of the master's thesis typed on bond paper. Two copies are left at the appropriate divisional dean's office—the original and a photocopy or typed duplicate of the original. (Special paper is not required for the second copy.)

Duplicate receipt \$15

Transcript of records \$4

Readmission \$10

Returned check processing \$10

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 transcript mailed to the student is not valid for transfer or certification purposes.

All fees and tuition charges listed in this catalog 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

Financial aid is available to matriculated students in the form of grants, loans, and work study. Grants provide funds that do not have to be repaid. Loans must be repaid in regular installments over a prescribed period of time. Work study consists of part-time employment, either on campus or in an outside agency.

Students who believe they will need help in meeting college expenses should contact the Financial Aid Office, which is located in Room 241 of the North Building. The office is open from 10:00 am to 6:00 pm Monday through Thursday and from 9:30 am to 1:00 pm on Friday when classes are in session. When classes are not in session, there are no evening hours.

Financial Need

Aid from most of the major Federal programs is awarded on the basis of financial need (except for unsubsidized Federal Direct Loans).

When you apply for federal student aid, the information you report is used in a formula, established by the U.S. Congress, that calculates your **Expected Family Contribution (EFC)**, an amount you and your family are expected to contribute toward your education.

There is not a maximum EFC that defines eligibility for financial aid programs. Your EFC is used in an equation to determine your financial need:

$$\begin{array}{r} \text{Cost of Attendance} \\ - \text{Expected Family Contribution (EFC)} \\ = \text{Financial Need} \end{array}$$

The financial aid office takes your **cost of attendance (COA)**, and subtracts the amount you and your family are expected to contribute toward that cost. If there is anything left over, you are considered to have financial need. In determining your need for aid from the Student Financial Assistance programs, the Financial Aid Office must first consider other aid you are expected to receive.

The Cost of Education

The cost of education is an important consideration when deciding upon attending college. A student budget is used as an estimate of the amount of money it will cost a student to attend college. It includes tuition, fees, books, transportation, housing, and food expenses. Additional allowances may be made for unusual expenses such as child care costs.

Student budgets are set each year by the University. They reflect the average expenses of all students who are living with their parents or living away from their parents. These budgets may be adjusted only if an individual can document an unusual expense not incurred by the average student. Students with disabilities should speak to a financial aid counselor about budget adjustments for their special needs.

The 1996-97 Hunter College budgets for 9 months, full-time in-state graduate students are as follows:

	Living With Parents	Living Away From Parents
Tuition	\$4,350.00	\$4,350.00
Fees	39.40	39.40
Books & Supplies	500.00	500.00
Transportation	810.00	810.00
Room & Board	1,500.00	5,748.00
Personal	2,214.00	2,442.00
Total	\$9,413.40	\$13,889.40

Please note: Tuition charges are estimates for full-time New York State residents based on 1996-97 tuition charges. Actual tuition charges for New York State residents, out-of-state residents, and international students for full-time and part-time study can be found in the Schedule of Classes.

Student Resources

In reviewing your student budget, you should consider the resources you will have from earnings and savings, the amount your parents can contribute, and any benefits you receive such as social security, veteran's, unemployment, or public assistance. Summer employment can help meet the first costs of enrollment and you should plan to **save** money from your summer earnings. Cash will be needed right away for books, supplies, and transportation.

Financial Aid Programs

If your resources are not sufficient to cover the cost of attendance, you should look into the possible financial aid available. Financial assistance, provided through the College, is intended for eligible students who need assistance in meeting costs. Financial aid is not provided to nonmatriculated students.

Packaging

Rather than using one source to finance your education, a combination of monies from all of the programs for which you are eligible may be used. This system for allocating aid is called packaging. Funds will be allocated first to meet the basic costs of attendance (tuition, books, transportation); if funding permits, other living expenses will then be addressed.

Applications for financial aid must be filed each year. Students should apply as soon as the new applications are available, which is usually in early spring.

APPLICATION PROCEDURES

All students and prospective students are encouraged to apply for assistance. Each applicant should complete The Free Application for Federal Student Aid. Upon receipt of your FAFSA, the City University's Application Processing Center (UAPC) will forward a Financial Aid Supplemental Information Request Form (FASIR). You must update the form, obtain all necessary signatures and forward it to UAPC in order to complete the process of applying for financial aid.

A Renewal FAFSA may be sent to students who applied for federal aid the prior academic year. This form may be used in lieu of the FAFSA.



After the FAFSA is processed, a Student Aid Report (SAR) will be mailed to the student. A correct SAR should be submitted to the Financial Aid Office before federal and institutional awards can be made and loans can be processed. If the SAR states that a student has been selected for a process called verification, proof of income must be furnished. In most instances this is a signed copy of the student's and/or parental Federal Income Tax Return for the previous year.

Students who apply before May 1 will be considered for federal, state, and campus-based aid. Students who apply after that date will be eligible to receive assistance from TAP, and Federal Direct Loans. All other aid will be dependent upon the availability of funds.

Student Eligibility

To be eligible for federal and state aid, a student must be a United States citizen or an eligible non-citizen who is making satisfactory academic progress toward a degree. Students who have defaulted on a loan or owe a repayment of a grant at any postsecondary school must make repayment arrangements with that institution before they will be eligible to receive aid at Hunter.

Satisfactory Academic Progress Aid

All recipients of financial aid must be making satisfactory progress toward a degree. There are two different formulas used to make this determination, one for state aid and another for federal aid.

State Program Eligibility

To be eligible to receive assistance from the Tuition Assistance Program (TAP) Program, students must complete a minimum number of credits the prior semester, complete the appropriate number of cumulative credits, and have the appropriate grade point average at the beginning of each semester of state-supported study.

Program Pursuit for graduate students who received their first State award during the 1981-82 award year or thereafter is based on the total number of semesters of previous participation in the program. Undergraduate payments are counted towards program pursuit for graduate students.

Academic Progress standards for graduate students are applicable only to a student's semesters of graduate level support. Whether or not a student has received State aid as an undergraduate has no bearing in determining the student's academic progress.

A student seeking his/her first graduate award from the same institution that he/she received his/her undergraduate degree would be evaluated for program pursuit on the basis of the last semester that he/she received State support as an undergraduate. A student seeking his/her first graduate award from a different institution would be considered as a transfer student and therefore automatically eligible for the first graduate award.

When the graduate full-time course load is not comprised of credits (e.g. clinical practicum courses), college documentation recording of student's demonstrated program pursuit must support a student's continued eligibility.

Waiver of Academic Standing Requirements

Students who become academically ineligible to receive assistance from state programs because of a documentable unusual circumstance (e.g., illness) may apply for one-time waiver of the Satisfactory Academic Progress requirements. For further information, contact the Office of Student Services.

Federal Program Eligibility

The federal Satisfactory Academic Progress standard applies to students seeking assistance from Title IV funds, Federal Perkins Loan, Federal Direct Student Loans, and Federal Work Study.

In order to be making satisfactory academic progress toward a degree, for purposes of receipt of Title IV Federal Student Assistance, a graduate student must meet at least the GPA required for good academic standing at the institution and:

- A. Accumulate credits toward the degree greater than or equal to two-thirds the cumulative credits attempted at the institution.
- B. Not have attempted more than 150 percent of the credits normally required for completion of the degree.

Campus-Based Programs

Federal Work-Study (FWS) Program and the Federal Perkins Loan Program are considered campus-based programs because they are administered directly by the Financial Aid Office. How much aid a student receives depends on the student's financial needs, the amount of other aid the student will receive and on the availability of funds. Students must apply early in order to be considered for these funds and should check with the Financial Aid Office for deadlines. When funds are no longer available, no more awards can be made that year.

Federal Work-Study

The Federal Work-Study (FWS) Program provides jobs for graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the student's course of study. The FWS salary will be at least the current federal minimum wage, but it may be higher, depending on the type of work the student does and the skills required. The total FWS award depends on when the student applies, the student's level of need, and the availability of funds.

Federal Perkins Loans

A Federal Perkins Loan is a low-interest (5 percent) loan for students with **exceptional** financial need. Federal Perkins Loans are made through Hunter as the lender and the loan is made with government funds. Students must repay this loan. Eligible students may borrow up to \$5,000 for each year of graduate/professional study. The total amount graduates can borrow is \$30,000. (This amount includes any federal Perkins loans you borrowed as an undergraduate). The actual amount of the loan is dependent on financial need and the availability of funds.

WILLIAM D. FORD FEDERAL DIRECT LOAN

The Federal Direct Student Loan Program, established by the Student Loan Reform Act of 1993, provides low-interest loans for students. Under the Direct Loan Program, the federal government makes loans directly to students through the college.

There are two kinds of Direct Loans available to graduate students:

FEDERAL DIRECT STAFFORD LOANS

A subsidized loan awarded on the basis of financial need. (See financial need). If you qualify for a subsidized loan, the federal government pays interest on the loans ("subsidizes" the loan) until you begin repayment and during authorized periods of deferment thereafter.

FEDERAL DIRECT UNSUBSIDIZED STAFFORD LOANS

An unsubsidized loan is not awarded on the basis of need. If students qualify for an unsubsidized loan, students will be charged interest from the time the loan is disbursed until it is paid in full. Students can choose to pay the interest or allow it to accumulate. If students allow the interest to accumulate, it will be capitalized — that is, the interest will be added to the principal amount of the loan and will increase the amount that has to be repaid. If the interest is paid as it accumulates, the student will have less to repay in the long run.

As a graduate student you can borrow up to \$18,500 each academic year (at least \$10,000 of this amount must be in unsubsidized Stafford loans). These amounts represent the maximum yearly amounts you can borrow in both subsidized and unsubsidized Stafford loan. You may receive less than the yearly maximum amount if you receive other financial aid that is used to cover a portion of your cost of attendance. Your total aid including loans may not exceed your cost of attendance.

The total debt you can have outstanding from all Stafford loans combined as a graduate or professional student is \$138,500 (no more than \$65,500 of this amount may be in subsidized loans). The graduate debt limit includes any Stafford loans received for undergraduate study. Stafford loans are not made to students enrolled in programs that are less than one third of an academic year.

For students whose Direct Loans were first disbursed on or after July 1, 1994, the interest rate is variable, but it will never exceed 8.25 percent. From July 1, 1994 through June 30, 1995, the interest rate is 7.43 percent. The interest rate is adjusted each year on July 1. Students will be notified of interest rate changes throughout the life of their loan.

To apply for a Direct Loan the student must complete the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA, the FASIR and the WILLIAM D. FORD FEDERAL DIRECT STAFFORD LOAN Request available in the Financial Aid Office. Hunter College will certify the student's enrollment, the student's cost of attendance, the student's academic standing, any other financial aid for which the student is eligible, and the student's financial need. (Need is evaluated to determine if the student qualifies for a less costly subsidized Federal Direct Stafford Loan.)

Once a Direct Loan is made, it is managed and collected by the U.S. Department of Education's Direct Loan Servicing Center. The toll-free telephone number is 1-800-848-0979.

DIRECT CONSOLIDATION LOANS

A Direct Consolidation Loan is designed to help student borrowers simplify loan repayment. Even though a student may have several different federal student loans, a student will need to make only one payment a month for all the loans the student may consolidate. The student may even consolidate just one loan into a Direct Consolidation Loan to get benefits such as flexible repayment options.

Most federal student loans can be consolidated. The Direct Loan Servicing Center provides students with a complete listing of eligible loans. The toll-free telephone number of the Servicing Center's Consolidation Department is 1-800-848-0982.

NEW YORK STATE FINANCIAL AID PROGRAMS

Tuition Assistance Program (TAP)

To apply for TAP you must be a U.S. citizen or permanent resident and a legal resident of New York State for at least a year.

The amount of a TAP award depends upon your family's size and net taxable income, which is defined as the combined income of the applicant, the applicant's parents, and the applicant's spouse, as reported in New York State income tax returns for the previous year. Students who are financially dependent upon their parents or who are financially independent of their parents and are married or have tax dependents may be eligible for TAP if their parent's net taxable income is less than \$20,001. Graduates who are financially independent may be eligible if their net taxable income is less than \$5,666. (Adjustments are made for number of family household members attending college full-time.) The maximum TAP award to a graduate student at Hunter ranges from \$75 - \$1125 per year.

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. Students entering in the spring semester should apply immediately after acceptance. Applications must be made annually. Students applying for other aid in addition to TAP must file the CUNY FASIR.

The deadline for filing TAP applications is May 1 of the following year (e.g., for the academic year 1995-96 the deadline would be May 1, 1996).

A student with a disability that prevents attendance on a full-time basis may be eligible to receive TAP while attending on a part-time basis.

PROFESSIONAL OPPORTUNITY SCHOLARSHIPS

Professional Opportunity Scholarships (for approved professional programs, e.g., accounting, architecture, engineering, nursing, occupational therapy, ophthalmic dispensing, pharmacy, physical therapy, dental hygiene, landscape architecture, physician's assistant, law, podiatry, optometry, psychology, social work, veterinary medicine, speech/language, pathology/audiology) are available to US citizens and permanent NYS residents. Students must be enrolled full-time (matriculated) in an approved program of study in NYS. Students must agree to practice in NYS for one year in their chosen profession for each annual payment received. Students must demonstrate good academic standing and meet college guidelines for pursuit of program.

Recipients must be chosen in the following order of priority:

1. Economically disadvantaged (prescribed criteria) and a minority group member historically under-represented in the profession.
2. Minority group member under-represented in the profession.
3. Candidate who is enrolled in or a graduate of COLLEGE DISCOVERY (CD), SEARCH FOR ELEVATION, EDUCATION AND KNOWLEDGE (SEEK), EDUCATIONAL OPPORTUNITY PROGRAM (EOP), HIGHER EDUCATIONAL OPPORTUNITY PROGRAMS (EOP).

Awards range from \$1,000 to \$5,000/year for up to four years or five years in certain programs. TAP and some other benefits may supplement this award.

Contact the college Financial Aid Office or the NYS Education Dept., Bureau of Post-Secondary Grants Administration, Cultural Education Center, Rm. 5B68, Albany NY 12230, (518) 474-5705. Applications must be submitted each year. Deadline for 1996-97 is March 1, 1996.

Taxability of Financial Aid

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 Tax 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 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.

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

Students are encouraged to obtain a copy of The Student Guide, Financial Aid from the US Department of Education. Available in Room 241 North.

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

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.

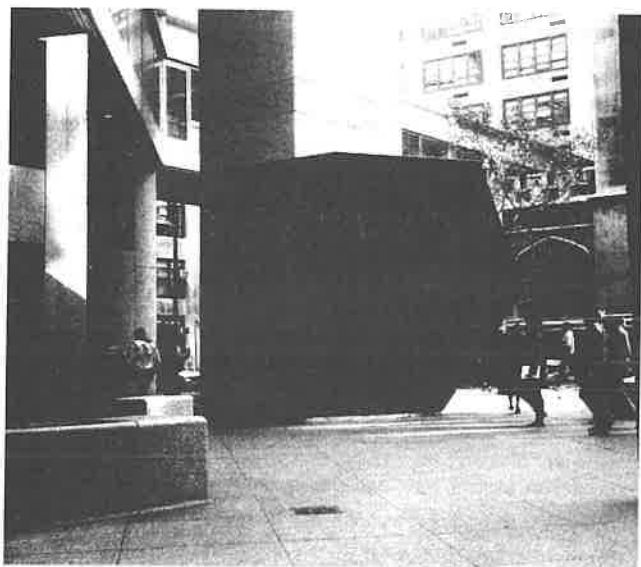
Social Work Scholarships and Grants

Partial tuition waivers from the Lois and Samuel Silberman Fund are the principal source of tuition assistance available to students at the School of Social Work. These grants are based solely on financial need. In addition, various public and voluntary agencies and foundations provide some assistance in the form of scholarships and stipends.

Inquiries concerning all types of financial assistance should be addressed to The Scholarship Office, 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 Business Office, Hunter-Bellevue School of Nursing, 425 East 25th St., New York, NY 10010.



Fellowships in Environmental and Occupational Health Sciences

The School of Health Sciences has a number of fellowships offered by the National Institute for 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 and Occupational Health Sciences Program, School of Health Sciences, 425 East 25th St., New York, NY 10010.

Traineeships in public health are offered through grants from the US Department of Health and Human Services. Contact the program officer for further information.

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 a Permit Application form. Forms may be obtained in the Office of the Registrar, North Building, Room 217.

Consult the current Schedule of Classes for additional information concerning taking courses on permit.

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 for maintenance 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 12). 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.

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.

Grades

Effective Fall 1996 grades in graduate courses are reported as follows:

Grade	Definition	Quality Points (GPA Index)
A+	97.5 - 100%	4.0
A	92.5 - 97.4%	4.0
A-	90.0 - 92.4%	3.7
B+	87.5 - 89.9%	3.3
B	82.5 - 87.4%	3.0
B-	80.0 - 82.4%	2.7
C+	77.5 - 79.9%	2.3
C	77.0 - 77.4%	2.0
F	0 - 69.9%	0
P =	Satisfactory completion. Used only for the thesis research or equivalent course where required in the particular graduate program.	
IN =	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.

Students shall not be permitted to repeat courses in which they have previously received a grade of B or better. Courses in which a grade of C is earned may be repeated only with departmental permission. Credit for the repeated course will be counted in the GPA, but not toward graduation.

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.

Incomplete Work in Course

Instructors may assign the grade IN, meaning that course work (examinations, assignments, classwork, lab work) was not completed. For an IN grade to be changed to a letter grade all required course work must be completed within one year after the IN grade is entered. If not changed to a letter grade within one year, the IN 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

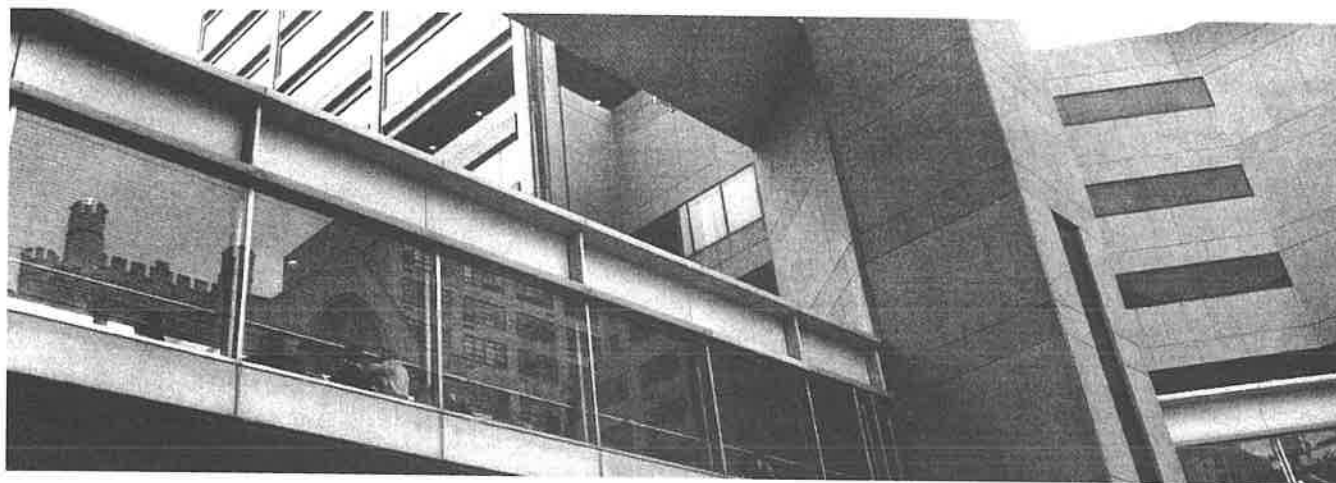
In general one credit represents 15 semester hours of classroom work or 30 semester hours of laboratory work or the equivalent.

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.

Notification

This catalog is published every three years, 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.

Appeals - Grades

When a student considers a final course grade unsatisfactory, the student should first confer with the instructor regarding the accuracy of the grade received. This conference should be held within the first 3 weeks of the semester following receipt of the grade. At this time, errors may be corrected. If the grade is not an error, the student and instructor must together review all class material pertinent to the grade. If the student is not satisfied, or the instructor does not confer with the student within the first 3 weeks of the semester, the student should promptly contact the department chair by submitting a written appeal, consisting of a statement giving the factual reasons and basis for the complaint. The student has the right to request in writing that the chair appoint a student as a member to the department/school Grade Appeals Committee. This appeal at the department/school level must be submitted within the first 5 weeks of the semester following receipt of the grade, in accordance with the "College-wide Grade Appeals Procedures" adopted by the Senate, Fall 1985. Copies of this procedure may be obtained in the Senate Office, the Office of Student Services, or departmental offices.

Students appealing the grade to the School of Nursing, School of Health Sciences, and School of Social Work should direct the appeal to the Dean of the School, who shall carry out the responsibilities of the department chair.

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 administers nine IBM- and Macintosh-based instructional laboratories and classrooms, a small faculty/advanced graduate student lab and information center, a number of college- and university-wide software site license programs. ACS also administers the College-wide e-mail system, Internet and World Wide Web access and the remote dial up facilities. The faculty/graduate student lab includes advanced IBM and Macintosh systems as well as a scanner for both text and image digitizing and editing.

Hunter students, faculty and staff are strongly encouraged to apply for and actively use electronic mail and the College e-mail system is available from all labs and offices on campus connected to the campus network as well as remotely via the Internet and dial up facilities. Departments and divisions maintain their own home pages on the WWW and many such pages contain curriculum and administrative information vital to the different graduate and undergraduate programs.

The offices of ACS are located in the North Building, room 1001. All staff can be reached at 772-5525. The departmental FAX number is 772-5797. The College URL is: <http://www.hunter.cuny.edu>.

Auditoria

Hunter College Assembly Hall The Hunter College Assembly Hall seats 2,171 and is suitable for concerts, lectures, films, commencements, and a variety of programs. For information call 772-4872.

The Sylvia and Danny Kaye Playhouse The Sylvia and Danny Kaye Playhouse seats 624 and has full stage facilities for theatrical and operatic productions, recitals, lectures, chamber music and dance performances. For information, call 772-4448.

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

A wide variety of general career information is available to students in the Career Reference Library: reference books, current publications in business, directories, recruiting literature, company annual reports, and employment guide books about career planning and job search strategies.

The Career Development Office is located in the East Building, room 812; for more information, call the office at 772-4850.

Reading/Writing Center

The Hunter College Reading/Writing Center provides tutorial services to Hunter College students by appointment and on a drop-in basis during scheduled hours of operation. In addition, the Writing Center offers a series of workshops on various topics designed to enhance academic writing. The computer facilities of the Center provide technical support to student users and offer a series of workshops in word processing and using Internet resources for research and electronic communication.

The Reading/Writing Center is located on the fourth floor of Thomas Hunter Hall. For further information, contact the Reading Resource Center at 772-4803, the Writing Center at 772-4212, or the Reading/Writing Center Computer Facilities at 650-3952.

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, 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.

The Disabled Student Study Center is located in Thomas Hunter Hall, room 205. Drop-in assistance with reading or assignments is available. Typewriters, computers, a voice synthesizer, and large-print software are available for students' use. For further information, call 772-5478.

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 772-4857.

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—Professor Tamara M. Green—is responsible for policies related to the disabled. She can be contacted in the West Building, room 1425A; phone 772-5061.

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. For information, call 772-4309.

Hunter Galleries

The Bertha and Karl Leubsdorf Art Gallery, located at the main campus, houses professionally organized exhibits that support the educational programs of the Art Department of Hunter College.

The MFA Gallery, located at 450 West 41st Street, is an 8,500-sq.-ft. space renovated by graduate students and faculty. The entire exhibition program maximizes student and faculty participation to expand the parameters of the graduate programs in both fine arts and art history.

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 and Film and in the Little Theatre.

The Language Laboratory

North Building, Room 1239 phone 772-5700/5701

The Language Laboratory serves students taking foreign language courses as well as students enrolled in courses in English as a Second Language and linguistics. Its holdings include over a thousand audio tapes and some video cassettes designed to assist elementary and intermediate students in the preparation of their daily assignments. More advanced students have at their disposal a library of taped literary works and a limited collection of movies on videos.

Hunter College Libraries

The collections of the Hunter College Libraries are housed in the Jacqueline Grennan Wexler Library in Hunter East, in the branch libraries at the Schools of Health Professions and Social Work, and in the Art Slide Library in Hunter North. The library resources of Hunter College reflect Hunter's status as a senior college of The City University of New York. The libraries hold 735,000 volumes, 2,300 periodicals, a nonprint collection of more than one million microforms, and 130,000 art slides, in addition to records, tapes, scores, music CDs, and videos.

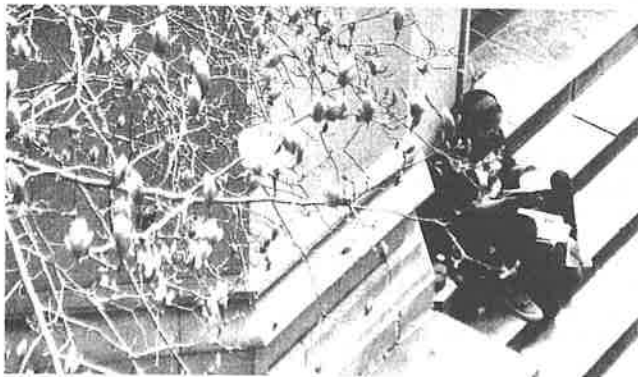
The libraries provide access to the majority of their collections through CUNY, an automated library system which also provides access to other CUNY library collections as well as indexes to periodical articles. Dial access is available to users with modems.

The main library occupies nine floors in Hunter East (B2-7), with the entrance on the third floor opposite the connecting walkway to Hunter West. Third-floor services include Circulation, CUNY, Information Desk, Internet Room, Document Delivery/ILL services for faculty and graduate students, and the research library of the

Center for Puerto Rican Studies. Fourth-floor services include Reference, CD-ROM and CUNY terminals, and the Microform Center. The fifth floor houses bound and current issues of periodicals in all subject fields, except the sciences. The sixth floor is devoted to science monographs and periodicals. The second floor houses Reserve, Archives and Special Collections, music and video collections, listening/viewing stations, and the library administration offices. Education books and teacher-education materials are found on Floor 1. Floor 7 houses the history and art collections and a Library Learning Center where users may access CUNY, the CD-ROM network, and word-processing programs. Floors B1 and B2 are open-stack floors containing the balance of the circulating collection in the humanities and social sciences. Study areas can be found on all nine floors of the library and a limited number of study rooms can be reserved through the Reserve Desk on Floor 2.

Teacher Placement

The Office of Teacher Placement provides professional teacher placement services. For details, see Education section.



Anthropology

Chair Gregory A. Johnson, North Building room 723 phone 772-5410

Graduate Advisor Daniel 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, Associate Professor; PhD, Toronto; Biological Anthropology, Dental Morphology, Hominid Origins

Gerald W. Creed, Assistant Professor; PhD, CUNY (Hunter); Eastern European Societies, Slavonic Studies, Political/Economic Anthropology, Eastern Europe, Families

Adrian W. DeWind, Jr., Associate Professor; PhD, Columbia; Haiti, Caribbean, Development

Marc Edelman, Associate Professor; PhD, Columbia; Political and Historical Anthropology, Latin America, Former Soviet Union

Rena Gropper, Professor Emeritus; PhD, Columbia; Medical Anthropology, Gypsies, South Asia, Tibet, Anthropological Practice

Gregory A. Johnson, Professor; PhD, Michigan; Archaeology, Complex Societies, Middle East, Quantitative Analysis

Susan H. Lees, Professor; PhD, Michigan; Ecological Studies, Economic Anthropology, History of Anthropological Theory, Development

Louise Lennihan, Associate Professor; PhD, Columbia; Agrarian Change, Development, Social History, Sub-Saharan Africa

Thomas H. McGovern, Professor; PhD, Columbia; Archaeology, Paleoecology, Faunal Analysis, Norse and Inuit Cultures, Human Dimensions of Global Change

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

John F. Oates, Professor; PhD, London University; Primate Ecology and Social Behavior, Tropical Rainforest Conservation, Sub-Saharan Africa, India

William J. Parry, Associate Professor; PhD, Michigan; Southwest US, Mesoamerica, Lithic Analysis, Hunter Gatherers

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. 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 further information.

Departmental Requirements for Admission

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

Departmental Requirements for the Degree

1. A minimum of 30 cr beyond the BA.
2. The program of study must be chosen to fulfill a general knowledge in all 4 fields of the discipline. The four fields are: Anthropological linguistics, anthropological archaeology, biological anthropology, and ethnology.
3. The following courses are required: ANTH 701 (Ethnology), ANTH 750 (Archaeology), ANTH 770 (Linguistics) and ANTH 790 (Biological Anthropology). The final examination in each of these courses will be the qualifying exam for each of the four fields and will be graded by two faculty members. Students are strongly advised to complete these courses early in their graduate training. Overlaps in undergraduate and graduate course requirements for BA/MA students may justify some adjustments in consultation with the Graduate Advisor on a case-by-case basis, but qualifying exams will be required in any case.
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 11054N phone 772-4990

Graduate Advisors Antoni Milkowski (Studio and TEP); Ulku Bates (Art History), North Building room 11061 phone 772-5052/3

FACULTY

STUDIO

Andrea Blum, Associate Professor; MFA, Art Institute of Chicago
Joel Carrelro, Associate Professor; MFA, Hunter
Susan Crile, Professor; BA, Bennington
Roy DeCarava, Distinguished Professor; Cooper Union
Mark Feldstein, Professor; MA, Hunter
Ron Gorchov, Associate Professor; Art Institute of Chicago, Illinois
George Hofmann, Associate Professor; Akademie der bildenden Kunst, Nuremberg
Valerie Jaudon, Professor; St. Martins School of Art, London
Vincent Longo, Professor; Cooper Union
Antoni Milkowski, Professor; BA, Kenyon
Jeffrey Mongrain, Assistant Professor; MFA, Southern Illinois
Robert Morris, Professor; MA, Hunter
Douglas Ohlson, Professor; BA, Minnesota
Anthony Panzera, Professor; MFA, Southern Illinois
Juan Sanchez, Associate Professor; MFA, Rutgers University
Robert Swain, Professor; BA, American University
Thomas Weaver, Associate Professor; MFA, Hunter
Sanford Wurmfeld, Professor and Chair; BA, Dartmouth

HISTORY AND CRITICISM

William Agee, Professor; MA, Yale; 20th-Century American Art; Theory and Criticism
Ulku Bates, Professor; PhD, Michigan; Islamic Art
Emily Braun, Associate Professor; PhD, NYU; 20th-Century Art
Janet Cox-Rearick, Distinguished Professor; PhD, Harvard; Italian Renaissance and Mannerist Art
Wayne Dynes, Professor; PhD, NYU; Medieval Art, 20th-Century Theory and Criticism
Mary Moore, Professor; PhD, NYU; Greek and Roman Art
Jane M. Roos, Associate Professor; PhD, Columbia; Modern Painting and Sculpture
Richard Stapleford, Professor; PhD, NYU; History of Architecture; Late Antique-Early Medieval Art
Lisa Vergara, Associate Professor; PhD, Columbia; Baroque and Northern Renaissance Art

The following programs are offered:

MASTER OF ARTS IN ART HISTORY

Hunter College is situated in close proximity to a range of resources unmatched anywhere for the study of art history: a host of outstanding museums, galleries, and specialized research libraries; and lecture series in art history at Hunter and other area graduate programs.

The MA in art history, granted by Hunter College since 1952, serves as a degree for professional work in galleries, arts organizations, and art publishing, and as an interim degree leading to doctoral study.

Admission Requirements: The applicant must have completed at least 18 cr of undergraduate courses in art history. Reading knowledge of a foreign language (French, German, or Italian) is required. All supporting material requested by the college's Graduate Admissions Office (GRE score, official transcript, 2 letters of recommendation) should be supplied as soon as possible.

MA Application Deadlines: for fall admission, March 1; for spring admission, October 1.

Departmental Requirements for the MA in Art History (30 cr)

1. **Course Distribution:** At least one course must be taken in art historical theory, methodology, or historiography, such as ART H 602, ART H 734, or a special topics course directly related to one of the three areas. In addition, at least one course must be taken in each of three of the following areas:
 - (a) Ancient or Medieval Art
 - (b) Renaissance, Baroque, or 18th-Century Art
 - (c) Modern (19th- or 20th-Century) or American Art
 - (d) Non-Western Art
2. With the permission of the Graduate Advisor, candidates for the MA in art history may take up to 6 cr in studio courses or in courses in related areas.
3. No more than 9 cr may be taken at an outside institution (including The City University Graduate School and University Center) for credit toward the MA in art history.
4. **Foreign Language:** Each student must demonstrate reading knowledge of French, German, or Italian. The language examination is given in the fall and spring semesters. Dates will be posted.
5. **Comprehensive Examination:** A written examination in the history of art is required of all candidates and is given in the fall and spring semesters. Dates will be posted.
6. **Mid-program Evaluation:** The progress of each student will be reviewed upon the completion of 15 cr. At this point, a student must have passed the Comprehensive and Foreign Language Examinations.
7. Students with 6 cr of IN ("Incomplete") will not be permitted to register for courses.
8. **Master's Thesis:** A thesis is required. ART H 799 Thesis Research (3 cr) is an elective.

NOTE: ART H 602 (Research Methods of Art History) may be required, upon the recommendation of the Graduate Advisor.

For further information write the Graduate Advisor, Art History Program.

MASTER OF FINE ARTS IN CREATIVE ART

Hunter's ideal location in Manhattan offers students and faculty many sources of intellectual, cultural, and creative activity. In New York, as nowhere else, the student has access to the changing ideas and forms of contemporary art. This is crucial to the achievement of our educational goal — to develop professional artists capable of continued growth once they leave the relatively structured university environment. The program is designed to offer broad training for the artist in the development of critical and analytical visual thinking. In this programmatic context students are encouraged to develop their own art through constant peer contact.

in the studios, individual work with faculty tutors, critical seminars focusing on student work, and classes in the theory, criticism and history of art. In addition, many artists, curators, critics, and historians are invited to meet with students.

Admission Requirements: The applicant must have completed at least 24 cr of undergraduate courses in studio art and 9 cr in art history.

Applicants must obtain a formal application from Hunter Graduate Admissions. This application, with all supporting materials, must be filed with the Admissions Office prior to the February 1 deadline. In addition, applicants must obtain from the Department of Art the MFA Program Guide, which explains additional requirements for MFA applicants. The following materials should then be mailed directly to the Studio Graduate Advisor, Department of Art, 695 Park Avenue, New York, New York 10021 prior to the deadline:

- Information sheet (page 2A, MFA Program Guide)
- Statement of purpose (optional)
- Resume (optional)
- 10 slides of current work, with slide list, or portfolio

The Art Department Graduate Admissions Committee will select finalists for admission to the MFA program. All finalists will be scheduled for an interview. Final decisions will be determined by mid-April.

MFA Application Deadline: Feb. 1 for admission in the following academic year.

Departmental Requirements for the MFA in Creative Art (48 cr)

Each candidate for the MFA must select one field of concentration in studio art: painting, sculpture, graphics, photography, ceramics, or combined media, and present an MFA project in that area.

Candidates must complete 48 cr, distributed as follows:

18 cr of participation in the seminar/tutorial section for that area of concentration during each of three semesters;

6 cr in the MFA course for the completion of the MFA project (ARTCR 791) under the guidance of a faculty tutor;

9-15 credits of studio electives (exclusive of the area of concentration);

9-15 credits of liberal arts electives, primarily courses in the history, theory, and criticism of art.

All students are provided individual work spaces in the MFA Studio Building and are required to work in them throughout their residency. There are four floors (approximately 10,000 sq. ft. each) for student studios, seminar rooms, and workshop and exhibition areas.

The regular curriculum will be supplemented by a monthly lecture series, providing a forum for the presentation of aesthetic ideas by artists, critics, historians, and resident faculty.

Foreign Exchange Program Two MFA students each year are selected to receive stipends for a period of one semester at the Ecole des Beaux-Arts, Paris; the Slade School, London; the Royal College of Art, London; or the art schools of Berlin or Groningen, the Netherlands.

Apprenticeships Students can sometimes fulfill a portion of their degree requirements through teaching assistantships with faculty or studio apprenticeships with approved artists.

Facilities The Department functions in two main locations, the main campus at 68th Street and Lexington Avenue, and the MFA Studio Building at 450 West 41st Street. The North building at 68th Street houses the administration and the library and has fully equipped, newly renovated workshops on the 11th floor in photography, graphics, metal, wood, plaster, computer graphics, and general painting studios. The basement of Thomas Hunter Hall, the adjacent building, houses the clay workshop.

Galleries The Bertha & Karl Leubsdorf Art Gallery, located at the main campus, houses professionally organized exhibits that support the educational programs of the Art Department of Hunter College. The MFA Gallery, located at 450 West 41st Street, is a 5,000-sq-ft. space renovated by graduate students and faculty. The entire exhibition program maximizes student and faculty participation to expand the parameters of the graduate programs in both fine arts and art history.

Scholarships and Travel Grants The Esther Fish Perry Award for outstanding students is given each year to an MFA student in the final year of study. Enrolled students are encouraged to apply for the William Graf Travel Grant: approximately two awards of up to \$1200 each are given every semester to an MA and MFA student. Tony Smith Awards are given to students at the discretion of faculty.

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.

Admission Requirements: The applicant must have completed the required number of undergraduate education courses. (See additional requirements listed in the Education section of this catalog.) In addition, admission requirements for the MFA in Creative Art must be followed. (See above under MFA in Creative Art.)

Application Deadline: Feb. 1 for admission in the following academic year.

Departmental Requirements for the MA for Secondary School Teachers of Art (30 cr)

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 Education section).
5. 6 elective cr to be selected under advisement.

Note: 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 off-set, 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.

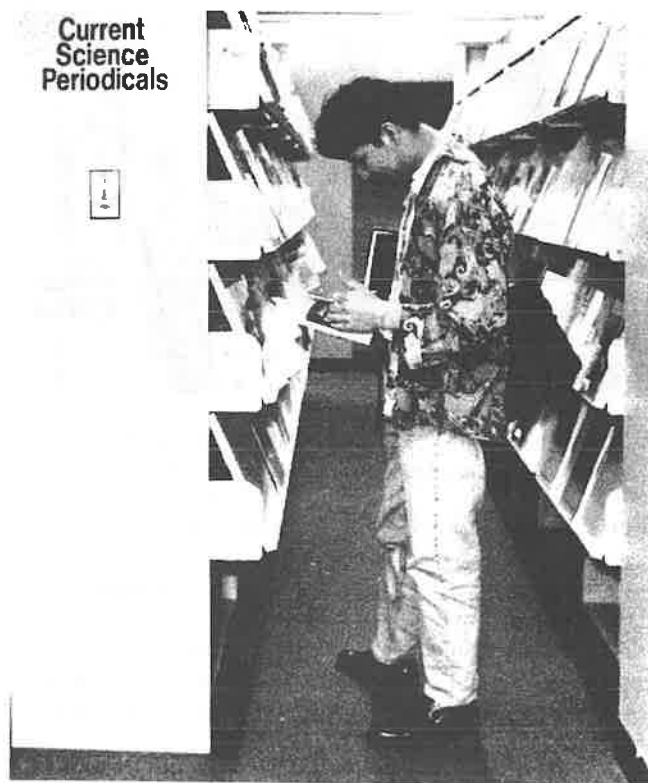
ART H 760 Architecture and the City Not offered every sem. Problems in history of the city and its architecture with emphasis on space and form relationships. Open to students in Master in Urban Planning program; may be credited toward either concentration.

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 Thomas Schmidt-Glenewinkel, Department of Biological Sciences, North Building room 805A phone 772-5027; 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.LC 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.

BIOCHEM U750 Bioorganic Chemistry Prereq: 1 semester course in biochemistry. Offered Fa.

BIOCHEM U880 Physical Biochemistry Prereqs: calculus, physical chemistry, 1 semester biochemistry. Offered Sp.

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.LC or 300. Offered Sp. Metabolism, biochemical genetics, immunobiochemistry, hormones, muscle biochemistry.

Biological Sciences

Internet: <http://sonhouse.hunter.cuny.edu/biology.html>

Chair Shirley Raps, North Building room 942 phone 772-5293

Graduate Advisor Thomas Schmidt-Glenewinkel, North Building room 805A phone 772-5027

E-mail: advisor@genectr.hunter.cuny.edu

Minority Biomedical Research Support Advisor Rivka Rudner
North Building room 314 phone 772-5231

Research Centers in Minority Institutions (RCMI) Program
Program Coordinator Robert Dottin, North Building room 937
phone 772-5532

FACULTY

Jesus Angulo, Associate Professor; PhD, CUNY; Regulation and Function of Neuropeptides in the Mammalian Brain

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

Jill Bargonetti-Chavarria, Assistant Professor; PhD, NYU; Molecular Mechanisms of Tumor Suppression and Oncogenesis

Richard L. Chappell, Professor; PhD, Johns Hopkins; Cellular Neural Interactions of the Retina

William D. Cohen, Professor; PhD, Columbia; Cytoskeletal Structure and Function—Cellular Morphogenesis

Robert P. Dottin, Professor; PhD, Toronto; Regulation of Gene Expression by Signal Transduction

Laurel A. Eckhardt, Professor; PhD, Stanford; Molecular Immunology

Marie T. Filbin, Professor; PhD, Bath; Molecular Neurobiology

David A. Foster, Professor; PhD, Columbia; Oncogenes and Signal Transduction

S. Marvin Friedman, Professor; PhD, Purdue; Translational Machinery of Archaeobacteria

Ann S. Henderson, Professor; PhD, North Carolina; Molecular Structure of Mammalian Chromosomes

Peter N. Lipke, Professor; PhD, California, Berkeley; Molecular Mechanism of Cell-Cell Adhesion in Eukaryotes

Katherine Lyser, Professor; PhD, Radcliffe; Cytological Organization and Differentiation of Neurons

Roger A. Persell, Associate Professor; PhD, CUNY, Hunter; Interdisciplinary Approaches to Biological Concepts in Literature; Liver Physiology

Shirley Raps, Professor; PhD, Illinois; Molecular Organization of Phycobilisomes

Rivka Rudner, Professor; PhD, Columbia; Redundancy and Function of Ribosomal RNA Genes in *Bacillus*

Thomas Schmidt-Glenewinkel, Associate Professor; Dr phil nat, Frankfurt; Molecular Biology of Nervous System Development

Ezra Shahn, Professor; PhD, Pennsylvania; Science Education

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. The laboratory for electron microscopy and cytology houses transmission and scanning electron microscopes. 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, chemistry, and psychology departments, includes a sequencing and synthesis facility equipped with a DNA synthesizer, a peptide synthesizer, a gas-phase sequencer, DNA sequencer and advanced HPLC and data processing equipment. A cell culture facility is available and new, modern animal facilities have been constructed. More recent additions are a bioimaging facility, a fluorescence activated cell sorter and a biopreparation facility. Several facilities are also available through the chemistry department including X-ray diffraction, NMR, mass spectroscopy and biomolecular computation.

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.
5. General Test of the Graduate Record Examination (GRE).
6. TOEFL Test for foreign, non-English speaking students.

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.

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 annually in August.

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

Students interested in this program should contact Richard Chappell, North Building room 823 phone 772-5294

A special biological sciences combined BA/MA program in biopharmacology 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 60 hrs lec, 4 cr. 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.

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

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

Jack C. Day, Associate Professor; PhD, California, Los Angeles; Organic Chemistry

Max Diem, Professor; PhD, Toledo; Physical Chemistry

Charles M. Drain, Assistant Professor; PhD, Tufts; Bioinorganic Chemistry

Lynn Francesconi, Assistant Professor; PhD, Illinois; Inorganic Chemistry

Richard W. Franck, Professor; PhD, Stanford; Organic Chemistry

Dixie J. Goss, Professor; PhD, Nebraska; Biophysical Chemistry

Klaus Grohmann, Professor; PhD, Heidelberg; Organic Chemistry

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

Namby Krishnamachari, Assistant Professor; PhD, CUNY; Vibration Spectroscopy

Louis Massa, Professor; PhD, Georgetown; Physical Chemistry

Pamela Mills, Associate Professor; PhD, Wisconsin; Theoretical Chemistry

D. R. Mootoo, Associate 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, Professor and Chair; PhD, Iowa; Physical Biochemistry

Maria Tomasz, Distinguished Professor; PhD, Columbia; Biochemistry

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 University Center. PhD dissertation research is carried out in the Hunter College Department of Chemistry. Contact the graduate advisor for further information (Professor Klaus Grohmann, North Building 1402, phone 772-5333). A PhD in Biochemistry is also offered through the CUNY Graduate School and University Center. For further information contact Professor Lynn Francesconi, North Building, room 1407; phone 772-5353.



*Students must register for Neuroscience I at City College.

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, Associate Professor; PhD, Ohio State; Latin Poetry, Latin Pedagogy, Horace, Feminist Criticism

Tamara M. Green, Professor and Chair; PhD, NYU; Ancient History, Late Antiquity, Greek and Roman Religion

Adele J. Haft, Associate Professor; PhD, Princeton; Classical Epic and Tragedy, Classical Mythology, Greek and Roman Civilization

Robert B. Koehl, Associate Professor; PhD, Pennsylvania; Classical Archaeology

William J. Mayer, Lecturer; MA, Columbia; Latin Pedagogy, Cicero, Vergil

Sarah B. Pomeroy, Distinguished Professor; PhD, Columbia; Women and the Family in Classical Antiquity, Social History, Papyrology

Robert J. White, 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 designed 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. 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 2.7 (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 three components, totaling 38-51 credits.

1. 18 cr in Latin, including Latin composition. Up to 2 courses (6 cr) in Latin may be taken in the graduate program in classics at the CUNY Graduate Center.
2. 12 cr in Classical Culture, including CLA 705.
3. 8-21 cr in Education.

Program of Study

	Credits
1. 18 cr in Latin	
A. 9 cr from the following:	9
LAT 701 Literature of the Early Republic	
LAT 702 Literature of the Late Republic	
LAT 703 Literature of the Early Empire	
LAT 704 Literature of the Late Empire	
B. 6 cr from the following:	6
LAT 705 Caesar	
LAT 706 Cicero	
LAT 707 Vergil	
LAT 708 Supervised Reading	
C. LAT 709 Latin Composition	3
2. 12 cr in Classical Culture	
A. 9 cr from the following:	9
CLA 701 The Legacy of Ancient Greece	
CLA 702 The Legacy of Ancient Rome	
CLA 703 Classical Literature in Translation I	
CLA 704 Classical Literature in Translation II	
B. CLA 705 Greek and Latin Roots of English	3
3. 8-21 cr in Education	8-21

Students who enter without provisional certification are required to take a 21-cr sequence; however, they may be exempted from (a maximum of) 6 cr out of this sequence by the Division of Programs in Education on the basis of prior equivalent course work.

EDF S 700	Advanced Study of Human Development: Focus on Adolescents in Secondary Education
EDF S 701	Advanced Study of Social Issues for Teachers in Secondary Schools
EDF S 702	Advanced Study of Educational Psychology: Applications to Secondary Education
EDF S 710	Advanced Study of Secondary School Learning Environments
LATED 712	Advanced Study in Methods of Teaching Latin in Secondary Schools
LATED 713	Workshop in Development of Curricular Materials in Latin
LATED 731	Advanced Supervised Student Teaching of Latin in Secondary Schools
or	
LATED 741	Supervised Practicum in the Teaching of Latin in Secondary Schools

Students who enter with provisional certification in a secondary academic subject will complete 8 or 9 cr from the following courses: LATED 712, LATED 713, LATED 731, LATED 741.

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



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

Several members of the Hunter College program in classics participate in a joint PhD program at the City University Graduate Center. Information concerning degree requirements, courses, etc., may be obtained from Professor Dee Clayman, Executive Officer, PhD Program in Classics, 33 West 42nd Street, New York, NY 10036.

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 analysis of Latin grammar and syntax. 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, by 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 of using etymology as a language teaching tool.

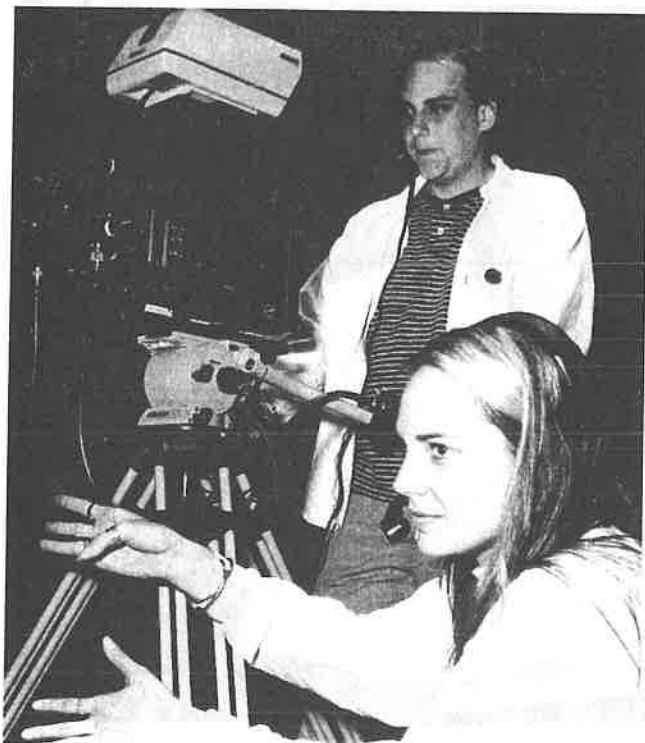
CLA 706 Supervised Reading Independent reading on a particular aspect of ancient Greek or Roman culture supervised by a faculty member. Prior approval of advisor required.

LATED 712 Advanced Study in Methods of Teaching Latin in Secondary Schools Prereq: completion of 18 cr of graduate-level Latin courses; completion of EDF S 700, 701, 702; pre- or co-req: EDF S 710. This course will provide the potential teacher of Latin with an in-depth view and study of topics essential for the contemporary Latin classroom.

LATED 713 Workshop in Development of Curricular Materials in Latin Prereq: completion of 18 cr of graduate-level Latin courses; LATED 712. A continuation of LATED 712, focusing on development of classroom materials and projects.

LATED 731 Advanced Supervised Student Teaching of Latin in Secondary Schools Prereq: completion of 18 cr of graduate-level Latin courses; LATED 712; pre- or co-req: LATED 713. Supervised observation and student teaching in a NYC area secondary school for 150 clock hrs. 15 hrs of seminar at the College, plus individual conferences.

LATED 741 Supervised Practicum in the Teaching of Latin in Secondary Schools 15 hrs of seminar + individual conferences, 2 cr. Prereq: completion of 18 cr of graduate-level Latin courses; LATED 712; teaching position that includes at least one Latin course; pre- or co-req: LATED 713. Supervised teaching experience for those who are teaching Latin in a secondary school.



Communications

Chair Stuart Ewen, North Building room 433 phone 772-4949

Advisor Robert Henry Stanley, North Building room 339
phone 772-4949 or 5042

FACULTY

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

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

Tami Gold, Associate Professor; BA, Friends World College; Production of Documentary Video and Narrative Fiction

Greggory Morris, Assistant Professor; MPA, Cornell; Print Journalism

Peter Parisi, Associate Professor; PhD, Indiana; Journalistic Practices and History of Journalism

Isabel Pinedo, Assistant Professor; PhD, CUNY; Cultural Studies; Television and Film

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

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

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

Robert Henry Stanley, Professor; PhD, Ohio; Movies in American Culture, Mass Media and the First Amendment

MASTER OF ARTS

The MA program in communications is concerned with the theoretical and analytical investigation of communication, mass media, and cultural change. It is designed for graduates in communica-

tions, or more generally for students with backgrounds in humanities, social sciences, or education 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.

Students may follow a variety of pathways in the advanced study of communication and culture. Those who want 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. 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 MA curriculum indicates our commitment to a theoretical and research orientation as the hallmark of 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.

Application Process

Applications are accepted for admission for the fall and spring semesters. Application materials must include at least one academic letter of reference. GRE test scores are required.

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 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 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 A historical perspective on feminist cultural theories as they have addressed the representation of women in American mass culture.

CMC 711 Television Culture and Society An examination of the role of television, as cultural artifact and industry, in consumer culture.

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

CMC 790 Independent Study Hrs to be arranged, 1 cr. Rubric for student's independent study. Permission of Graduate Advisor required.

CMC 791 Independent Study Hrs to be arranged, 2 cr. Rubric for student's independent study. Permission of Graduate Advisor required.

CMC 792 Independent Study Hrs to be arranged, 3 cr. Rubric for student's independent study. Permission of Graduate Advisor required.

CMC 798 Master's Project This course or CMC 799 must be completed satisfactorily before graduation. Approval of Graduate Advisor 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 Graduate Advisor required.

Computer Science

Chair Howard A. Rubin, North Building room 1008 phone 772-5213

FACULTY

Daniel I. A. Cohen, Professor; PhD, Harvard; Combinatoric Algorithms, Theory of Computability

Susan L. Epstein, Professor; PhD, Rutgers; Artificial Intelligence, Knowledge Representation, Machine Learning

Constantin V. Negoita, Professor; PhD, Bucharest; Fuzzy Logic, Artificial Intelligence

Howard A. Rubin, Professor; PhD, CUNY; Software Engineering

Cullen R. Schaffer, Associate Professor; PhD, Rutgers; Machine Learning, Data Analysis, Artificial Intelligence

Virginia M. Teller, Professor; PhD, NYU; Artificial Intelligence, Natural Language Processing

Christopher Ward, Associate Professor; PhD, Univ. of Florida; Ultra-high Speed Networks

Stewart N. Weiss, Associate Professor; PhD, NYU; Software Testing, Computability Theory

Christina M. Zamfirescu, Associate Professor; PhD, Aachen; Graph Theory and Algorithms, Operations Research

MASTER OF ARTS

An MA in computer science is no longer offered at Hunter College, but the department participates in the PhD Program in Computer Science through the CUNY Graduate School and University Center. For further information, call the PhD Program in Computer Science at (212) 642-2201.

Economics

Chair Marjorie Honig, West Building room 1524 phone 772-5400

Graduate Advisor Laura Randall, West Building room 1504 phone 772-5430

FACULTY

Temisan Agbeyegbe, Professor; PhD, Essex; Econometrics, Economic Development, Environment and Resource Economics, Time Series

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

Randall Filer, Professor; PhD, Princeton; Applied Microeconomics, Economics of Transition in Eastern Europe, Labor Economics, Public Policy

Devra Golbe, Professor; PhD, NYU; Corporate Control and Governance, Industrial Organization

Timothy Godspeed, Associate Professor; PhD, Maryland; International Taxation; Public Finance

Keith Heyen, Assistant Professor; PhD, Wisconsin; Applied Econometrics, Applied Microeconomics, Econometrics

Marjorie Honig, Professor; PhD, Columbia; Applied Microeconomics, Labor Economics, Retirement, Public Policy

Kenneth McLaughlin, Associate Professor; PhD, Chicago; Job Turnover and Incentives, Labor Economics

Laura Randall, Professor; PhD, Columbia; Economic Development, Latin America, Oil

Cordelia Reimers, Professor; PhD, Columbia; Economics of Discrimination, Income Distribution, Labor Economics

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

Ronald Smith, PhD, 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; social security and public welfare; energy and environmental policy, and health.

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: 18 credits of undergraduate courses in economics, 9 credits of undergraduate courses in mathematics, or their equivalents, and two letters of recommendation from college teachers, including one from a member of an economics department. The 18 credits in economics must include six in Principles of Economics, and three in each of the following courses or their equivalents: Economic Statistics I (ECO 221), Economic Statistics II (ECO 321), Intermediate

Microeconomic Theory (ECO 300), Intermediate Macroeconomic Theory (ECO 301). The 9 credits in mathematics must include three in each of the following courses or their equivalents: Math 150, and either Math 111, 211, or 250. Both ECO 300 and ECO 301 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 the needed course(s) 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), 721 (Economic Statistics) 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, 721 and 722, 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.

COURSE LISTINGS

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

ECO 701 Microeconomic Theory Prereq:* ECO 300, Math 111, Math 150; Prereq or Coreq:* Math 155 and ECO 721. Offered Fa. Supply and demand analysis; economics of households and firms; determination of factor prices under varying market structures.

ECO 703 Macroeconomic Theory Prereq:* ECO 301, Math 111, Math 150, Prereq or Coreq:* Math 155 and ECO 721. Offered Sp. Determinants of national income, output, and employment, including business cycle theories and public and private policies to stabilize employment and prices.

ECO 705 Development of Economic Thought Prereq or Coreq:* ECO 701 or equiv. and ECO 721. History of economic doctrines from mercantilists to recent economic theory.

ECO 710 Monetary Theory and Policy Prereq:* ECO 210; Prereq or Coreq:* ECO 703 or equiv. and ECO 721. 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, Prereq or Coreq:* ECO 701 and ECO 721. 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 or Coreq:* ECO 701 and ECO 721. 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 721 Economic Statistics Prereq:* ECO 321 and Math 150 (or equivalent); Prereq or Coreq:* Math 155 or equiv. Probability; random variables; univariate and multivariate distributions; expectation; covariance; normal distribution theory; asymptotics and convergence; point estimation; confidence intervals; hypothesis testing; matrix algebra.

ECO 722 Econometrics Prereq:* Math 111, Math 155, and ECO 721. Offered Fa. 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 722 (or 421) or equiv. Introduction to autoregressive and moving average models (ARIMA) as applied to economic data.

ECO 730 Economic Development Prereq or Coreq:* ECO 701 or ECO 703, and ECO 721. Theories of economic development; constraints on economic policies faced by developing nations; economic policy choices and results.

ECO 731 American Economic History Prereq or Coreq:* ECO 701 or ECO 703, and ECO 721. Evolution of American economy since colonial period. Rise of manufacturing, urbanization, and role of government; trends in resource mobilization, allocation, productivity, and distribution.

ECO 732 European Economic History. Prereq or Coreq:* ECO 701 or ECO 703, and ECO 721. An analysis of the evolution of European economies since 1750; emergence of industrialization, expansion of trade, and concomitant changes in economic institutions; trends in resource mobilization, allocation, productivity and distribution.

ECO 735 Urban Economics Prereq or Coreq:* ECO 701 and ECO 721. 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 Trade: Theory and Policy Prereq or Coreq:* ECO 701 and ECO 721; recommended Prereq or Coreq:* ECO 703. 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 or Coreq:* ECO 701 and ECO 721. 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 701 and ECO 721. 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 or Coreq:* ECO 701 or ECO 703, and ECO 721. Capitalism and other methods of organizing economic activity; emphasis on price system and central planning.

ECO 751 Economic Development of Latin America Prereq or Coreq:* ECO 701 or ECO 703, and ECO 721. Economic theories, policies, and world conditions influencing economic policies and economic development of Latin American nations.

ECO 755 Industrial Organization Prereq or Coreq:* ECO 701 and ECO 721. Examination of policy influences on business decision-making and operation in "mixed" economy. Relationships between market structure, business conduct, and market performance.

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 791 Independent Study 1 cr. Prereq: perm instr and graduate advisor. Intensive study of special field of economics under supervision of member of graduate faculty. May be taken only once.

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.

*Pending approval of Hunter College and the CUNY Board of Trustees.

*Pending approval of Hunter College and the CUNY Board of Trustees.

Programs in Education

Dean Hugh J. Scott, West Building room 1000

Dir., Curriculum & Credentialing Shirley Cohen, West Building room 1000

Dir., Grants and Student Concerns Mario Kelly, West Building room 1000

Office of Educational Services Doreen D'Amico, Director;

Vernette von Besser, Associate Director; West Building room 1000 phone 772-4623

Teacher Placement Sally-Anne Milgrim, West Building room 926 phone 772-4662

Teacher Certification West Building room 1000 phone 772-4623

Departmental Chairs

Curriculum and Teaching Migdalia Romero, West Building room 1023 phone 772-4686

Educational Foundations and Counseling Programs Sherryl Browne Graves, West Building room 1016 phone 772-4710

Special Education Marsha H. Lupi, West Building room 913 phone 772-4701

FACULTY

Curriculum and Teaching

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

Rose L. Boone, Lecturer; ABD, Grambling State Univ., Developmental Education

Sema Brainin, Associate Professor; EdD, Columbia; Cognitive Functioning and Curriculum

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

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

Yvonne De Gaetano, Associate Professor; EdD, Columbia, Philosophy and Social Sciences

Dolores M. Fernandez, Professor; PhD, Hofstra U.; Language, Cognition and Bilingual Education

Francis Gardella, Associate Professor; EdD, Rutgers Univ., Mathematics Education

George Gonzalez, Associate Professor; PhD, Yeshiva U.; Developmental Psychology; Reading and Language Arts; Bilingual/Special Education

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

Ira Kanis, Associate Professor; EdD, Teachers College, Columbia, Science Supervision

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

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

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

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

Barbara Ottaviani, Assistant Professor; EdD, Columbia, Instructional Technology

Angela Parrino, Associate Professor; PhD, NYU, Applied Linguistics

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

Anthony Picciano, Professor; PhD, Fordham U., Educational Administration; Computer Education

Migdalia Romero, Professor and Chair; PhD, NYU; Linguistics & Bilingual Education

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

Arlene Segulne, Associate Professor; EdD, Teacher's College, Columbia; Interdisciplinary

Helene Sherman, Assoc. Professor; EdD., Columbia, Curriculum and Teaching

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

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

Virginia Tong, Assistant Professor; PhD, NYU, Bilingual Education

Educational Foundations and Counseling Programs

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

Harry J. Clawar, Associate Professor; PhD, Temple; Tests & Measurements

Judith Dederick, Professor; PhD, Columbia; Developmental Psychology

Henry L. Evans, Lecturer; MFA, Columbia; Writing

Sherryl Browne Graves, Associate Professor and Chair; PhD, Harvard; Clinical Psychology & Public Practice

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

Mario A. Kelly, Associate Professor; EdD, Rochester;

Developmental/Educational Psychology

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

Mary Kopala, Associate Professor; PhD, Penn State University; Counseling Psychology

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

John O'Neill, Professor; PhD, Syracuse; Rehabilitation Research

Linda Perkins, Associate Professor; PhD, Univ. of Illinois; History and Education and Higher Education

Ruth Rose, Lecturer; MA, Southern Illinois Univ.; Linguistics/EFL

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

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

Special Education

Ellis I. Barowsky, Professor; PhD, CUNY; Neuropsychology of Developmental Disabilities

Shirley Cohen, Professor; PhD, Columbia; Families of Students with Disabilities

Rosemary Gaffney, Associate Professor; PhD, CUNY; Language Acquisition of Young Deaf Children

Katherine Garnett, Professor; EdD, Columbia; Assessment & Curriculum Development for the Learning Disabled

Marsha H. Lupi, Associate Professor and Chair; EdD, Columbia; Issues in Special Education, Personnel Preparation

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

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

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

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

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

Hunter College Elementary School and Hunter College High School, 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.

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

Admission

Minimum Admission Requirements Applicants will be considered for admission to matriculation if they are graduates of accredited colleges with baccalaureate degrees comparable to that of Hunter College, and if they meet the minimum criteria required by the specific program, each described below. Each applicant's academic record, along with other factors, is considered. Applicants whose native language is not English must take the TOEFL, and in some cases the TWE and TSE (see page 3). Admission to some programs is competitive; the number of qualified applicants may exceed the number of students who can be admitted.

Matriculation with Conditions A student who is otherwise qualified for a particular program but who has not completed the course prerequisites to matriculation may be admitted to matriculation with conditions provided deficiencies do not exceed 6 cr (9 cr bilingual programs).

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 of matriculation will not be credited toward the master's degree.

Non-Matriculated Status

Qualified students who apply for matriculation but do not initially meet matriculation requirements may, in some programs, be permitted to take up to 12 cr on a non-matriculated basis. Admission to non-matriculant status does *not* imply approval to take any specific course. This approval rests solely with the department and is contingent upon course enrollments and the advisor's judgment of the student's preparation. In some programs, specific courses are required within the twelve credits.

Students who have been admitted as non-matriculants should reapply for admission at the beginning of the semester in which they take the ninth non-matriculant credit. 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. Any course taken as a non-matriculant in which a student receives a grade of "C" will not count toward the degree, unless a special waiver is granted by the dean. Grades of Incomplete must be changed to letter grades before an applicant is considered for matriculation. An overall GPA of 3.0 is required for consideration to matriculation.

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

Changing Programs

Applicants who enter with a 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 must formally apply through the Office of Admissions if they wish to change programs.

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 courses needed to satisfy admission conditions. Students should *not* expect to complete the master's degree requirements by attending full-time, although this may be possible in some cases.

In some areas of study, namely Secondary Education, Special Education and TESOL, 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.

Transfer and Approval of Credit

Students who have taken or wish to take graduate level courses at another college may, with written approval, apply those courses to their program in two ways:

1. Courses taken prior to matriculation are considered "Transfer of Credit."
2. Courses taken after matriculation are considered "Permit" credit.

Students must apply to the Office of Admissions to transfer graduate courses taken at other colleges prior to matriculation. Applications for transfer credit should be documented with official transcript, catalog course descriptions, reviewed, approved by program coordinators, and sent to Admissions.

The following limitations apply:

- No more than a total of 12 cr will be allowed for courses completed at other colleges, for courses taken on permit, or for Hunter College courses taken prior to matriculation.
- Such courses for which transfer and approval of credit is sought must have been completed within 5 years preceding the anticipated date of graduation.
- Application for transfer and approval of course credits taken prior to matriculation may be made after registering for the first semester of matriculation. Special Education does not accept transfer credit until successful completion of the comprehensive examination.
- Transfer of credit taken "on permit" at other universities during the period of matriculation must be requested prior to taking the course.
- Transfer of credit can only be granted for courses with grades of B or better.

*The MA-in-TESOL Program allows only 6 credits of transfer credit.

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 permission of their advisor and with the approval of the Office of Educational Services for serious illness, maternity, or military leave. In such cases the time limit is extended by the duration of the leave, not to exceed one year.

Students exceeding the time limit, 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.

Limitations on Number of Credits Taken Each Semester

Students in full-time attendance at Hunter College take a minimum of 12 credits of graduate work. Students who work full-time may take no more than 6 credits of graduate work in any semester, except with the coordinator's permission, based on academic achievement. Most graduate courses in education are offered after 4:00 pm to meet the needs of students who are employed during the day.

Student Internships and Field Practica Many master's programs require field placements or internships. These master's degrees cannot be granted without completion of the internship. 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. In some programs student teaching is only offered once a year. Consultation with a program advisor is necessary in developing a program plan.

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 printed 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 at Hunter College." 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.

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

The Office of Educational Services room 1000W 772-4624

This office provides support services to students enrolled in classes offered by the 3 teacher education departments of the Division of Programs in Education. The primary areas of services provided include: coordination of admission, advisement, and registration; student teaching and field placement; graduation audit; teacher certification; teacher placement; and various student services such as permits, transfer of credit, waivers, leaves of absence.

The Office of Educational Services maintains regular office hours throughout the academic year (September 1-May 31), staying open some evenings to provide advisement for evening session students.

Hours may vary during registration periods, during the summer months, and when classes are not in session. Office hours are posted outside room 1000W.

New York State Certification The graduate education programs described below (unless otherwise indicated) have been approved by the New York State Education Department to lead to Permanent Certification for teaching in New York State. To earn this certificate the student must complete the approved program of study, pass the NYSTCE exams, file an application in room 1000W, and pay the application processing fee required by the NYS Department of Education. The Office of Educational Services processes the certification applications of students who complete an approved program and MA or MS degree requirements.

Completion of Program 1 Elementary, Bilingual, Special Education, and Secondary Education will fulfill the academic requirement for provisional certification. In addition, the State of New York requires the applicant to pass Part 1 (LAST) and Part 2 (ATS-W) of the New York State Teacher Certification Exam (NYSTCE). Non-citizens must submit a Declaration of Intent to become a U.S. citizen. This certificate permits the holder to teach for 5 years before seeking permanent certification.

After completion of the Master's degree, two years paid experience as a head or co-teacher, completion of Part 3 (CST) and Part 4 (video) of the NYSTCE exam, and proof of citizenship are required for permanent certification.

New York State certification is reciprocally accepted by many other states upon application. Students with questions about certification should contact the Office of Educational Services.

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

Teacher Placement room 926 772-4662

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

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

A fee is charged for this service.

This office assists students with information related to the NTE (National Teacher Exam) and the NYSTCE (New York State Certification Examination) requirements for New York State certification.

Graduate Programs

The Division of Programs in Education comprises three departments: Curriculum and Teaching, Educational Foundations and Counseling Programs, and Special Education.

The division offers the following programs in teaching, counseling, and school administration:

A GUIDE TO PROGRAMS IN EDUCATION**MS in Elementary Education**

Program 1 35-49 credits

For students who *do not have* provisional NY State certification, PreK-6.

Program 2 33 credits

For students who *do have* provisional NY State certification, PreK-6.

Program 3 30 credits

A second master's degree for students who have either permanent NY State certification, PreK-6, or a master's in Elementary Education.

NOTE: The Specialization in Reading within the MS in Elementary Education leads to Reading Teacher Certification.

MS in Bilingual Education Spanish/English

Program 1 41-55 credits

For students who *do not have* provisional NY State certification, PreK-6.

Program 2 33-37 credits

For students who *do have* provisional NY State certification, PreK-6.

MA in Secondary Education grades 7-12, offered in collaboration with the following departments or programs:

For students who *do not have* provisional NY State certification

Biology*	Mathematics (30½-34 cr)
English (35-46 cr)	Social Studies (30-46 cr)
French (32-40 cr)	History (30-46 cr)
Italian (32-40 cr)	Spanish (30-46 cr)
Latin (30 or 35-37 cr track)	

MA in Music Education

K-12 30-46 credits

MA in Art Education

K-12

MA in Teaching English to Speakers of Other Languages
30-36 credits

Advanced Certificate: School Administrator & Supervisor
30 credits

MSEd in Guidance & Counseling (School Counselor)
48 credits

MSEd in Rehabilitation Counseling 50 credits

Department of Special Education

MSEd: Special Education

Program 1 43-49 credits

For students who *do not have* provisional NY State provisional certification, PreK-6.

*These programs are currently being revised; please consult with the Office of Educational Services for further information.

A GUIDE TO PROGRAMS IN EDUCATION (Cont.)

Program 2 32-42 credits

For students who *have* provisional NY State certification, PreK-6.

Concentrations to choose from are as follows:

- Learning Disorders
- Learning Disorders Bilingual
- Behavior Disorders
- Hearing Impairment
- Visual Impairment
- Visual Impairment Rehabilitation
- Severe Disabilities/Including Deaf-Blindness

TEACHER EDUCATION PROGRAMS**MS In Elementary Education, N-6**

There are 3 separate programs leading to the MS in Elementary Education. They are designed to accommodate students with varying levels of preparation in teacher education. **Program 1** is for students who do not have NYS certification in elementary education and who have not completed a program leading to such certification. **Program 2** is for students with provisional NYS certification in elementary education. **Program 3** is a second master's degree for students who have permanent NYS certification in elementary education.

Admission Requirements

Matriculated Status: Applicants are considered for matriculation in Program 1 or Program 2 who have a cumulative grade point average of 2.7 or better in their undergraduate work. (Graduate work is not considered.) Meeting this minimum requirement does not guarantee admission to the program, which is based, by necessity, on the limitations of space and resources. In addition, applicants must have completed a concentration (major) in a liberal arts subject and have one college level course in English, mathematics, science, social studies, and a language other than English. Students who do not fulfill these requirements must take appropriate undergraduate courses as a condition of matriculation. Students with too many admission conditions will be advised to fulfill the conditions and reapply at a later date. Courses taken to meet admission conditions should be completed within the first three semesters after admission and will not be credited toward the MS degree. Students applying for Program 2 must have NYS Provisional Certification in Elementary Education, or must provide proof that they have completed a state-approved program leading to such certification. Students applying for Program 3 must show proof of completion of a master's degree in elementary education or of permanent NYS certification in elementary education.

Non-Matriculated Status: Students who apply for matriculation but do not have the required grade point average may be considered for non-matriculant status. Students who are accepted may take up to 12 credits of **designated** required courses from the appropriate MS program (Program 1 or Program 2). Students must have a G.P.A. of 3.0 or better in these nine credits to be admitted to matriculation. Any course taken as non-matriculant in which a student receives a grade of "C" will not count toward the degree, unless a special waiver is granted by the dean. Students may not take more than twelve credits as nonmatriculants. These credits

must be chosen from courses designated for this purpose. At the beginning of the term in which the twelve credits will be completed, students *should re-apply for matriculation*.

Program 1: 35 to 49 credits

Coordinator Ruth Rose West Building 1000 phone 772-4623

Program 1 is designed for students who do not have NYS Certification in Elementary Education and who have not completed a program leading to such certification. The number of required credits for earning the degree is determined by the student's educational background. Program 1 has three components:

1. **a Pre-Core sequence** with a maximum of 31 credits. Students can receive course exemptions for the successful completion of undergraduate or graduate level courses equivalent to pre-core courses. Course exemptions can reduce the total number of credits in the degree. All students must complete a minimum of two courses (6 credits) from the pre-core sequence plus either supervised student teaching or a supervised on-the-job practicum for teachers of elementary grades in New York City schools. A chart is provided below to indicate how pre-core exemptions will affect the content and credits in Program 1.
2. **a 15 credit Basic Core**
3. **a 3 credit Integrative Seminar**

In the required integrative seminar, students produce a culminating research project. Completion of this research project is a requirement for earning the MS in Elementary Education degree.

The maximum number of credits for receiving this degree (49) is required of the student whose educational background does not include any courses judged to be equivalent to the pre-core sequence. The minimum number of credits for the degree is 35.

Program 1—Pre-Core

	Credits
ED F 706 Social, Historical, Philosophical Foundations of Education: The American School	3
ED F 709 Child Development	3
ED F 710 Educational Psychology	3
ED C 700 Art of Effective Teaching: Emphasis on the Social Studies	3
ED C 703 Teaching Science in the Elementary School	3
ED C 704 Teaching Developmental Reading	3
ED C 705 Mathematics Curricula and Methodology	3
HED 714 Health Education for the Classroom	3

One of the following:

ED C 706 Music in the Elementary School	3
or	
ED C 707 Art in the Elementary School	3

One of the following:

ED C 708 Supervised Student Teaching in the Elementary School	4
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or

ED C 709 Supervised Practicum in the Elementary School (for those with a full-time teaching assignment). Students intending to take EDC 709 must submit an application (available in room 1000 West) and attend	
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an application conference. Application is required one semester prior to enrollment.

2

Students in Program 1 are advised to take **ED C 708, Supervised Student Teaching in the Elementary School**, or **ED C 709, Supervised Practicum in the Elementary School** (for those with a full-time elementary teaching assignment in New York City) immediately upon completion of the following prerequisites from the Pre-Core:

ED F 706, ED F 709, EDF 710;
ED C 700, ED C 704, ED C 705, and ED C 706 or 707

Program 1—Basic Core

	Credits
ED C 730 Advanced Studies in Teaching Reading	3
ED F 715 Diversity in American Education	3
ED F 716 Evaluation and Assessment of Children	3

Two of the following:

ED C 712 Critical/Analytical Thinking in Math	3
ED C 713 Critical/Analytical Thinking in Science	3
ED C 714 Educational Technology in Elementary Education (Students with an undergraduate equivalent of this course should take ED C 712 and 713.)	3

Program 1—Integrative Seminar

Prereq: completion of 12 credits of Basic Core Courses and EDF 716

	Credits
ED F 792 Integrative Seminar in Educational Foundations, Teaching and Learning	3
or	
ED C 792** Integrative Seminar in Curriculum, Teaching and Learning	3

Pre-Core Exemptions and Program 1 Requirements

Equivalent Coursework	Additional Course Requirements	Total No. of Credits for the MS Degree
0	0	47-49
3	0	44-46
6	0	41-43
9	0	38-40
12	0	35-37
15	ED C 711	35-37
18	ED C 711	35-37
	plus a 3 credit elective*	
21	ED C 711	35-37
	plus two 3 credit electives*	

*Students may select as an elective any course from a specialization in Program 2. They may also choose EDSPC 700, Issues and Practices in Educating Persons with Disabilities.

**Not currently offered

Designated Courses for Nonmatriculant Students—Program 1

Nonmatriculants may enroll only in the courses indicated below.

		Credits
ED C 700	Art of Effective Teaching: Emphasis on the Social Studies	3
ED C 704	Teaching Developmental Reading	3
ED C 705	Mathematics Curricula and Methodology	3
ED F 706	Social, Historical, Philosophical Foundations of Education: The American School	3
ED F 709	Child Development	3
ED F 710	Educational Psychology	3

At least one ED C course and one ED F course from the above list of courses must be taken as part of the nine credits required for matriculation.

Program 2: 33 Credits

Coordinator Rena Subotnik, 1307 East Building phone 772-4623

Program 2 is a 33 credit program designed for students who enter the MS degree program with NYS Provisional Certification in Elementary Education or completion of a program leading to such certification. It consists of an 18 credit core curriculum and a 12-15 credit specialization. Students selecting a 12 credit specialization take a 3 credit elective from an approved list. All specializations include a required integrative seminar in which students design and complete a culminating research project.

Program 2—Core Curriculum

		Credits
ED F 715	Diversity in American Education	3
ED F 716	Evaluation and Assessment of Children	3
ED C 711	Oral and Written Language in the Elementary School Curriculum	3
ED C 710	Studies in Curriculum and Instructional Pedagogy	3

Two of the following:

ED C 712	Critical/Analytical Thinking in Mathematics	3
ED C 713	Critical/Analytical Thinking in Science	3
ED C 714	Education and Technology in Elementary School (Students with an equivalent of this course should take the above two courses.)	3

Specialization (12-15 credits)

Students must select one of the following specialization areas and complete all of its requirements.* All specializations include an integrative research seminar which requires completion of a culminating research project. Specializations are either 12 or 15 credits. (Students selecting a 12-credit specialization will take a 3-credit elective from an approved list.) Since courses are not offered each semester, it is strongly advised that students begin the specialization as soon as possible and consult regularly with the coordinator for program planning.

*Specialization selection forms are available from the Program 2 coordinator and from 1000 West.

Arts and Humanities (12 credits)*

Three of the four courses listed below:

		Credits
ED C 750	Children's Art	3
ED C 737	Literature in the Elementary School	3
ED C 758	Advanced Studies in Teaching Music in the Elementary School	3
THC 776	Creative Dramatics and (required)	3
ED C 759	Aesthetic Education: Research Seminar	3

Early Childhood Education (15 credits)**Required**

		Credits
ED C 720	Curriculum Theory and Practice in Early Childhood Education	3
ED F 729	Child Study: Cognitive and Affective Development of Children, Birth to Age Eight	3
ED C 739	Integrative Seminar in Early Childhood Education (final course in sequence)	3

AND

6 credits to be chosen from the following:

ED C 721	Language and Literacy In Early Childhood	3
ED C 722	Seminar in Administration and Supervision in Early Childhood Education	3
ED C 723	Music in Early Childhood	3

Education of the Gifted and Talented (15 credits)*

		Credits
ED F 730	Conceptions of Giftedness and Talent: Definitions, Identification, and Implications for Programming	3
ED F 731	Socioemotional Development of Gifted and Talented Students	3
ED C 772	Curriculum Development for the Gifted and Talented Child, Part 1: Emphasis on programmatic application to mathematics, science, social studies and language arts	3
ED C 773	Curriculum Development for the Gifted and Talented Child, Part 2: Emphasis on programmatic application to visual arts, performing arts and computers and other technology	3
ED F 732	Seminar in the Study of Gifted and Talented Children	3

Mathematics Education (12 credits)**Required**

		Credits
ED C 740	Contemporary Mathematics of the Elementary School	3
ED C 741	The Development of Mathematical Concepts in Children	3

*Not currently available, but may be offered in the future.

ED C 742	Workshop in Elementary School Mathematics	3
ED C 743	Research Seminar in Elementary School Mathematics	3

Multicultural Education (12 credits) Required

		Credits
ED F 741	Cultural and Social Factors in Development and Learning	3
ED F 747	Theory and Practice of Multicultural/Multiethnic Education	3
ED F 749	Research Seminar in Multicultural Education	3
AND ONE OF THE FOLLOWING TWO COURSES		
ED F 746	Race, Ethnicity, & Culture in American Education	3
ED F 748	American Education and Issues of Diversity: Special Topics	3

Reading Teacher Specialization (15 credits)**

(Prerequisite ED C 730 Advanced Studies in the Teaching of Reading or special permission based on prior coursework)

Required

		Credits
ED C 731	Reading Instruction in Elementary Schools: Backgrounds and Research	3
ED C 733	Diagnosis of Reading Difficulties	3
ED C 734	Practicum in the Remediation of Reading Difficulties	3
ED C 735	Integrative Seminar: Research and Practice in Remedial Reading	3

Required (to be taken at any point)

ED C 737	Literature in the Elementary School	3
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Science Education (12 credits) Required

		Credits
ED C 776	Biological Science Background for Elementary Teachers	3
ED C 777	Physical Science Background for Elementary Teachers	3
ED C 778	Methods of Teaching Environmental Science	3
ED C 779	Research Seminar in Science Education	3

Elective

Students taking a 15 credit specialization need not take an elective course. Students taking 12 credit specializations may select a three credit elective from any other specialization, or may take one of the courses listed below:

		Credits
EDSPC 700	Issues and Practices in Educating Persons with Disabilities	3
EDSPC 715	Classroom Management of Students with Mild/Moderate Disabilities (Pre-req. EDSPC 700)	3

Designated Courses for Nonmatriculated Students—Program 2

Nonmatriculants may enroll only in the courses indicated below. All of these courses are required in Program 2 and will be accepted toward degree requirements provided grades earned are B or better.

		Credits
ED C 710	Studies in Curriculum and Instructional Pedagogy	3
OR		
ED C 711	Oral and Written Language in the Elementary School Curriculum	3
ED F 715	Diversity in American Education	3
AND ONE OTHER COURSE FROM THE FOLLOWING		
ED C 712	Critical/Analytical Thinking in Mathematics	3
ED C 713	Critical/Analytical Thinking in Science	3
ED C 714	Education and Technology in Elementary School	3

At least one ED C course and one ED F course from the above list must be taken as part of the nine credits required for matriculation.

Program 3: 30 credits

Program 3 is designed as a second master's degree for students who already have either a NYS MS degree in Elementary Education or NYS Permanent Certification in Elementary Education, and who are seeking an additional 30 credits beyond their degree. This is *not* a program that leads to teacher certification. This program requires students to complete two of the following specializations:

*Arts and Humanities (12 credits)
 *Early Childhood Education (15 credits)
 *Education of the Gifted and Talented (15 credits)
 *Mathematics Education (12 credits)
 *Multicultural Education (12 credits)
 *Reading Teacher Specialization (15 credits)
 *Science Education (12 credits)

Students who complete two 12 credit specializations will take 6 credits of electives. Those completing one 12 credit specialization and one 15 credit specialization will take 3 credits of elective coursework. Students who complete two 15 credit specializations will have no elective credits. (See section on electives under Program 2 for guidance on selecting elective courses.)

Bilingual Education

Coordinator Yvonne De Gaetano, West Building room 1019
 phone 772-4683

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 classroom. 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.

The MS in Bilingual Elementary Education has two programs. These programs are designed to accommodate students with

**The Specialization in Reading within the MS in Elementary Education leads to Reading Teacher Certification.

*Not currently being offered.

different levels of preparation in teacher education. **Program 1** is for students who do not have New York State provisional certification in elementary education and who have not completed a program (with or without a bilingual extension) leading to certification. **Program 2** is for students with provisional NYS certification in elementary education (with or without a bilingual extension) or who have completed a program leading to certification.

Admission Requirements

Matriculated Status: Students applying for matriculation in Program 1 or Program 2 must have a cumulative grade point average of 2.7 or better in their undergraduate work and must demonstrate proficiency in both oral and written English and Spanish. In addition, they must have completed a concentration (major) in a liberal arts subject and have one college level course in English, mathematics, science, social studies, and a language other than English. Students who do not fulfill these requirements must take appropriate undergraduate courses as a condition of matriculation or if too many deficiencies exist, prior to reapplication for matriculation. Courses taken to meet admission conditions will not be credited toward the MS degree and should be completed within the first three semesters after admission.

For admission to Program 2 students must have New York State Provisional Certification in Elementary Education (with or without a bilingual extension) or must provide proof that they have completed a state-approved program leading to one of these certificates. Students who have not completed a college supervised student teaching experience in bilingual education will be required to complete either BILED 781, Supervised Practicum for Bilingual Teachers, or BILED 782, Supervised Student Teaching in a Bilingual Setting, as a condition of admission. This admission condition will not be credited toward the MS degree.

Nonmatriculated Status: Students who apply for matriculation but do not have the required grade point average may be considered for nonmatriculant status. Students admitted may take up to 9 credits of required courses from the appropriate MS program (Program 1 or Program 2). Students must have a G.P.A. of 3.0 or better in these nine credits to be admitted to matriculation. (Students who meet the requirements for matriculation but begin the program as nonmatriculants because they missed the application deadline, may apply for matriculation prior to completing the nine credits.) Students will not be allowed to take more than nine credits as nonmatriculants.

Program 1: 41 to 55 credits

Program 1 is designed for students who do not have NYS Certification in Elementary Education, and who have not completed a program leading to such certification. The number of required credits for obtaining the degree is determined by the student's educational background. Program 1 has four components:

1. **A Pre-Core sequence** with a maximum of 28 credits. Students can receive course exemptions for the successful completion of undergraduate or graduate level courses equivalent to pre-core courses. Course exemptions can reduce the total number of credits for the degree. All students must complete a minimum of two courses (6 credits) from the pre-core plus either supervised student teaching or a supervised on the job practicum for teachers of bilingual education in New York City elementary schools. A chart is provided below to indicate how pre-core exemptions will affect the content and credits in Program 1.
2. **A 12 credit Basic Core**
3. **A 24 credit bilingual specialization** (including a 3 credit integrative seminar and 6 bilingual credits from the Basic Core).

4. **A culminating research project** (prepared in the required integrative seminar). Completion of this research project is an MS Elementary Education degree requirement.

The maximum number of credits for receiving the degree is 55; this is only required of the student whose educational background does not include any courses judged to be equivalent to the Pre-Core requirements. The minimum number of credits for the degree is 41.

PROGRAM – 1 (41 to 55 Credits)

Pre-Core

		Credits
ED F 706	Social, Historical, Philosophical Foundations of Education: The American School	3
ED F 709	Child Development	3
ED F 710	Educational Psychology	3
ED C 703	Teaching Science in the Elementary School	3
ED C 704	Teaching Developmental Reading	3
ED C 705	Mathematics Curricula & Methodology	3
HED 714	Health Education for the Classroom Teacher	3
	(and one of the following)	
ED C 706	Music in the Elementary School	3
or		
ED C 707	Art in the Elementary School	3
	(and one of the following)	
BILED 781*	Supervised Practicum for Bilingual Teachers	2
	(for those with a full-time teaching assignment in a NYC bilingual Elementary School setting)	
or		
BILED 782	Supervised Student Teaching in a Bilingual Setting	4
	Sub-Total	26-28 credits

Basic Core

ED C 730.50**	Advanced Studies in Teaching Reading	3
BILED 779	Multicultural Education	3
ED F 716.50**	Evaluation and Assessment of Children	3
	(and one of the following)	
ED C 712	Critical/Analytical Thinking Through Math	3
or		
ED C 713	Critical/Analytical Thinking Through Science	3
or		
ED C 714	Education and Technology in the Elementary School	3
	Sub-Total	12 credits

*Students intending to take BILED 781 must submit an "Application for Teaching Practicum" available in room 1000W and attend the application conference for student teachers. Application is required one semester prior to enrollment.

**Sections with a .50 designation indicate that the content of the course addresses instructional issues relevant to bilingual and ESOL classrooms, making up the 24 credits required by New York State for certification as an elementary teacher of bilingual education or ESOL.

Bilingual Specialization:

BILED 701	Principles and Practices in Bilingual Education	3
BILED 771	Psychology of Language Learning & Teaching	3
BILED 778	Native Language Instruction for the Bilingual Classroom: (Spanish)	3
EDESL 783	Teaching English as a Second Language	3
BILED 780	Bilingual Education Inquiry: Research and Evaluation (Integrative Seminar)	3
Sub-Total		15 credits

Students who have completed courses in education equivalent to pre-core courses may receive a maximum of 12 credits of course exemptions that will reduce the total number of credits for the degree.

Pre-Core Exemptions and Program 1 Requirements

Equivalent Coursework	Additional Course Requirements	Total No. of Prior Credits for the MS Degree
0	0	53-55
3	0	50-52
6	0	47-49
9	0	44-46
12	0	41-43
15	ED C 711.50	41-43
18	ED C 711.50	41-43
	plus a 3 credit elective*	
21	ED C 711.50	41-43
	plus two 3 credit electives*	

**PROGRAM – 2
(33 Credits)**

Program 2 is designed for students who have provisional NYS certification in elementary education, or completed a state approved program with or without a bilingual extension. Students who have not completed a college supervised student teaching experience in bilingual education will be required to complete either BILED 781 – Supervised Practicum for Bilingual Teachers or BILED 782 – Supervised Student Teaching in a Bilingual Setting, as a condition of admission. This admission condition will not be credited toward the MS degree.

Basic Core

		Credits
ED C 711.50**	Oral and Written Language in the Elementary School	3
ED F 715	Diversity in American Education	3
ED F 716.50**	Evaluation and Assessment of Children (and two of the following)	3

*Students may select as an elective any course from a specialization in Program 2 of the master's degree in elementary education. They may also choose EDSPC 700, Issues and Practices in Educating Persons with Disabilities, or PED 760, Workshop in Physical Education.

**Sections with a .50 designation indicate that the content of the course addresses instructional issues relevant to bilingual classrooms, making up the 24 credits required by New York State for certification as an elementary teacher of bilingual education.

ED C 712	Critical/Analytical Thinking Through Math	3
ED C 713	Critical/Analytical Thinking Through Science	3
ED C 714	Education & Technology in the Elementary School	3
Sub-Total		15 credits

Bilingual Specialization

BILED 701	Principles and Practices in Bilingual Education	3
BILED 778	Native Language Instruction for the Bilingual Classroom: Spanish	3
EDESL 783	Teaching English as a Second Language	3
BILED 771	Psychology of Language Learning & Teaching	3
BILED 779	Multicultural Education	3
BILED 780	Bilingual Education Inquiry: Research & Evaluation Integrative Seminar	3
Sub-Total		18 credits

MA—SECONDARY EDUCATION

Coordinator: Henry Evans West Building room 1000 phone 772-4623

Biology is not currently being offered. Please consult the subject area advisor for further information.

**MA—DEGREE PROGRAM FOR THE PREPARATION OF
SECONDARY EDUCATION TEACHERS OF ENGLISH
(Grades 7-12)**

Advisement for Education Requirements: Prof. Sally-Anne Milgrim
West Building 926 phone 772-4662

Advisement for English Requirements: Prof. Sylvia Tomasch
West Building 1249A phone 772-5079

Offered with the English Department. The applicant must be admitted by both the Division of Programs in Education and the English Department.

Matriculation Requirements: Teacher Education Program in English

Matriculation is open to graduates of accredited institutions acceptable to Hunter College who hold baccalaureate degrees, have a cumulative grade point average of 2.7 or better, and a major subject index of at least 3.0. Students must also have completed 21 credits of coursework in English. (See English Department section of the catalog for specific course requirements in English.) One year of college level study of a language other than English is also required.

Students who have a 3.0 or better index in English courses but whose cumulative grade point index is below 2.7 may be considered for admission to non-matriculant status. The student so admitted will be directed to take a specified sequence of courses in education totaling 9 credits, must achieve an index of 3.0 or better in these 9 credits, and must then re-apply for admission as a matriculant.

This Teacher Education Program (TEP) is not for individuals who already have provisional certification in teaching English. Provisionally certified teachers should apply for the Master of Arts in English. However, they may take 3 or 6 credits of advanced courses in the teacher education sequence as electives, with the approval of the English Department advisor.

Required Secondary Education Sequence (14-22 credits)

Basic Core: 12 credits

Students with equivalent prior coursework in education may be exempted from 3 or 6 credits of basic core of courses.

EDF S 700* Advanced Study of Human Development: Focus on Adolescents in Secondary Education (offered Fall only)

EDF S 701* Advanced Study of Social Issues for Teachers in Secondary Schools (offered Fall only)

EDF S 702* Educational Psychology: Applications to Secondary Education (offered Fall only)

EDC S 710 Advanced Study of Secondary School Learning Environments (offered Spring only)

Advanced Courses: 6 credits

EDC S 711 Young Adult Literature in Our Diverse Society (offered Spring only)

EDC S 712 Advanced Study of Methods of Teaching English in Secondary Schools (offered Fall only)

Student Teaching or Practicum: 2 or 4 credits

Students who have teaching appointments in junior or senior high schools will be supervised on their jobs as part of the practicum. Another part of this practicum entails 30 hours of supervised fieldwork in an after-school or other school-based program. Those students who are employed as high school teachers will do fieldwork in a junior high school program. Those students employed as junior high school teachers will do fieldwork in a high school program.

Students who are not employed as secondary school teachers are required to complete student teaching at both junior and senior high school levels.

EDC S 751	Advanced Supervised Student Teaching, Grades 7-9 and 10-12 (offered Spring only)	4 cr 1 hr weekly seminar plus 275 clock hours of fieldwork
	or	
EDC S 761	Supervised Practicum in the Teaching of English in Secondary Schools (offered Spring only)	2 cr 1 hr weekly seminar (and fulltime teaching)

English Department Subject Area Requirement: 21-24 credits

Total Number of Credits Required for the Degree: 35-46

*A negative tuberculosis test is required for entry to these courses because they include an hour of fieldwork in the public schools.



Comprehensive Examination

The culminating experience for students in this Teacher Education Program in English is a comprehensive examination. This **required** examination has two parts. Part I is an essay based upon the required coursework in education. Part II, taken during the last semester of study in English, is also an essay. In this part, students are asked to synthesize their knowledge of literature by writing about several works (poems, plays, novels, etc.) of special interest to them and selected in consultation with the graduate English department advisor. Advisors in English and Education should be consulted for application procedures for these separate parts of the examination. Application for a comprehensive examination must be made the semester prior to the exam date. Students should plan to take the comprehensive exam in January following the completion of methods and prior to student teaching.

MA-DEGREE FOR THE PREPARATION OF SECONDARY EDUCATION TEACHERS OF SOCIAL STUDIES (Grades 7-12)*

Advisement for Education Requirements: Prof. Henry Evans
West Building, room 1006 phone 772-4623

Advisement for History Requirements: Prof. Pierre Oberling
West building, room 1508 phone 772-5491

Offered with the History Department. The applicant must be admitted by both the Division of Programs in Education and the History Department.

Admission Requirements: Teacher Education Program in Social Studies

Matriculation is open to graduates of accredited institutions acceptable to Hunter College who hold baccalaureate degrees, who have a cumulative grade point average of 2.7 or better, and a major subject index of at least 3.0. (See History Department section of the catalog for specific course requirements in social studies.) One year of college-level study of a language other than English is also required. CSCI 100, Introduction to Computer Applications or its equivalent (or other evidence of computer literacy), is also required.

Students who have a 3.0 or better index in social studies courses but whose cumulative grade point index is below 2.7 may be considered for admission to nonmatriculant status. The student so admitted will be directed to take a specified sequence of courses in education totaling 9 credits, must achieve an index of 3.0 or better in these 9 credits, and must then re-apply for admission as a matriculant.

This Teacher Education Program (TEP) is not for individuals who already have provisional certification in teaching social studies. Provisionally certified teachers should apply for the Master of Arts in history or another area of social studies. However, they may take 3 or 6 credits of advanced courses in the teacher education sequence as electives, with the approval of the History Department advisor.

Required Secondary Education Sequence (12-21 credits)

Basic Core: 12 credits

Students with equivalent prior coursework in education may be exempted from 3 or 6 credits of basic core courses.

- EDF S 700 Advanced Study of Human Development: Focus on Adolescents in Secondary Education (offered Fall only)
- EDF S 701 Advanced Study of Social Issues for Teachers in Secondary Schools (offered Fall only)
- EDF S 702 Advanced Study of Educational Psychology: Applications to Secondary Education (offered Fall only)
- EDC S 710 Advanced Study of Secondary School Learning Environments (offered Spring only)

Methods: 6 credits

- EDC S 715 Advanced Study of Methods of Teaching Social Studies in Secondary Schools (offered Fall only)

Student Teaching or Practicum: 2 or 4 credits

Student Teaching Students who are not employed as secondary school teachers are required to complete student teaching at both junior and senior high school levels.

- | | | |
|-----------|--|---|
| EDC S 755 | Advanced Supervised Student Teaching of Social Studies in Grades 7-9 and 10-12 (offered Spring only) | 4 cr
1 hr weekly seminar
plus 275 clock hours
of fieldwork |
|-----------|--|---|

or

Practicum Students who have teaching appointments in junior or senior high schools will be supervised on their jobs as part of the practicum.

- | | | |
|-----------|---|---|
| EDC S 765 | Supervised Practicum in the Teaching of Social Studies in Secondary Schools (offered Spring only) | 2 cr
1 hr weekly seminar (and fulltime teaching) |
|-----------|---|---|

Education Requirement: 11-19 credits

Subject Area Requirement: 18-27 credits

Total Number of Credits Required for the Degree: 30-46

Comprehensive Examination

The culminating experience for students in the Teacher Education Program in Social Studies is a comprehensive examination. This **required** examination has two parts. Part I is comprised of 3 essays derived from coursework in education. Part II is an essay based upon the study of U.S. history, European history, and world or non-Western history. Application to sit for the comprehensive examination must be made the prior semester. Students should take the comprehensive in January following completion of methods and prior to student teaching.

MA—THE TEACHING OF FOREIGN LANGUAGE

Advisement for Education Requirements: Prof. Henry Evans
West building, room 1006 phone 772-4623

French Advisor: Prof. Cecile Nebel, West building, room 1307
phone 772-5096

Italian Advisor: Prof. Giuseppe C. Di Scipio, West building, room 1318
phone 772-5104

Spanish Advisor: Prof. Juan Gonzalez-Millan, West building, room 1349A
phone 772-5131

Secondary Education Program Advisor: Prof. Sema Brainin,
West building, room 1000 phone 772-4667

Offered with the Romance Language Department. The applicant must be admitted by both the Division of Programs in Education and the Romance Language Department.

Matriculation Requirements: Teacher Education Program in French, Italian, or Spanish

Matriculation is open to graduates of accredited institutions acceptable to Hunter College who hold baccalaureate degrees, who have a cumulative grade point average of 2.7 or better, and a major subject index of at least 3.0 in the target language. Students must also have a level of fluency in French, Italian or Spanish. (See Romance Language Department section of the catalog for specific course requirements in French, Italian, or Spanish equivalent to the Hunter College major.)

Students who have a 3.0 or better index in French, Italian or Spanish courses but whose cumulative grade point index is below 2.7 may be considered for admission to non-matriculant status. The student so admitted will be directed to take a specified sequence of courses in education totaling 9 credits, must achieve an index of 3.0 or better in these 9 credits, and must then re-apply for admission as a matriculant.

This Teacher Education Program (TEP) is not for individuals who already have provisional certification in teaching foreign languages. Provisionally certified teachers should apply for the Master of Arts in French, Italian or Spanish. However, they may take 3 or 6 credits of advanced courses in the teacher education sequence as electives, with the approval of the Romance Language Department advisor.

Required Secondary Education Sequence (11-19 credits)

Basic Core: 12 credits

Students with equivalent prior coursework in education may be exempted from 3 or 6 credits of basic core of courses.

- EDF S 700* Advanced Study of Human Development: Focus on Adolescents in Secondary Education (offered Fall only)
- EDF S 701* Advanced Study of Social Issues for Teachers in Secondary Schools (offered Fall only)
- EDF S 702* Advanced Study of Educational Psychology: Applications to Secondary Education (offered Fall only)
- EDC S 710 Advanced Study of Secondary School Learning Environments (offered Spring only)

*A negative tuberculosis test is required for entry to these courses because they include fieldwork in the public schools.

Methods: 3 credits

EDC S 722 Advanced Study of Methods of Teaching
a Foreign Language in Secondary Schools
(offered Fall only)

Student Teaching or Practicum: 2 or 4 credits

Students who have teaching appointments in junior or senior high schools will be supervised on their jobs as part of the practicum. Another part of this practicum will entail 30 hours of supervised fieldwork in an afterschool or other school-based program. Those students who are employed as high school teachers will do fieldwork in a junior high school program. Those students employed as junior high school teachers will do fieldwork in a high school program.

Students who are not employed as secondary school teachers are required to complete student teaching at both junior and senior high school levels.

EDC S 752	Advanced Supervised Student Teaching of Foreign Languages in Grades 7-9 and 10-12 (offered Spring only)	4 cr 1 hr weekly seminar plus 275 clock hours of fieldwork
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or

EDC S 762	Supervised Practicum in the Teaching of Foreign Language in Secondary Schools (offered Spring only)	2 cr 1 hr weekly seminar (and fulltime teaching)
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Foreign Language Department Subject Area Requirement: 21 credits

Total Number of Credits Required for the Degree: 32-40

Comprehensive Examination

The culminating experience for students in this Teacher Education Program in Foreign Languages is a comprehensive examination. This **required** examination has two parts. Part I is an essay based upon the required coursework in foreign languages. Part II, taken during the last semester of study in foreign languages, is also an essay. In this part, students are asked to synthesize their knowledge of literature by writing about several works (poems, plays, novels, etc.) of special interest to them and selected in consultation with the graduate Foreign Language department advisor. Students should consult advisor in Foreign Languages and Education for application procedures for these separate parts of the overall examination. Application to sit for a comprehensive examination must be made the prior semester. Students should take the comprehensive in January following the completion of methods and prior to student teaching.

MA—THE TEACHING OF LATIN (7-12)

Advisement for Education Requirements: Prof. Henry Evans
West Building, room 1006 phone 772-4623

Advisement for Classics Requirements: Prof. Ronnie Ancona
West building, room 1401 phone 772-4960

Offered with the Classics Department. The applicant must be admitted by both the Division of Programs in Education and the Classics Department.

Matriculation Requirements: Teacher Education Program in Latin

The Teacher Education Program (TEP) is both for individuals who already have provisional certification in teaching a secondary academic subject and for individuals who do not have provisional certification.

Matriculation is open to graduates of accredited institutions acceptable to Hunter College who have a cumulative grade point average of 2.7 or better and an index of at least 3.0 in an undergraduate major in Latin or classics or the equivalent (24 credits in Latin). Students with 18 credits in undergraduate Latin courses may be admitted provisionally if they are certified to teach languages other than Latin. 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. The selection process also includes a personal interview.

Students who have a 3.0 or better index in Latin courses but whose cumulative grade point index is below a 2.7 may be considered for admission to non-matriculation status. The student so admitted will be directed to take a specified sequence of courses in education totaling 9 credits, must achieve an index of 3.0 or better in these 9 credits, and must then re-apply for admission as a matriculating student.

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

Required Secondary Education Sequence (8-21 credits)**Basic Core: 12 credits**

Students with equivalent prior coursework in education may be exempted from 3 or 6 credits of basic core of courses.

- EDF S 700* Advanced Study of Human Development:
Focus on Adolescents in Secondary Education
(offered Fall only)
- EDF S 701* Advanced Study of Social Issues for Teachers in
Secondary Schools (offered Fall only)
- EDF S 702* Educational Psychology: Applications to
Secondary Education (offered Fall only)
- EDC S 710 Advanced Study of Secondary School Learning
Environments (offered Spring only)

Advanced Courses: 6 credits

- LATED 712** Advanced Study of Methods of Teaching Latin in
Secondary Schools. Not offered every semester.
- LATED 713** Workshop in Development of Curricular material in
Latin. Not offered every semester.

*A negative tuberculosis test is required for entry to these courses because they include fieldwork in the public schools.

**Students who enter with provisional certification in a secondary academic subject will complete 8 or 9 credits from these courses.



Student Teaching or Practicum: 2 or 3 credits

Students should contact Prof. Ancona before they are ready for student teaching or practicum.

LATED 731** Advanced Supervised Student Teaching, Grades 7-9 and 10-12 (offered Spring only)	3 cr 1 hr weekly seminar plus 275 clock hours of fieldwork
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or

LATED 741** Supervised Practicum in the Teaching of Latin in Secondary Schools (and fulltime teaching) (offered Spring only)	2 cr 1 hr weekly seminar
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Latin Department Subject Area Requirement: 18 credits

Total Number of Credits Required for the Degree: 00-00??

Comprehensive Examination

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

* Not currently offered

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

MA-TEP PROGRAMS IN TEACHING ART*

Offered with the Art Department. The applicant must be admitted by both the Division of Programs in Education and the Art Department.

Matriculation is open to graduates of accredited institutions acceptable to Hunter College who hold baccalaureate degrees and who 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 MA/TEP program assumes that the applicant can meet the New York State Provisional Certification requirements in art, which are minimally: 12 credits in education**; a student teaching experience or one year of full-time teaching in the certification subject area and 24 credits in the subject area.

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.

EDUC MA—THE TEACHING OF MUSIC (K-12)

Advisement for Education Requirements: Prof. Sema Brainin
West Building, room 1006 phone 772-4623

Advisement for Music Requirements: Prof. Ruth DeFord
North building room 1500A phone 772-5121

Offered with the Music Department. The applicant must be admitted by both the Division of Programs in Education and the Music Department.

Matriculation Requirements: Teacher Education Program in Music

The Master of Arts degree for the Preparation of Teachers of Music is a program designed for students who wish to become eligible for New York State certification as teachers of music, grades K-12. Matriculation is open to graduates of accredited institutions acceptable to Hunter College who hold a baccalaureate degree, have a cumulative grade point average of 2.7 or better, and a major subject index of at least 3.0. Students must have completed 24 credits of coursework in music with at least 2 semesters of music history, 4 semesters of music theory, and 2 semesters of solfège. 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 Music Department's graduate advisor. Credit toward the MA may not be gained in courses taken to make up undergraduate deficiencies. One year of college study of a language other than English is also required.

Students who have a 3.0 or better index in music courses but whose cumulative grade point index is below a 2.7 may be considered for admission to nonmatriculation status. The student so admitted will be directed to take a specified sequence of courses in education totaling 9 credits, must achieve an index of 3.0 or better in these 9 credits, and must then re-apply for admission as a matriculant.

This Teacher Education Program (TEP) is not for individuals who already have provisional certification in teaching music. Provisionally certified teachers should apply for the Master of Arts in Music. However, they may take 3 or 6 credits of advanced courses in the teacher education sequence as electives, with the approval of the Music Department advisor.

Required Secondary Education Sequence (12-20 credits)
Basic Core: 12 credits

Students with equivalent prior coursework in education may be exempted from 3 or 6 credits of basic core of courses.

- EDF S 700* Advanced Study of Human Development:
Focus on Adolescents in Secondary Education
(offered Fall only)
- EDF S 701* Advanced Study of Social Issues for Teachers in
Secondary Schools (offered Fall only)
- EDF S 702* Educational Psychology: Applications to Secondary
Education (offered Fall only)
- EDC S 710 Advanced Study of Secondary School Learning
Environments (offered Spring only)

*A negative tuberculosis test is required for entry to these courses because they include one hour of fieldwork in the public schools.

Methods: 4 credits

MUSED 677 Methods of Teaching Instrumental Music
in the Elementary and Secondary Schools.
(Contact Music Department advisor.
Not offered every semester.)

MUSED 678 Methods of Teaching Vocal and General Music
in the Elementary and Secondary Schools.
(Contact Music Department advisor.
Not offered every semester.)

Student Teaching or Practicum: 2 or 4 credits

Student Teaching Students who are not employed as music teachers are required to complete student teaching at two different school levels, one of which must be a high school. Offered in Spring only.

EDC S 756 Advanced Supervised Student Teaching of Music

or

Practicum Students who have teaching appointments in junior or senior high schools will be supervised on their jobs as part of the practicum, EDC S 766.

EDC S 766 College Supervised Practicum in the Teaching of Music

Music Department Subject Area Requirement: 18 credits**Total Number of Credits Required for the Degree:** 30-46

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. Students may register for one credit of independent study if they wish to receive credit toward their MA degree for work done in fulfilling the TEP project.



CURRICULUM AND TEACHING COURSE LISTINGS

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

ED C 700 The Art of Effective Teaching – An Emphasis on The Social Studies Entry course that includes the study of the components of teaching that embrace all curriculum areas with an emphasis on the Social Studies.

ED C 703 Teaching Science in the Elementary School A study of the philosophies and instructional strategies which will enable future educators to teach science to elementary school age children.

ED C 704 Teaching Developmental Reading Concepts, methods, and resources used to teach reading to children in elementary school.

ED C 705 Mathematics Curricula and Methodology Analysis of contemporary elementary mathematics curricula; strategies for teaching math concepts and procedures; resources; planning, teaching, and evaluating lessons.

ED C 706 Music in the Elementary School Methods and materials suitable for teaching music in K-6 classrooms.

ED C 707 Art in the Elementary School An introduction to the materials and techniques for teaching art to children, nursery through grade 6. A hands-on approach to problem solving, visual literacy and tactile awareness.

ED C 708 Supervised Student Teaching in the Elementary School 4 cr. Prereq or Coreq: ED F 706, ED F 710, ED F 709, ED C 700, ED C 704, ED C 705, ED C 706 or 707. Supervised observation and student teaching for no less than 275 hours in elementary classrooms; 15 hours of seminar, accompanied by conference time. Students will have placements on two levels, PreK-3 and 4-6. Note: Applicants for student teaching in Spring semester must apply during previous October. Applicants for Fall semester must apply during previous March. Please note announcements of application conference.

ED C 709 Supervised Practicum in the Elementary School* 2 cr. 15 hours of seminar plus conferences. Prereq or coreq: ED F 706, ED F 710, ED F 709, ED C 700, ED C 704, ED C 705, ED C 706 or 707. On-the-job supervision for students who are full time teachers in New York City elementary schools, accompanied by 15 hours of seminar plus conference time. Note: Applicants for practicum in Spring semester must apply during the previous October. Applicants for Fall semester must apply during previous March. Please note announcements of application conference.

ED C 710 Advanced Studies in Curriculum and Instructional Pedagogy Focuses on the development of reflective skills and abilities that lead to high-level levels of effective teaching.

ED C 711 Oral and Written Language in the Elementary School Curriculum The study of language and usage with strategies for fostering oral and written language learning in elementary school classrooms.

ED C 712 Critical and Analytical Thinking in Mathematics Preq or coreq: ED C 705 or equivalent. Ways to set up and monitor mathematical investigations designed to promote flexible problem solving, active learning, finding patterns, reasoning logically, formulating and verifying hypotheses. Error analysis and remediation.

ED C 713 Critical/Analytical Thinking in Science Prereq or coreq: ED C 703 and ED F 709. The most prevalent goal of science education is to make students effective problem solvers. This course will focus on ways to improve children's critical thinking skills via hands on/minds on science activities. Results of the most recent research findings will be analyzed.

ED C 714 Education and Technology in the Elementary School Overview of research and theory related to the use of technology in educational settings with an emphasis on state-of-the-art classroom applications.

ED C 717 Independent Study in Curriculum and Teaching 1 cr. Prereq or coreq: Permission of faculty advisor. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

ED C 718 Independent Study in Curriculum and Teaching 2 cr. Prereq or coreq: Permission of faculty advisor. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

ED C 719 Independent Study in Curriculum and Teaching 2 cr. Prereq or coreq: Permission of faculty advisor. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

ED C 720 Curriculum Theory and Practice in Early Childhood Education Prereq or coreq: ED F 729. The philosophical foundations of early childhood curriculum are explored as a backdrop against which to understand the organization of the physical setting and the planning of appropriate curriculum activities for children from birth to age eight.

ED C 721 Language and Literacy in Early Childhood An introduction to language acquisition in children, second language acquisition, and the development of literacy. Special emphasis is placed on language and culture, dialect variation and the development of social and academic language. May not be offered every year.

ED C 722 Seminar in Administration and Supervision in Early Childhood Education* Prereq or coreq: ED C 720 and ED F 729. Principles underlying the administration and supervision of educational personnel and programs in public and private schools and all institutions for children ages 6 months to 8 years. Emphasis on multicultural educational matters as they relate to administration and supervision. May not be offered every year.

ED C 723 Music in Early Childhood Methods and materials suitable for teaching music in an early childhood setting. This course may not be offered every year.

ED C 730 Advanced Studies in the Teaching of Reading Prereq or coreq: ED C 704. Teaching Developmental Reading, or undergraduate or graduate equivalent. Teaching and learning approaches in developmental reading in the elementary school (nursery through grade 6), based on classroom assessments.

ED C 731 Reading Instruction in Elementary Schools: Backgrounds and Research Prereq or coreq: ED C 730 or permission of the reading specialization advisor. Historical backgrounds and research on the reading process from the initial stages through the upper grades of the elementary school. Students study research on the history of reading and the theoretical underpinnings of classical and current approaches in reading instruction at every stage.

ED C 733 Diagnosis of Reading Difficulties Prereq: ED C 731. Factors related to reading difficulty; procedures for diagnosing reading achievement and related language skills. Diagnosis under supervision of children with reading difficulties.

ED C 734 Practicum in the Correction of Reading Difficulties Prereq: ED C 733. Theoretical considerations and procedures in the treatment of pupils with reading difficulties. Supervised diagnosis and treatment of pupils with reading difficulties.

ED C 735 Integrative Seminar: Research and Practice in Reading Prereq: ED C 734. Advanced techniques and specialized approaches in the treatment of pupils with reading difficulties. Integration of reading theory and practice.

ED C 737 Literature in the Elementary School Survey of literature for elementary schools with emphasis on use of such materials for classrooms.

ED C 739 Integrative Seminar in Early Childhood Education Prereq and coreq: ED C 720, ED F 729, and two other courses in the Early Childhood Specialization. This course integrates the key components of early childhood education programs. It examines the development of the early childhood teacher, the children they teach, the curriculum, the roles of parents and their rights and responsibilities. Students develop and use various research tools to observe and report on these four components of early childhood programs.

ED C 740 Contemporary Mathematics of the Elementary School Prereq or coreq: ED C 712. A study of some advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems, numeration systems and their historical development; geometrical constructions.

ED C 741 Development of Mathematical Concepts in Children Prereq or coreq: ED C 712. Developmental levels of mathematical concepts are examined through the work of Piaget and others. Techniques for determining developmental levels and related learning activities are explored. Individual projects will be carried out with children.

*A supervised on-the-job practicum for teachers of elementary grades in New York City schools.

*Not currently offered

ED C 742 Workshop in Elementary School Mathematics Prereq or coreq: ED C 712. Exploration of special programs developed to make use of manipulative materials. Individualized projects in developing teaching materials for children using a variety of media.

ED C 743 Research Seminar in Elementary School Mathematics Prereq or coreq: ED C 712, ED C 740 and ED C 741. An examination of current research in mathematics education. Students will prepare a comparative, evaluative paper of the research related to a specific curriculum topic or a problem in the learning or teaching of mathematics.

ED C 750 Children's Art* An inquiry into how children, pre-school and elementary, move through stages of image-making. Assesses the various influences that block or encourage the creative art process. May not be offered every year.

ED C 758 Advanced Studies in Teaching Music in Elementary School* Prereq or coreq: A prior course in music education or permission of the instructor. Offered as an advanced course: Supplements content knowledge and extends abilities for teaching music K-6. May not be offered every year.

ED C 759 Aesthetic Education Research Seminar* Prereq or coreq: three courses from among the following: ED C 737, 750, 758, THC 776. Culminating experience for Arts and Humanities concentration; study of arts, aesthetics, and curriculum construction; research project.

ED C 772 Curriculum Development for the Gifted and Talented Child (Part I: With an emphasis on programmatic application to mathematics, science, social studies and language arts)* Prereq or coreq: A course in methods of teaching. Principles of curriculum design specific to gifted and talented children will be applied to the content areas of mathematics, science, social studies and language arts (including reading). Field-based assignments are part of the course.

ED C 773 Curriculum Development for the Gifted and Talented Child (Part II: With an emphasis on programmatic application to visual arts, performing arts and computers and other technology)* Prereq or coreq: ED C 772. Curriculum development for the gifted and talented child, with an emphasis on programmatic application to visual arts, performing arts and computers and other technology. Field-based assignments are part of the course.

ED C 776 Biological Science Background for Elementary Teachers Prereq or coreq: ED C 710, and either ED C 712 or 713. Concepts in the Biological Sciences necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided. Writing requirements will include analytical and descriptive papers on selected topics.

ED C 777 Physical Science Background for Elementary Teachers Prereq or coreq: ED C 710, and either ED C 712 or 713. Concepts in the Physical Sciences necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided. This course is open to students selecting the Science Specialization. It may be selected as an elective by others enrolled in the MA in Elementary Education provided they have satisfied the prerequisites.

ED C 778 Methods of Teaching Environmental Science in the Elementary School Prereq or coreq: ED C 712 or 713 and ED C 710. Basic ecological and sociological concepts will be developed to help identify and analyze major environmental problems and issues.

ED C 779 Research Seminar in Science Education Prereq: ED C 776, ED C 777, ED C 778. Study of research design and proposal writing techniques for the study of science education. Includes the evaluation of selected science research studies, and the production of an original research proposal.

ED C 790 Special Topics In Curriculum and Teaching Prereq or coreq: Department permission. Varied topics in curriculum and teaching with a focus on curriculum or material development and teaching methodology and strategies.

ED C 792 Integrative Seminar In Curriculum, Teaching and Learning* Prereq or coreq: Completion of 12 credits in Basic Core courses. Research seminar. Students do research on topics which summarize and apply previous learnings. Written and oral presentations.

ED C S 710 Advanced Study of Secondary School Learning Environments. Prereq or coreq: ED F S 700, 701, 702. Establishment of effective learning environments with a focus on learner/teacher dynamics, group process and classroom management.

ED C S 711 Young Adult Literature in Our Diverse Society Familiarizes prospective teachers with a wide variety of young adult literature and appropriate methodology for selecting and teaching materials based on their students' special needs, interests, abilities, styles of learning and multi-cultural backgrounds. Includes reading strategies to promote better comprehension of literature and to assist reluctant readers.

ED C S 712 Advanced Study of Methods of Teaching English in Secondary Schools Prereq: ED F S 700, 701, 702. Coreq: ED C S 710, 711. Familiarizes prospective English teachers with curriculum materials, instructional approaches, innovative teaching techniques and evaluative procedures.

ED C S 715 Advanced Methods of Teaching Social Studies in Secondary Schools Prereq: ED F S 700, 701, 702. Prereq or coreq: ED C S 710. Rational, methodology and resources for teaching social studies based on current theories of the nature of students, social studies and secondary schooling.

ED C S 722 Advanced Methods of Teaching a Foreign Language Prereq: ED F S 700, 701, 702. Coreq: ED C S 710. Theory and research in proficiency-based second language teaching and their practical applications.

ED C S 751 Advanced Supervised Student Teaching of English in Grades 7-9 and 10-12. 4 cr. 15 hours of seminar plus 275 hours of fieldwork plus conferences. Prereq: EDF S 700, 701, 702. Pre- or coreq: EDCS 710, 711, 712. Supervised observation and student teaching in grades 7-9 and 10-12 in New York City public schools. Note: Applicants for student teaching in Spring semester must apply during the previous October. Offered Spring only. Please note announcements of application conference.

ED C S 752 Advanced Supervised Student Teaching of a Foreign Language in Grades 7-9 and 10-12. 4 cr. 15 hours of seminar plus 275 hours of fieldwork. Prereq: EDF S 700, 701, 702. Pre- or coreq: EDC S 710, 722. Supervised observation and student teaching in grades 7-9 and 10-12 in a New York City public school or schools for 275 clock hours; plus 15 hours of seminar at the College. Note: Applicants for student teaching in Spring semester must apply during the previous October. Offered Spring only. Please note announcements of application conference.

ED C S 755 Advanced Supervised Student Teaching of Social Studies in Grades 7-9 and 10-12. 4 cr. 15 hours of seminar plus 275 hours of fieldwork plus conferences. Prereq: EDF S 700, 701, 702. Pre- or coreq: EDCS 710, 715. Supervised observation and student teaching in grades 7-9 and 10-12 in New York City public schools. Note: Applicants for student teaching in Spring semester must apply during the previous October. Offered Spring only. Please note announcements of application conference.

ED C S 761 College Supervised Practicum in the Teaching of English in Secondary Schools 2 cr. 15 hours of seminar plus conferences. Prereq: EDF S 700, 701, 702. Pre- or coreq: EDCS 710, 711, 712. On-the-job supervision for students who are employed as teachers of English in secondary schools in New York City. Note: Applicants for practicum in Spring semester must apply during the previous October. Offered Spring only. Please note announcements of application conference.

ED C S 762 College Supervised Practicum in the Teaching of a Foreign Language in Secondary Schools 2 cr. 15 hours of seminar plus conferences. Prereq: EDF S 700, 701, 702. Pre- or coreq: EDC S 710, 722. On-the-job supervision for students who are employed as teachers of French, Italian, or Spanish in secondary schools in New York City. Note: Applicants for practicum in Spring semester must apply during the previous October. Offered Spring only. Please note announcements of application conference.

ED C S 765 College Supervised Practicum in the Teaching of Social Studies in Secondary Schools 2 cr. 15 hours of seminar plus conferences. On-the-job supervision for students who are employed as teachers of Social Studies in secondary schools in New York City. Note: Applicants for practicum in Spring semester must apply during the previous October. Offered Spring only. Please note announcements of application conference.

HED 714 Health Education for the Classroom Teacher Preparation of the elementary educator to assist school children in making decisions for optimum health and human functioning. Emphasis on alcohol, drugs, tobacco, family living and sex education, AIDS, nutrition and safety. The course includes the recognition of indications of child abuse, and a review of the legal and moral responsibilities of classroom teachers.

* Not currently offered.

EDUCATIONAL FOUNDATIONS COURSE LISTINGS

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

ED F 706 Social, Historical, Philosophical Foundations of Education: The American School An in-depth study of the social, historical, and philosophical foundations of education and their impact on the American school.

ED F 709 Child Development Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

ED F 710 Educational Psychology Prereq or coreq: ED F 709 (or equivalent). Advanced Education Psychology. Theories and research applied to learning, motivation, cognition, pupil and teacher relationships, and classroom management with a focus on students from diverse backgrounds.

ED F 715 Diversity in American Education Prereq or coreq: ED F 706. A survey of issues and concerns related to diversity in the U.S. with an emphasis on race, ethnicity, culture, gender, class, language, and exceptionality and their effect on urban education and the implications for teachers.

ED F 716 Evaluation and Assessment of Children Prereq or coreq: ED F 710 or 709. Principles of educational evaluation and assessment. Theories and research applied to the evaluation of diverse student populations. Foundations of construction and interpretation of standardized and teacher-made tests.

ED F 717 Independent Study in Educational Foundations 1 cr. Prereq or coreq: Permission of faculty advisor. Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

ED F 718 Independent Study in Educational Foundations 2 cr. Prereq or coreq: Permission of faculty advisor. Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

ED F 719 Independent Study in Educational Foundations Prereq or coreq: Permission of faculty advisor. Independent study in the areas of psychological or social foundations of education. A maximum of 6 credits of independent study may be counted toward the degree.

ED F 729 Child Study: Cognitive and Affective Development of Children, Birth to Age Eight Prereq or coreq: ED F 716. An examination of contemporary themes in cognitive and affective development as they apply to early childhood years. The emphasis is on a study of the developmental changes of this period and of the processes underlying these changes.

ED F 730 Conceptions of Giftedness and Talent: Definitions, Identification, and Implications for Programming* Prereq or coreq: A course in educational psychology or permission of the instructor. Analysis of varying conceptions of giftedness and talent with implications for identification procedures and the design of program options for levels nursery through grade 12. Field-based assignments are part of the course.

ED F 731 Socio-emotional Development of Gifted and Talented Students* Prereq or coreq: A course in child development or permission of the instructor. Analysis of socio-emotional development of gifted and talented individuals with implications for educational settings. Field-based assignments are part of the course.

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

ED F 740 Cognitive and Affective Development of Children* Prereq or coreq: ED F 716. An examination of contemporary themes in cognitive and affective development with an emphasis on developmental changes and the processes underlying these changes and transitions.

ED F 741 Cultural and Social Factors in Development and Learning Theories and research applied to the interaction between cultural/social factors and selected aspects of development. Emphasis is placed on the pervasive influences of culture on cognition, sense of self, and classroom interactions.

ED F 742 Cognitive Processes and Learning Strategies in the Subject Areas* Theory and principles of cognitive science applied to learning and instruction in the subject areas. Theories and research focused on the development of cognitive self-regulation procedures appropriate to major academic domains. May not be offered every year.

ED F 743 Learning Theories and Their Application to Instruction and Classroom Management* Prereq or coreq: ED F 716. In-depth study of learning theories to meet the diverse needs of students. The application of learning theories to a variety of classroom structures. May not be offered every year.

ED F 744 Seminar in the Study of Children's Learning and Development* Prereq or coreq: ED F 740 and 741 plus either ED F 742 or 743. Study of research design and proposal writing techniques for the study of child development and education. Includes the evaluation of selected psychological and educational studies, and the production of an original research proposal.

ED F 746 Race, Ethnicity and Culture in American Education An introduction to the social and cultural foundations of education. It provides an overview of the major racial/ethnic groups in America, examines how race, ethnicity and culture in conjunction with gender, class, ability, disability and other diversity have contributed to educational inequality. It also explores the concepts, issues, and perspectives in multicultural/multiethnic education that work toward greater educational equity.

ED F 747 Theory and Practice of Multicultural/Multiethnic Education Prereq or coreq: ED F 746. Analysis of theories and practices of multicultural/multiethnic education with emphasis on the history, goals, conceptual and philosophical issues of cultural diversity with implications for curriculum reform and teaching.

ED F 748 American Education and Issues of Diversity: Special Topics An examination of the history and adaptation of old and new immigrant groups in the U.S. and their experience in the American educational system. Emphasis is on the role of culture, structure, and policy in facilitating and/or hindering opportunities for immigrants to achieve educational equity. May not be offered every year.

ED F 749 Research Seminar in the Study of Multicultural Education Prereq or coreq: ED F 746, 747, and 748 or 741. Study of research design and proposal writing techniques for the study of multicultural education. Includes the evaluation of selected social foundation studies, and the production of an original research proposal.

ED F 790 Special Topics in Educational Foundations Prereq or coreq: Department permission. Varied topics in educational foundations that are of current interest or need.

ED F 792 Integrative Seminar in Educational Foundations, Teaching and Learning Prereq or coreq: Completion of 12 credits of Basic Core courses. Research seminar. Students do research on topics which summarize and apply previous learnings. Written and oral presentations.

ED F S 700 Advanced Study of Human Development: Focus on Adolescents in Secondary Education** Coreq: ED F S 701. Cognitive, emotional, personality, social and physical development from childhood through adolescence, with a focus on adolescence. Two hours of class work at Hunter College and one hour of fieldwork in a secondary school. A two hour workshop on child abuse will be included.

ED F S 701 Advanced Study of Social Issues for Teachers in Secondary Schools** Coreq: ED F S 700. Current issues and themes in contemporary urban life deemed essential to the preparation of urban secondary teachers. Two hours of class work at Hunter College and one hour of fieldwork in a secondary school.

ED F S 702 Advanced Study of Educational Psychology: Applications to Secondary Education* Prereq or coreq: ED F S 700, 701. Basic educational psychology covering the characteristics of the learner, learning theories and applications and the instruction process as applied to the secondary setting. Two hour class, plus one hour of tutoring or mentoring students at Hunter College or a nearby high school.

*Not currently offered

**A negative tuberculosis test is required for entry to these courses because they include one hour of fieldwork in the public schools.

*Not currently offered



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. Programs and instructional models. Psycholinguistic, sociolinguistic and sociocultural dimensions of bilingualism and bilingual education.

BILED 771 Psychology of Language Learning and Teaching Survey of the research in first and second language acquisition among children, adolescents and adults. Emphasis on the psychological underpinnings of the process and practical classroom applications in a New York City context.

BILED 778 Native Language Instruction for Bilingual Classroom: (Spanish) Prereq or coreq: Fluency in Spanish as required for admission to the Master's Program, Bilingual Extension. To enhance Spanish language skills for the purpose of teaching content areas in and through Spanish; to revise, adapt and develop Spanish curriculum materials for the bilingual classroom.

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 & Evaluation (An Integrative Seminar) Prereq or coreq: Students must have completed 12 credits in the bilingual education specialization plus all pre-core course requirements. The integrative seminar will review significant bilingual research to consider the implications of findings for bilingual instruction. Students will develop their own research or evaluation project as a culminating experience.

BILED 781 Supervised Practicum for Bilingual Teachers* 2 cr. 15 hours of seminar plus conferences. Prereq or coreq: BILED 701, BILED 778 plus all pre-core course requirements. On-the-job supervision in a New York City bilingual instructional setting where the student is a full-time teacher. Emphasis will be given to the development of competency in selecting and implementing teaching strategies in two languages, a student's native language and English. Note: Applicants for practicum in Spring semester must apply during previous October. Applicants for Fall semester must apply during previous March. Please note announcements of application conference.

BILED 782 Supervised Student Teaching in a Bilingual Setting 4 cr. Prereq or coreq: BILED 701, BILED 778 plus all pre-core course requirements. Supervised observation and student teaching for no less than 275 hours in bilingual elementary classrooms; 15 hours of seminar, accompanied by conference time. Students will have placements on two levels, Pre-K-3 and 4-6. Note: Applicants for student teaching in Spring semester must apply during the previous October. Applicants for Fall semester must apply during previous March. Please note announcements of application conference.

EDESL 783 Methodology of Teaching English to Speakers of Other Languages Methodology, theory and practice in teaching English to second-language learners and in evaluating their proficiency and progress.

*A supervised on-the-job practicum for teachers of elementary grades in bilingual settings in New York City schools.

MA-TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Coordinator Donald R. H. Byrd, PhD, West Building 1025 phone 772-4691 messages 772-4663/772-4666

The TESOL program is designed to educate women and men who wish to be involved in the teaching/learning process of students for whom English is a second or foreign language—either children or adults. The skill of teaching English to speakers of other languages is acquired through studying specialized methods and techniques that differ from those used by the teachers of English to native speakers. This preparation is the focus of the MA Program in TESOL.

The MA Program in TESOL is interdisciplinary. It encompasses courses that provide students with a theoretical and practical background in general linguistics, phonetics, the structure of American English, second-language acquisition research, related psychological, sociological, and anthropological aspects as well as the methods and materials of English language instruction to various populations. Students are advised to take certain courses in sequence after consultation with the coordinator.

There are two tracks in the program: (1) TESOL Pre-K-12 Track (35-37 credits) and (2) TESOL Adult Track (30 credits). Students must opt for one of these tracks when they submit their application forms. Applications cannot be processed until students have chosen one of the above tracks. Only six (6) course credits equivalent to courses in the MA-in-TESOL curriculum can be transferred from other accredited graduate programs.

The minimum requirements for both tracks are listed below. Meeting these minimal requirements does not guarantee acceptance to the program, which is based, by necessity, on the limitations of space and resources. Admission to the program is highly competitive, and each applicant's grade point average, type of college courses taken, personal statement on the application form, and quality of experience are all carefully considered for admission to the program.

Applicants with academic credentials from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL). These applicants must score at least 600 on the general test with 5.0 on the Test of Written English (TWE) and 200 on the Test of Spoken English (TSE).

A practicum is required in both tracks. Inexperienced students in the TESOL Pre-K-12 Track must take EDESL 785, "Supervised Pre-Service Practicum: Pre-K-12." Currently employed public school ESL teachers must take an EDESL 788 "Supervised In-Service Practicum in the Public Schools." EDESL 784 "Fieldwork in TESOL," is required of all students in the TESOL Adult Track.

Students who are in their last semester of study have a choice of either (1) writing a master's essay (EDESL 780) for three credits or (2) sitting for a three-hour comprehensive examination, which carries no credit and is graded on a pass/fail basis.

The faculty of the MA Program in TESOL is well known for its scholarly and teaching excellence, wide range of publications, and professional participation.

(1) TESOL PRE-K-12 TRACK (35-37 credits)

The Pre-K-12 Track prepares teachers for New York State certification in TESOL, which each student may apply for through the college during the last semester in the program.

Minimum Admission Requirements (TESOL Pre-K-12)

1. A baccalaureate degree with a concentration in the liberal arts and sciences from an approved college or university
2. A grade point average of at least 2.7 on all undergraduate academic work
3. Twelve (12) credits of foreign language study documented on an undergraduate transcript

Requirements for the Degree

1. A minimum of 35-37 credits beyond the baccalaureate degree as outlined below
2. A comprehensive examination or master's essay (EDESL 780)*

Sequence of Courses

	Credits
LING 701 Introduction to General Linguistics	3
EDESL 783 Methodology of Teaching English to Speakers of Other Languages (Fall semester)	3
EDESL 705 Structure English: A Pedagogical View	3
LING 773 Theory and Research of Second Language Acquisition	3
ANTH 777 Language and Culture	3
EDESL 787 Workshop: TESOL for Children (Pre-K-12) (Spring semester)	3
EDESL 781 Workshop in Curriculum and Materials in TESOL	3
BILED 701 Principles and Practices in Bilingual Education	3
EDF 716.50 Evaluation and Assessment of Children	3
EDF 709 Child Development	3
EDF 706 Social, Historical, Philosophical Foundations of Education: the American School	3

One of the following:

EDESL 785 Supervised Pre-Service Practicum: Pre-K-12	4
EDESL 788 Supervised In-Service Practicum in the Public Schools	2

(2) TESOL ADULT TRACK (30 credits)

The TESOL Adult Track prepares students to teach adults in college, continuing education, literacy, business, private, and other academic and professional programs in the United States or abroad.

Minimum Admission Requirements (TESOL ADULTS)

1. A baccalaureate degree from an approved college or university
2. A grade point average of at least 2.7 on all undergraduate academic work
3. Twelve credits of foreign language study documented on a college transcript or the documented equivalent (for example, extended study abroad in a language other than English)

Requirements for the Degree

1. A minimum of 30 credits beyond the baccalaureate degree as outlined below
2. Comprehensive examination or master's essay (EDESL 780)*

Sequence of Courses

	Credits
LING 701 Introduction to General Linguistics	3
EDESL 783 Methodology of Teaching English to Speakers of Other Languages (Fall semester)	3
EDESL 705 Structure of English: A Pedagogical View	3
LING 773 Theory and Research of Second Language Acquisition	3
ANTH 777 Language and Culture	3
EDESL 784 Fieldwork in TESOL	3
EDESL 781 Workshop in Curriculum and Materials in TESOL	3
EDESL 782 Workshop: TESOL in Adult Education (Spring semester)	3
ELECTIVE (See below)	3

Recommended Electives

EDESL 786 Phonetics of American English	3
EDESL 780 Seminar in Educational Research (master's essay)*	3

OTHER ELECTIVES

BILED 701, 771, 779
EDF 706, 715
EDC 730, 737

COURSE LISTINGS

Listed below are the courses in the TESOL MA curriculum. Most courses meet once weekly (150 minutes) for forty-five hours and carry three credits. This listing represents the suggested sequence of study.

Entry Level Courses

EDESL 783 Methodology of Teaching English to Speakers of Other Languages An overview of classroom options for teaching English to second language learners.

LING 701 Introduction to General Linguistics The study of the basic components of linguistics and their applications.

*Students who choose to take the Master's essay (EDESL 780) will take an additional 3 credits.

*Students who choose to take the Master's essay (EDESL 780) will take an additional 3 credits.

Intermediate Level Courses

ANTH 777 Language and Culture Prereq: LING 701 or permission of TESOL adviser. Role of language, dialect, and bilingualism in social life, including language of politics, language in education, language variation as related to context, sex, status, and topic.

EDESL 705 Structure of English: A Pedagogical View Prereq: LING 701 or permission of TESOL adviser. The total grammatical system of English seen functionally and from a teaching perspective. Students examine research studies of how various English language structures are learned and develop techniques for teaching these structures.

EDESL 781 Workshop in Curriculum and Materials in TESOL Prereq: LING 701 or permission of TESOL adviser. Overview of the various genres of learning materials in ESL/EFL (listening and audio cassettes, speaking and conversation, reading and vocabulary building, writing and composing, basal series for children and adults, dictionaries, computer-assisted learning materials, video programs and others.)

EDESL 782 Workshop: TESOL in Adult Education Prereq: LING 701 or permission of TESOL adviser. A treatment of effective TESOL practices appropriate to the adult classroom.

EDESL 787 Workshop: TESOL for Children (Pre-K-12) Prereq: EDESL 783, LING 701 or permission of TESOL adviser. Applications of methods, techniques, and approaches for teaching English as a second/foreign language to children.

LING 773 Theory and Research of Second Language Acquisition Prereq: LING 701 or permission of TESOL adviser. A survey of current theory and research in second language acquisition with particular reference to the acquisition of English.

Advanced Level Courses

EDESL 780 Seminar in Educational Research (Master's Essay) Prereq: Completion of 24 credits or permission of TESOL adviser. A written study, which may include a researched area, an analysis of a methodology, a review, evaluation, or critique of relevant literature, or a proposal for learning materials. Students in this course, who meet as a group and individually with the adviser, are exempt from taking the comprehensive examination. Registration by adviser's approval only.

EDESL 784 Fieldwork in TESOL Prereq: Completion of 24 credits or permission of TESOL adviser. Teaching practicum in a field setting with adult learners of English in the Community Outreach Program in English (COPE) on Saturdays. 60 hours, 3 credits.

EDESL 785 Supervised Pre-Service Practicum: Pre-K-12 4 cr. Prereq: Completion of 24 credits or permission of TESOL adviser. Teaching practicum in the public schools. 180 hours (90 hours in K-6; 90 hours in 7-12), plus conferences and 15 hours of seminar at the college. 4 credits.

EDESL 788 Supervised In-Service Practicum in the Public Schools 2 cr. Prereq: Completion of 24 credits or permission of TESOL adviser. Supervision on-the-job in the setting where the student is a full-time teacher, plus conferences and 15 hours of seminar at the college.

ADVANCED CERTIFICATE IN EDUCATIONAL ADMINISTRATION AND SUPERVISION

Coordinator Dolores Fernandez, West Building room 1000
phone 772-4692

Hunter College offers qualified candidates a 6th-year program in the administration and supervision of nursery, Pre-K, 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. Students who complete the program also qualify for the New York State certificate in School Administration and Supervision (SAS) and may apply to New York State for the SAS and the School District Administrator (SDA). The program fulfills the requirements for the licensing of supervisors and administrators in the New York City public schools.

Minimum 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 and/or pupil personnel service provider within grades N-12
3. A minimum of 3 years of approved teaching and/or pupil personnel services within grades N-12 under regular appointment (or its equivalent)
4. Promise of success in educational supervision and administration as revealed by a number of indices

Method of Initiating Candidacy Applications for matriculation are due by March 15 and October 15. A limited number of non-matriculants are accepted each semester for a maximum of 6 credits provided they fulfill the admission requirements. Interested candidates may request further information from the program coordinator or may obtain applications by writing to the Graduate Admissions Office at Hunter College.

Requirements for Completion of Program

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

Required Courses (21 cr)

	Credits
ADSUP 700 Human Relations in Educational Administration	3
ADSUP 701 Organization and Administration of Public Schools I	3
ADSUP 702 Organization and Administration of Public Schools II	3
ADSUP 703 Supervision and Improvement of Instruction I	3
ADSUP 705 Research Seminar in Supervision and Administration	3
ADSUP 706 Field Experience Seminar in 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 Administration and Supervision I, II Two-semester course combining a field experience arranged and completed in student's own district and a weekly seminar which includes a two-hour unit on reporting suspected cases of child abuse and maltreatment.

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/Multicultural 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 30 hrs, plus 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.

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 Multicultural 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 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.

MSEd—GUIDANCE & COUNSELING (School Counselor)

Coordinator John O'Neill, East Building room 1201
phone 772-4754

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 School Counselors.

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

Minimum Requirements for Admission

1. Minimum undergraduate grade point average of 2.7; 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

Meeting these minimal requirements does not guarantee acceptance to the program, which is based, by necessity, on the limitations of space and resources. Admission to the program is highly competitive and each applicant's grade point average, counselor potential, and applicability of work and life experience are carefully considered.

In some instances, a small number of students who demonstrate exceptional potential and experience, but have an undergraduate G.P.A. of less than 2.7, may be recommended for provisional admission as non-matriculated students.

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 30 hrs, plus 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.



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).

Minimum Requirements for Admission

1. Minimum undergraduate grade point average of 2.7; the Graduate Record Examination is not required.
2. 15-25 credits of approved courses from the following fields: anthropology, economics, education, guidance, health science, 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

Meeting these minimal requirements does not guarantee acceptance to the program, which is based, by necessity, on the limitations of space and resources. Admission to the program is highly competitive and each applicant's grade point average, counselor potential, and applicability of work and life experience are carefully considered.

In some instances a small number of students who demonstrate exceptional potential and experience, but have an undergraduate G.P.A. of less than 2.7, may be recommended for provisional admission as nonmatriculated students.

Requirements for Maintenance of Matriculation and Graduation

1. Students must maintain a 3.0 GPA to remain in the program and must 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.
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. Fieldwork 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, examinations, 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 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. Chemical dependency in rehabilitation
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

REH 710	Chemical Dependency: Issues in 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 735	Seminar in Chemical Dependency: Counseling Skills and Techniques	3

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 780	The Study of Learning Disorders	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 722	Employee Assistance Programs in Business and Industry	3
REH 727,728	Special Issues in Rehabilitation	3
REH 729	Special Concerns of Women with Chemical Dependency	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 710 Chemical Dependency: Issues in Counseling This course is designed to introduce students to the various aspects of alcoholism and other drug abuse in order to increase their understanding and awareness of the multifaceted problems involved and the implications for counseling.



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 rereq 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 727, 728 Special Issues in Rehabilitation Study of significant issues, problems and emerging trends in rehabilitation.

REH 729 Special Concerns of Women with Chemical Dependency Socioeconomic, psychological, vocational and risk factors affecting the rehabilitation of 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.

REH 735 Seminar in Chemical Dependency: Counseling Skills and Techniques Introduces students to the various types of counseling involved in working with people who are chemically dependent. Students will have the opportunity to test skills and techniques necessary for counseling in a variety of settings which serve chemically dependent people.

Special Education

Advisors (all in West Building)

General Advisement Marsha H. Lupi, room 913W phone 772-4701;
Shirley Cohen, room 910W phone 772 4708

Admissions and Hearing Impairment Rosemary Gaffney, room 915W
phone 772-4702

Learning Disorders Katherine Garnett, room 918W phone 772-4700

Learning Disorders/Bilingual (Spanish) Marsha Lupi, room 913W
phone 772-4701

Behavior Disorders Ellis Barowsky, room 919W phone 772-4704

**Visual Impairment, Visual Impairment: Rehabilitation Teacher,
Severe Disabilities Including Deaf-Blindness** Rosanne Silberman,
room 911W phone 772-4740/1

Chair Marsha H. Lupi, room 913 West Building phone 772-4701

Ombudsperson Ellis Barowsky, room 919 West Building phone 772-4704

The special education program prepares teachers to work with special needs students in public and private schools, hospitals, clinics, health agencies, and residential settings. 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 depending on the program selected.*

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, Learning Disorders/Bilingual (Spanish), Behavior Disorders, Hearing Impairment, Visual Impairment, Severe/Multiple Disabilities, and Visual Impairment: Rehabilitation Teacher. Within the learning disorders (excluding bilingual) and behavior disorder concentrations, students may select an elementary or secondary focus.

Also available are dual concentrations in learning and behavior disorders.

Students 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 32-42 credits; Program B requires 43-49 credits.

Minimum Requirements for Admission

Program A This 32-42 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 condi-

tions are met by completing the additional coursework in education. This coursework is not credited toward the master's degree.

Students seeking admission to the Learning Disorders/Bilingual Special Education Program must meet the standards for admissions to the graduate program in special education.

In addition, students must demonstrate proficiency in oral and written English and Spanish. Applicants with academic credentials from non-English speaking countries are required to take the Test of English as a Foreign Language (TOEFL). Those applicants must score at least 600 on the general test with 5.0 on the Test of Written English (TWE) and 200 on the Test of Spoken English (TSE). Whenever a TOEFL score is not required, the applicant will be asked to write an essay, pass an interview with program staff or show proof of a PPT. A candidate's proficiency in Spanish will be assessed through a written essay and an interview with appropriate bilingual staff or proof of a bilingual license or a Spanish license from the New York City Board of Education.

Program B This 43-51 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.

Nonmatriculants, 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 recommended by the Admissions Committee to take 9 credits of coursework in special education as nonmatriculants, provided their undergraduate GPA is at least 2.5. No more than 9 credits of special education courses may be taken as a nonmatriculant. A student achieving at least a 3.0 GPA for these 9 credits may then re-apply for matriculated status. Nonmatriculant grades below "B" are not credited towards the master's degree.

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

Requirements for the Degree

Program A

- Core and concentration courses totaling:

33 cr	—Learning Disorders: Elementary or Secondary Focus
39 cr	—Learning Disorders: Bilingual (Spanish) Focus
33 cr	—Behavior Disorders: Elementary or Secondary Focus
33-36 cr	—Hearing Impairment
32-35 cr	—Visual Impairment
40 cr	—Visual Impairment: Rehabilitation Teacher
32-33 cr	—Severe Disabilities Including Deaf-Blindness
39 cr	—Dual Learning/Behavior Disorders: Elementary Focus
39 cr	—Dual Learning/Behavior Disorders: Secondary Focus
- Passing grade on a comprehensive examination
- Satisfactory performance in at least one supervised practicum experience. Students with 2 or more documented years of experience teaching in Special Education may be waived from the 2nd Practicum in Learning Disorders/Behavior Disorders.
- Demonstration of consistently satisfactory written English

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

Course Sequences**Programs A & B**

Introductory Cross-Categorical Core Courses

	Credits
EDSPC 700 or 700.50*	3
EDSPC 710 or 710.50*	3
EDSPC 709**	3
EDSPC 711***	3
EDSPC 712**	3

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

	Credits
EDSPC 780	3
EDSPC 781	3
EDSPC 782	3
EDSPC 783	3
EDSPC 774	3
EDSPC 777.54	2

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

	Credits
EDSPC 780	3
EDSPC 781	3
EDSPC 782	3
EDSPC 783	3
EDSPC 762	3
EDSPC 763	3
EDSPC 777.55	2

*Required for Learning Disorders: Bilingual (Spanish) Focus.

**Required only for severe disabilities including deaf-blindness concentration.

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

****For Learning Disorder majors only in Fall semester taken concurrently with EDSPC 783

Learning Disorders/Bilingual (Spanish)

	Credits
EDSPC 780	3
EDSPC 781	3
EDSPC 783	3
EDSPC 784	3
EDSPC 777.53	3
BILED 701	3
BILED 771	3
BILED 779	3
EDESL 783	3

Behavior Disorders with Elementary Level Focus

	Credits
EDSPC 750	3
EDSPC 753	3
EDSPC 781	3
EDSPC 756.52/.53	2 or 3
EDSPC 774	3
EDSPC 777.54	2

Behavior Disorders with Secondary Level Focus

	Credits
EDSPC 750	3
EDSPC 753	3
EDSPC 781	3
EDSPC 756.52/.53	2 or 3
EDSPC 762	3
EDSPC 763	3
EDSPC 777.55	2

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

	Credits
EDSPC 750	3
EDSPC 753	3

*Given in Spring semester for Behavior Disorder specialists only
756.52 = In-field placement; 756.53 = On Job

Dual Learning/Behavior Disorders Concentration with Elementary Focus

Entire 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

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 736.52	Practicum in Hearing Impairment: Supervision On-the-Job <i>or</i>	2
EDSPC 736.54	Practicum in Hearing Impairment: Supervised Field Placement	3
EDSPC 736.55*	Hearing Impairment Advanced Practicum	2
EDSPC 737	Total Communication: Sign Language	2

Visual Impairment

		Credits
EDSPC 719	Family Involvement in the Education of Students with Disabilities	3
EDSPC 740	Educational Implications of Visual Impairments	3
EDSPC 741	Education and Rehabilitation of Individuals with Visual Impairments	3
EDSPC 742	Curriculum for Learners with Visual Impairments	3
EDSPC 743	Communication Skills for Learners with Visual Impairments	3
EDSPC 744	Assistive Technology for Learners with Visual Impairments	3
EDSPC 746.52	Practicum in Visual Impairment: Supervision On-the-Job (OR EDSPC 746.54)	2
EDSPC 746.54	Practicum in Visual Impairment: Supervised Field Placement	3
EDSPC 746.55*	Visual Impairment Advanced Practicum	2
EDSPC 747	Principles of Orientation and Mobility for Teachers of Learners with Visual Impairment	3

Visual Impairment: Rehabilitation Teaching*

		Credits
EDSPC 700	Issues and Practices in Educating Persons with Disabilities	3
EDSPC 740	Educational Implications of Visual Impairments	3
EDSPC 741	Education and Rehabilitation of Individuals with Visual Impairments	3
EDSPC 743	Communication Skills for Learners with Visual Impairments	3
EDSPC 744	Assistive Technology for Learners with Visual Impairments	3
EDSPC 747	Principles of Orientation and Mobility for Teachers of Learners with Visual Impairment	3
EDSPC 760	Skills and Techniques for Rehabilitation Teaching I	3
EDSPC 761	Skills and Techniques for Rehabilitation Teaching II	3
EDSPC 764	Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments	3
EDSPC 765	Internship I: Rehabilitation Teaching for Individuals with Visual Impairments	2
EDSPC 766	Internship II: Rehabilitation Teaching for Individuals with Visual Impairments	2
REH 720	Medical Aspects of Disability	3
REH 730	Rehabilitation Counseling with the Aged	3
COCO 701	Counseling Skills and Interviewing	3

Severe Disabilities/Including Deaf-Blindness

		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

*Not required of students in this sequence who provide proof of at least two years of satisfactory service as teacher of hearing impaired children and who obtain a grade "B" or better in EDSPC 736.52 or 736.54.

Advanced Cross-Categorical Core Courses

		Credits
EDSPC 715*	Classroom Management of Students with Mild/Moderate Disabilities	3
EDSPC 706** or 706.50***	Integrative Seminar	3
Electives		
		Credits
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 750****	The Study of Behavior Disorders	3
EDSPC 753****	Methods for Teaching Students with Behavior Disorders	3
EDSPC 762****	Functional Curriculum for Adolescents	3
EDSCP 763****	Transition from School to Adult Living for Youth with Disabilities	3
EDSPC 774	Early Childhood Special Education	3
EDSPC 780****	The Study of Learning Disorders	3

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 a 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
ED F 706	Social, Historical, Philosophical Foundations of Education: The American School	3
ED F 709	Child Development	3
ED C 704	Teaching Developmental Reading	3
ED C 705	Mathematics Curricula & Methodology	3
ED C 730*	Advanced Studies in Teaching Reading	3

*Not required for hearing impairment, visual impairment, rehabilitation teaching or severe disabilities including deaf-blindness concentrations.

**Not required for rehabilitation teacher specialization.

***Required only for Learning Disorders (Bilingual).

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

Learning Disabilities/Bilingual (Spanish)**Requirements**

All courses are 45 hours, 3 credits unless otherwise noted.

ED C 704	Teaching Developmental Reading
ED C 705	Mathematics Curricula & Methodology
ED C 730	Advanced Studies in Teaching Reading and
ED C 714	Education and Technology in Elementary School
	or
ED C 711	Oral and Written Language in the Elementary School
	or
ED C 713	Critical/Analytical Thinking in Science

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 individuals with disabilities; legal and educational perspectives; definition of population; effects of disabilities on social, emotional and psychological development; required child abuse identification and training session. The course includes the recognition of indications of child abuse, and a review of the legal and moral responsibilities of classroom teachers.

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.

*Not required for hearing impairment, visual impairment, or severe disabilities including deaf-blindness concentrations.

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 736.52 Practicum in Hearing Impairment: Supervised On-the-Job 30 hrs plus conferences, 2 cr. Pre- or coreq: EDSPC 730, 732. Supervised teaching in programs for deaf and hard of hearing students; individual conferences and weekly seminar. A student who obtains a grade of "F" may not continue in the program. A student who obtains a grade of "C" must take EDSPC 735.54.

EDSPC 736.54 Practicum in Hearing Impairment: Supervised Field Placement 30 hrs plus 250 hour field placement, 4 cr. Pre- or coreq: EDSPC 730, 732. Supervised field placement in programs for deaf and hard of hearing children; individual conferences and weekly seminar. A student who obtains a grade of "F" may not continue in the program. A student who obtains a grade of "C" must take EDSPC 735.55.

EDSPC 736.55 Hearing Impairment Advanced Practicum 150 hr field placement plus conferences, 2 cr. Prereq: EDSPC 736.52 or 736.54. Supervised field placement plus conferences in a program for students with hearing impairments.

EDSPC 737 Total Communication: Sign Language 30 hrs, 2 cr. Prereq or coreq: EDSPC 700. Introduction to manual communication. Students acquire basic receptive and expressive competency in sign, dactylography, and signed English.

EDSPC 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 Education and Rehabilitation of Individuals with Visual Impairments 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 Prereq or coreq: EDSPC 700, 710, 711. Principles, teaching techniques, and curriculum adaptations relevant to academic, social, vocational and life skill needs of learners with blindness and low vision, including those with additional impairments.

EDSPC 743 Communication Skills for Learners with Visual Impairments 145 hrs, 3 cr. Prereq or coreq: EDSPC 740, 741. History of Braille; reading and writing of Grade 2 literary braille, mathematical, music and foreign language codes. Training in use of braille and slate and stylus.

EDSPC 744 Communication Skills for Learners with Visual Impairments II 45 hrs, 3 cr. Prereq: EDSPC 743. Training in operations of specially designed equipment and software for individuals with visual impairments; evaluation of instructional software, and methods used for teaching visually handicapped learners technological skills.

EDSPC 746.52 Practicum in Blindness and Visual Impairment: Supervision On-the-Job. 30 hrs plus conferences, 2 cr. Pre- or coreq: EDSPC 740, 741. Supervised teaching in programs for students who are blind and/or visually impaired; individual conferences and weekly seminar. A student who obtains a grade of "F" may not continue in the program. A student who obtains a grade of "C" must take EDSPC 746.54.

EDSPC 746.53 Practicum in Blindness and Visual Impairment: Supervised Field Placement. 30 hrs plus 150 hour field placement, 3 cr. Pre- or coreq: EDSPC 740, 741. Supervised placement in itinerant, resource room, and self-contained programs for students who are blind and/or visually impaired; individual conferences and weekly seminar. A student who obtains a grade of "F" may not continue in the program. A student who obtains a grade of "C" must take EDSPC 746.54.

EDSPC 746.54 Visual Impairment Advanced Practicum 150 hrs field placement plus conferences, 2 cr. Prereq: EDSPC 746.52 or 746.53. Supervised field placement plus individual conferences in a program for students with visual impairments.

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 plus 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.

*Pending New York State Ed Dept approval

*Pending New York State Ed Dept approval

EDSPC 760* Skills and Techniques for Rehabilitation Teaching I Prereq: EDSPC 740, 741. Methods and alternative techniques for rehabilitation teachers in the areas of techniques of daily living, sensory development, communication skills and personal management. Practice in assessment, goal planning, and lesson preparation.

EDSPC 761* Skills and Techniques for Rehabilitation Teaching II Prereq: EDSPC 760. Methods and alternative instructional techniques for rehabilitation teachers in the areas of home management, food preparation, home mechanics, leisure activities and crafts. Uses of specialized evaluations such as college, job related assessments, and functional age appropriate activities for youth of transition age.

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, supervisory experiences.

EDSPC 763 Transition from School to Adult Living for Youth with Disabilities 2 hrs plus 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 764* Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments Prereq: EDSPC 740, 741. Job modification and placement options. Transition planning from education to adult services.

EDSPC 765* Internship I: Rehabilitation Teaching for Individuals with Visual Impairments 30 hrs, 2 cr. Prereq: EDSPC 760, 761. Supervised field experiences with individuals with visual impairments including those of transition age and with multiple impairments in a variety of settings.

EDSPC 766* Internship II: Rehabilitation Teaching for Individuals with Visual Impairments 30 hrs, 2 cr. Prereq: EDSPC 760, 761. Supervised field experiences with individuals with visual impairments including those of transition age and with multiple impairments in a variety of settings.

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 plus 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 plus 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 777.53 Practicum: Learning Disorders (Bilingual/Spanish) 40 hours plus 160 hour field placement, 3 cr. Supervised field placement and weekly seminar to refine skills and integrate knowledge gained from other coursework. Understanding strengths, weaknesses and styles for planning/implementing appropriate instruction for bilingual (Spanish) students with learning disorders.

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 plus 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 704 Curriculum Planning in Bilingual Special Education Special course in methodology for meeting academic and social needs of bilingual students with learning disorders whose home language is Spanish. Application of instructional principles, development of activities and strategies for effective learning. During class sessions one (1) hour of supervised clinical teaching with bilingual students with learning disorders whose home language is Spanish.

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 plus 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 plus 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.

*Currently not being offered

*Currently not being offered

English

Chair Richard Barickman, West Building room 1212 phone 772-5070

Advisor Sylvia Tomasch, West Building room 1231 phone 772-5079

FACULTY

Meena Alexander, Professor; PhD, Nottingham; Romanticism, Women's Studies, Third World Literature

Richard Barickman, Associate Professor and Chair; PhD, Yale; 19th-Century Novel

Jane Benardete, Professor; PhD, Radcliffe; American Literature

Fred W. Bornhauser, Associate Professor; PhD, Cornell; 20th-Century Poetry

Allan Brick, Associate Professor; PhD, Yale; Victorian Prose and Poetry

Sybil Brinberg, Associate Professor; PhD, Ohio State; Modern Drama

Louise De Salvo, Professor; PhD, NYU; Modern British Fiction and Women's Studies

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, Professor; PhD, University of London; Linguistics

Eve Leoff, Associate Professor; PhD, Columbia; Romantic Poetry

Estella Majozo, Associate Professor; PhD, Iowa;

African-American Literature, Creative Writing

Nondita Mason, Professor; PhD, NYU; Post-Colonial Literature

Harvey A. Minkoff, Professor; PhD, CUNY; Linguistics

Kimiko Nishimura, Assistant Professor; PhD, Brown; 17th-Century and Renaissance Literature, Criticism

Kate Parry, Associate Professor; EdD, Teachers College; Linguistics

Charles Persky, Associate Professor; PhD, Harvard; 18th-Century English Prose and Poetry

Gerald M. Pinciss, Professor; PhD, Columbia; Shakespeare and Renaissance Drama

B. J. Rahn, Associate Professor; PhD, Columbia; 18th-Century Literature

Ann Raimes, Professor; MA, Cornell; Rhetoric and Composition

William Pitt Root, Professor; MFA, North Carolina; Creative Writing

Jenefer Shute, Professor; PhD, UCLA; Criticism, Contemporary Fiction

Neal Tolchin, Associate Professor; PhD, Rutgers; American Literature and Ethnic Literature

Sylvia Tomasch, Associate Professor; PhD, CUNY; Chaucer and Medieval Literature

Barbara Webb, Associate Professor; PhD, NYU; African-American, African-Caribbean, and African 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. Apart from the usual lecture-discussion classes, the program offers a reading tutorial, and the opportunity of writing a research paper or essay 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 THE PREPARATION OF SECONDARY SCHOOL TEACHERS OF ENGLISH

Admission This Teacher Education Program (TEP) is not for individuals who already have provisional certification in the teaching of English. Provisionally certified teachers should apply for the MA in English. (With the approval of the English Department Advisor, such students may take 3 or 6 cr of course work in advanced courses from the secondary education sequence.)

Students must have earned 21 cr in courses acceptable to the department, consisting of 18 cr of advanced courses in literature (including 3 cr of world literature) and 3 cr of intermediate or advanced writing (a senior essay earning 3 cr in English may be counted as advanced writing). A cumulative GPA of 2.7 or better and an index of 3.0 in English courses are required, as is one year of college study of a language other than English.

Students who have a 3.0 or better index in English courses but whose cumulative GPA index is below 2.7 may be considered for admission to non-matriculant status. The student so admitted will be directed to take a specific sequence of courses in education totaling 9 cr, must achieve an index of 3.0 or better in these 9 cr, and must then re-apply for admission as a matriculant.

Graduate Course Requirement in English for Secondary School Teachers (21-24 crs)

Literature 15 cr in literature courses given by the English Department; of these, 3 cr must be in Shakespeare, 3 cr in literature with a multicultural/minority emphasis, and 3-6 cr in American literature (6 cr of American literature are required, but 3 cr of undergraduate course work in American literature may be applied to this requirement; 3 cr from an appropriate undergraduate course in literature with a multicultural/minority emphasis may also be applied to this requirement)

Linguistics 3 cr in the structure of modern English (ENGL 607)

Rhetoric 3 cr in rhetoric and composition (ENGL 615)

Spoken Language 3 cr in spoken communication (e.g., THC 776 Creative Dramatics, THC 777 Theatre for Youth, THC 778 Socio-drama; an equivalent undergraduate course may be used to fulfill this requirement)

Education 15-24 cr (See Education Section, MA—Secondary Education)

Comprehensive Examination The culminating experience for students in the Teacher Education Program in English is a comprehensive examination. This *required* examination has two parts. Part I is an essay based upon the required coursework in education. Part II, taken during the last semester of study in English, is also an essay. In this part, students are asked to synthesize their knowledge of literature by writing about several works (poems, plays, novels, etc.) of special interest to them and selected in consultation with the graduate 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 776 Selected Studies in Multicultural/Minority 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.

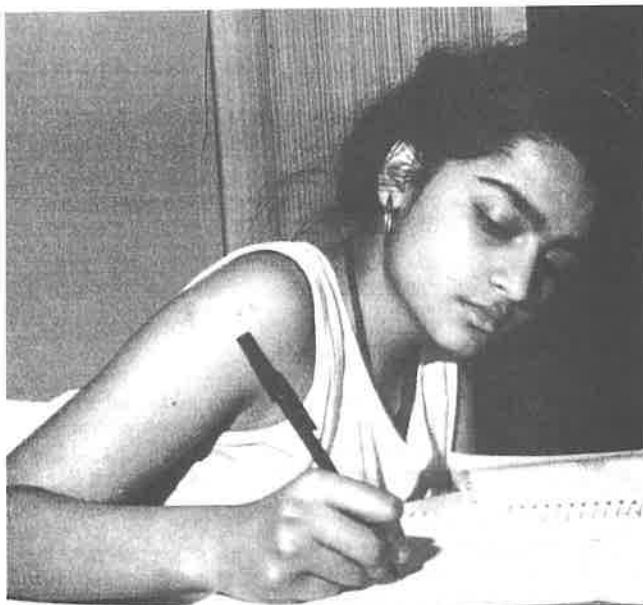
Eighteenth-Century Literature

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.

Geography

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

Graduate Advisor Sean C. Ahearn, North Building room 1006
phone 772-5265/5327

FACULTY

Sean Ahearn, Associate Professor; PhD, Wisconsin-Madison;

Geographical Information Systems, Remote Sensing, Digital Image Processing, Natural Resources

Keith Clarke, Professor; PhD, Michigan; Cartography, Analytical Methods, Geographic Information Systems, Field Mapping (On Leave)

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

Peter Combs, Assistant Professor; PhD, Arizona State; Climate Change, Large Scale Static Stability, Water Vapor and Cloud Processes, Greenhouse Gases, Mountain Climatology

Kathleen Crane, Professor; PhD, Scripps Institute; Geophysics, Marine Geology, Environmental Geoscience, Global Change

Victor Goldsmith, Professor; PhD, Massachusetts; Coastal Processes, Applied Environmental Studies, Metropolitan Coasts, GIS Applications

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

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

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

Ines Miyares, Assistant Professor; PhD, Arizona State; Population, Ethnic and Political Geography, Quantitative Methods, Latin America, Caribbean, Southeast Asia, Geographic Education

Jeffrey P. Osleeb, Professor; PhD, SUNY Buffalo; Economic Geography, Location Theory; Urban Geography, Transportation Planning; Geographic Information Systems

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

MASTER OF ARTS

The Department of Geography offers a master of arts in geography with emphasis on analytical geography. The program focuses on geographic skills, such as computer cartography, geographical information systems, spatial analysis, remote sensing, and quantitative modeling, as they are applied to economic, physical, and regional geography and to environmental policy issues. It is designed for students and professionals with backgrounds in engineering, computer science, social science, as well as 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 a center of corporate headquarters in the United States, and Hunter is close to 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 Spatial Analysis and Remote Sensing (SPARS) Laboratory is a state-of-the-art computing facility on a switched 10BaseT local area network (LAN) anchored by a Sun Microsystems SPARC-server 1000E fileserver with over 150-GB of on-line storage. There are over 60 Sun work stations (28 at the high end) and a Novell network of eight 486/Pentium PCs connected to the net-

work. Input devices include a high resolution scanner, digital 35mm camera and seven 36-inch digitizers. Output devices include Tektronix dye sublimation and color printers, a 4K-x-4K digital film recorder, a color inkjet, and nine monochrome laser printers. The department's LAN is connected to Internet via 2 T1 leased lines.

Unix software holdings include 10 or more licenses of ESRI ARC/INFO and ArcView, ERDAS Imagine, ISLAND Write, Paint, Draw, Presents and Chart, and Framemaker (a desktop publishing package). Wordperfect, Lotus 1-2-3, CorelDraw, AutoCad and Terrapin are also available. DOS Windows software includes GISPlus, TransCad, ArcView2, MapInfo and many other standard word processing, database and geography-related packages. Large amounts of digital cartographic data are available.

The GeoSeminar Series, an integral part of the graduate program, allows students to meet and hear noted American and international scholars with expertise in various areas of geography, geology and cartography.

Additional information about the department is available at our home page on the World Wide Web (<http://everest.hunter.cuny.edu>).

Admissions Requirements

Note: At the time of publication, the faculty was considering revisions to the admissions and degree requirements and to the structure of the Geography MA Program. For up-to-date information, contact the Graduate Advisor.

Admissions procedures are as established by the Hunter College 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. Foreign students whose first language is not English must take the Test of English as a Foreign Language. Two letters of recommendation 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 and GEOG 702
2. From 1 to 6 cr of GEOG 799 leading to a thesis approved by the student's graduate advisors.
3. A minimum of 14 additional cr selected from GEOG, GTECH, and PGEOG courses.
4. A maximum of 6 cr selected from courses other than GEOG, GTECH, or PGEOG.
5. A completed thesis.

B. Examination Option: A minimum of 30 graduate cr consisting of:

1. GEOG 701 and GEOG 702.
2. A minimum of 20 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.
5. A research paper of publishable quality prepared in the format of a recognized journal.

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 Geography participates in the PhD Program in Earth and Environmental Sciences based at the CUNY Graduate School and University Center. Students in this program may select Hunter College as their "home" college and geography as their specialty.

For application forms and further information, write to the 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.

GEOGRAPHIC EDUCATION

The Geography faculty have been active in geographic education, helping to return geography to prominence in the curriculum of elementary and secondary schools in NYC. The department's outreach program to social studies teachers, in cooperation with the NYC Board of Education and outside funding sources, includes workshops and the setup of G.L.O.B.E. centers. The New York Geographic Alliance, a statewide consortium of K-12 teachers, college and university professors, and school administrators funded by the National Geographic Society and the NYS Department of Education, is administered through this department. Graduate students interested in geographic education assist in these funded programs and may incorporate learning experiences into their studies.

On request, the Department of Geography may offer advanced courses 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 Education section), the courses may lead to an MA in secondary education (earth science and social studies). See end of listing for 500- and 600-level TEP courses.

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 including list of special topics..

Note: Because of ongoing revisions to curricula and faculty assignments, the proposed schedule of offerings is subject to change. Courses marked with an asterisk () show changes pending approval of the Hunter College Senate. Please consult the department for up-to-date information.*

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 702 Research Topics in Geography Offered E/Fa. Introduction to central research themes in geography and the current research being undertaken by department faculty.

GEOG 703 Location Theory and Spatial Analysis Prereq: GEOG 221 or 341 or equiv. Offered Sp '98. Spatial interaction; diffusion; development; decision making. Methods of spatial analysis; spatial modeling.

GEOG 703.52 Urban Theory Offered Sp '97, Sp '99. Spatial analysis of functions of metropolitan areas. Social and economic characteristics of cities and suburbs. Land use and transportation patterns.

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 Fa '97, Sp '99. Developmental approach to the interplay of geography and international politics.

GEOG 705.55 Medical Geography Offered Sp '98. Analysis of the distribution and spread of disease; methods of disease mapping; siting of health services.

GEOG 705.57 Population Geography Offered Sp. Theoretical and empirical analyses of the spatial distribution of population. Particular emphasis is on processes and impacts of migration, residential mobility, and immigrations.

GEOG 705.67 Environmental Policy in Developing Areas Offered Sp '97, Fa '98. Examination of the issues pertaining to sustainable development in a changing environment. Community participation, agriculture, energy, urbanization, water supply, drought and desertification as critical elements will be discussed.

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. (Each semester one or two regions will be covered. Field courses may be offered during inter-session periods.)

GEOG 709.57 Geography of the New York Metropolitan Area Offered Sp '97, Fa '98. Geographic basis of the development and functioning of the NYC metropolitan area. Physical site and situation; spatial aspects of its political, social and economic structures.

GEOG 711 Environmental Conservation Offered Fa '97, Sp '99. Inter-relationship 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 Prereq: perm instr. Offered Fa. 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 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. Offered Fa '97, Sp '99. Use and interpretation of air photos; agriculture, forestry, urbanization, planning; lab exercises.

GTECH 712* Principles of Remote Sensing 90 hrs (2 lec, 4 lab weekly), 4 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 Sp. 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: a basic cartography course. Offered Fa '96, Fa '98. 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 Sp. 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 Introduction to Geographic Information Systems Offered Fa. Prereq: GEOG 701 and 702 and perm. grad advisor. An introduction to the principles of geographic information systems (GIS) including an overview of data structures, data types, methods of data analysis, and cartographic modeling. Comparison of GIS software packages. Laboratory exercises.

GTECH 732.51 Advanced G.I.S. Offered Sp. Prereq: GTECH 732 and perm. instr. Development and utilization of a GIS to solve a problem.

PGEOG 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.

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

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

PGEOG 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.

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

PGEOG 704 Urban & Metropolitan Coasts Offered Sp. Physical and quantitative rationale for planning coastal constructions with emphasis on urban coasts.

PGEOG 731* Global Climatic Change Offered Fa '97, Sp '99. Prereq: a course in atmospheric, geological or environmental science. Examination of the pre-Quaternary, Quaternary, post-glacial, historical and instrumentally recorded climates; greenhouse gases; aerosols; radiative forcing; processes and modeling; feedbacks; observed changes; detecting the greenhouse effect; sea level rise; effects on ecosystems.

PGEOG 751* Urban Climatic Environments Offered Fa '96, Sp '98. Prereq: a course in atmospheric, geological or environmental science. Examination of the urban atmosphere: air composition, energy fluxes, heat island, wind field, moisture. Urban systems and systems analyses include urban models, pollution, hydrology, corrosion, noise, vegetation, climatic change, and effects of the urban sphere on humans.

Teacher Education Program (TEP) courses offered only if student demand is sufficient (unless otherwise noted)

GEOG 501 Principles of Geography (offered every semester)

GEOG 611 Geographic Interpretation of World Affairs

GEOG 611.51 Geography of the Middle East & North Africa

GEOG 611.55 World Regions

GEOG 613 Conservation of Natural Resources

GEOG 621-625 Geography of Major Regions (one course usually offered every semester)

GEOG 630 Geography of the New York Metropolitan Area

*This program is undergoing revision. Please consult with the Office of Educational Services, room 1000 West Building, for details.

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 Tamara Evans, Executive Officer, PhD Program in Germanic Languages and Literatures, CUNY Graduate School and University Center, 33 West 42nd Street, New York, NY 10036. Phone 642-2304.

Health Sciences

The Hunter College School of Health Sciences
Brookdale Health Science Center
425 East 25th Street, New York, NY 10010

Acting Dean Stephen R. Zoloth

FACULTY

Marilyn Auerbach, Assistant Professor, Community Health Education;

DrPH, Columbia; Women's Issues, Chronic Illness, HIV/AIDS

Allison Behrman, Assistant Professor, Communications Sciences;

PhD, Columbia; Speech Science and Instrumentation, Voice Disorders

Deborah Blocker, Assistant Professor, Nutrition; ScD, Harvard;

Nutritional Epidemiology and Biochemistry

Jack Caravanos, Assistant Professor, Environmental and Occupational

Health Sciences; DrPH, Columbia; Industrial Hygiene,

Environmental Assessments, Hazardous Wastes

Lynne Clark, Professor, Communication Sciences; PhD, CUNY

Gerontology, Adult Language Disorders, Neuroanatomy

Florence Edelman, Associate Professor, Communication Sciences;

PhD, NYU; Orofacial Disorders of Speech, Neuromuscular and Organic Disorders

Nicholas Freudenberg, Professor, Community Health Education;

DrPH, Columbia; Health Policy, Environmental Health, Community Action

Eleanor Gilpatrick, Professor, Communication Sciences and Community

Health Education; PhD, Cornell; Labor Economics, Job Analysis &

Curriculum Design, Diversity Issues, Grant Writing, Health Issues,

Institutional Research, Writing, Critical Thinking

Mark Goldberg, Assistant Professor, Environmental and Occupational

Health Sciences; PhD, NYU; Industrial Hygiene, Exposure Assessment,

Construction Health and Safety

David Kotelchuck, Associate Professor, Environmental and Occupational

Health Sciences; PhD, Cornell; MPH, Harvard; Occupational Health,

Industrial Hygiene, Epidemiology

Khursheed Navder, Assistant Professor, Nutrition; PhD, Kansas;

Lipid Metabolism and Food Science

Debra Fish Ragin, Assistant Professor, Community Health Education;

PhD, Harvard; Social Marketing, Peer Cultural Influences,

Adolescent Health

Beth Richie, Assistant Professor, Community Health Education;

PhD, CUNY; Community Organization, Women's Health,

Family and Sexual Violence

Kathryn Rolland, Associate Professor, Community Health Education;

EdD, Fairleigh Dickinson University; Child Health, HIV/AIDS,

School Health

Dorothy Ross, Instructor, Communication Sciences; MS, Hunter College,

CUNY; Speech Science, Fluency and Speech Disorders

Janet R. Schoepflin, Assistant Professor, Communication Sciences;

MA, Temple University; Pediatric Audiology

Carol R. Silverman, Professor, Communication Sciences;

PhD, NYU; Diagnostic and Rehabilitative Audiology

Dava Waltzman, Assistant Professor, Communication Sciences;

PhD, CUNY; Preschool and School Age Language Development and

Disorders, Cultural and Linguistic Diversity

Stephen R. Zoloth, Professor, Community Health Education;

PhD, Pennsylvania; Occupational & Environmental Epidemiology

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	Communication Sciences
MPH	Community Health Education
MS	Environmental and Occupational Health Sciences
MS	Nutrition (no longer accepting students)

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.

ALLIED HEALTH SERVICES ADMINISTRATION—MS

This program is no longer offering courses. However, some courses in the program are available under COMMUNITY HEALTH EDUCATION—MPH for students who wish to take an MPH with a concentration in community health administration or for other students as electives. See COMHE.

COMMUNICATION SCIENCES—MS

Program Director Lynne W. Clark, Brookdale Center room N1306 phone 481-4467

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

Coordinator, Audiology Program Carol A. Silverman, Brookdale Center room N1306 phone 481-4467

Matriculant Graduate Advisors Alison Behrman, Dorothy Ross, Carol L. Silverman, Dava Waltzman, phone 481-4467

Nonmatriculant Graduate Advisor Eleanor Gilpatrick, phone 481-4359

The communication sciences program prepares students to enter the professions 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 Speech, Language, and Hearing Sciences.

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, voice, fluency, swallowing, 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 educationally accredited by The American Speech-Language-Hearing Association as a graduate training program in both speech-language pathology and audiology and as a sponsor of continuing professional education.

Center for Communication Disorders

The Center for Communication Disorders is located at the Brookdale Health Sciences Campus, 425 East 25th St., room N133. The Center provides diagnostic and therapeutic services for a wide variety of speech, voice, fluency, swallowing, language, and hearing disorders. Services are available to the Hunter College community as well as to the general population.

The Center is an integral part of the Communication Sciences Program and provides clinical preparation for students entering the profession of speech/language pathology and/or audiology.

Appointments can be made by calling 481-4464.

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 preschool, elementary and secondary schools, and developmental centers. Both curricula, upon successful completion, permit students to meet the academic and clinical requirements for ASHA 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 undergraduate grade point average of 3.0 is required.
- Students with a background in communication sciences and disorders who wish to matriculate into the MS degree program in the communication sciences, arts and sciences curriculum, must file for matriculated status.

Students without a background in communication sciences and disorders must complete at least 17 credits of prerequisite coursework in communication sciences and disorders as a nonmatriculant student before they can apply for matriculation into the MS degree program in communication sciences, arts and sciences curriculum. Such courses are available at the 600 level. Courses at the 600 level are not credited toward the MS degree.*

*See nonmatriculant status later in this section.

4. A minimum of 20 credits in acceptable prerequisite course work in communication sciences and disorders, including a basic course in each of the following:
 - a. Audiology
 - b. Speech-language pathology
 - c. Phonetics
 - d. Language science or language development
 - e. Anatomy, physiology and science of speech production
 - f. Anatomy, physiology and science of vestibular and hearing mechanisms

Requirements for the Degree (55 cr)

Communication Sciences:

Speech-Language Pathology Majors

	Credits
A.** Core curriculum: COMSC 700, 701, 729.01, 729.02, 729.03, 732, 733, 734, 735, 749.01, 750, 781	19
B. Speech: COMSC 705, 712	6
C. Language science: COMSC 703, 711, 715	6
D. Language disorders: COMSC 717, 718, 726	6
E. Speech disorders: COMSC 716, 722, 724, 727, 730, 731	12
F. Hearing disorders: COMSC 741, 745	3
G. Aural rehabilitation: COMSC 740, 744	3

Communication Sciences: Audiology Majors

	Credits
A.** Core curriculum: COMSC 700, 710, 729.01, 732, 740, 741, 742, 743, 744, 745, 746, 749.01, 749.02, 749.03, 750, 751, 754.01, 754.02, 761, 781; EDSPC 737 (Total Communication: Sign Language)	46
B. Speech and language science: COMSC 705, 712, 715	3
C. Language disorders: COMSC 703, 717, 718	3
D. Speech disorders: COMSC 716, 722, 724, 727	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 overall 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 350 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) at least 2 externship placements at different affiliated settings. 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.

**For Speech-Language Pathology majors a maximum of 5 cr and for Audiology majors a maximum of 6 cr of clinical practicum can be applied to the degree.

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. In addition to MS degree requirements, students must complete 6 credits in basic science course work in biological/physical sciences and mathematics, and 6 credits in behavioral and/or social sciences at either the undergraduate or graduate level in order to satisfy eligibility requirements for professional certification.

National Examination in Speech Pathology and Audiology

Students are required to pass the National Examination in Speech Pathology and Audiology (NESPA) after at least 24 credits are completed, or prior to graduation.

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. Students on academic probation will not be permitted to engage in a research project or thesis.

SPEECH AND HEARING HANDICAPPED CURRICULUM

Requirements for Admission

1. General admission requirements to the graduate programs in Arts & Sciences are observed.
 - a. Baccalaureate degree from an accredited institution acceptable to Hunter College
 - b. Aptitude section of the Graduate Record Examination
 - c. Submission of 2 letters of reference
 - d. 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.
2. A minimum undergraduate grade point average of 3.0 is required.
3. Students with a background in communication sciences and disorders who wish to matriculate into the MS degree program in the communication sciences, speech and hearing handicapped curriculum, must file for matriculated status.

Students without a background in communication sciences and disorders must complete at least 17 credits of prerequisite coursework in communication sciences and disorders as a nonmatriculant student before they can apply for matriculation into the MS degree program in communication sciences, speech and hearing handicapped curriculum. Such courses are available at the 600 level. Courses at the 600 level are not credited toward the MS degree.*

*See nonmatriculant status later in this section.

4. A minimum of 20 credits in acceptable prerequisite coursework in communication sciences and disorders, including a basic course in each of the following:
 - a. Audiology
 - b. Speech-language pathology
 - c. Phonetics
 - d. Language science or language development
 - e. Anatomy, physiology and science of speech production
 - f. Anatomy, physiology and science of vestibular and hearing mechanisms
5. The candidate for matriculation must have satisfactorily completed 12 undergraduate/graduate cr in the professional study of education in such areas as:
 - Social foundations of education
 - Psychological foundations of education
 - Methods of teaching reading, mathematics, science, or social studies
 - Special Education
6. The candidate for matriculation (with a background in communications sciences and disorders) who has completed at least 9 credits in the professional study of education may matriculate with the condition that 3 credits in the professional study of education are satisfactorily completed on the graduate level as follows:
 - Social foundations of education
 - Psychological foundations of education
 - Methods of teaching reading, mathematics, science, or social studies
 - Special education

Requirements for the Degree (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 58 cr in communication sciences.

Students are also required to take COMSC 703: Professional Practice in Educational Settings, complete a school-based practicum as one of the clinical practicum requirements, and complete a child abuse course.

For candidates with a specialization in speech-language pathology, the approved course of study must include:

1. 22 cr of required courses (COMSC 700, 701, 703, 729.01, 729.02, 729.03, 732, 733, 734, 735, 749.01, 750, 781)
2. 6 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. 3 cr of hearing disorders and evaluation
7. 3 cr of aural habilitation/rehabilitation

Candidates with a specialization in audiology must present an approved course of study to include:

1. 49 cr of required courses (COMSC 700, 703, 710, 729.01, 732, 740, 741, 742, 743, 744, 745, 746, 749.01, 749.02, 749.03, 750, 751, 754.01, 754.02, 761, 781, and EDSPC 737)
2. 3 cr of speech and language science
3. 3 cr of language disorders
4. 3 cr of speech disorders

National Examination in Speech Pathology and Audiology The student is required to pass the National Examination in Speech Pathology and Audiology (NESPA) once a minimum of 24 credits is completed or prior to graduation.

Research Project/Thesis Candidates for the master's degree in this curriculum must prepare a research review paper or undertake 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. Students on academic probation will not be permitted to enroll for COMSC 781, 782 or write a thesis.

Nonmatriculant Status

Students without a background in communication sciences and disorders who wish to enroll in courses in communication sciences must file a formal application for nonmatriculant admission with the Office of Admissions.

Students approved for nonmatriculant status who lack a background in communication sciences and disorders must satisfactorily complete 20-22 cr of preprofessional coursework in order to apply for matriculation. Such courses are offered at the 600 level. Courses at the 600 level are not credited toward the MS degree.

Prerequisite Requirements for Matriculation (20-22 cr)

A. Required courses: COMSC 604, 607, 608, 609, 620, 640, 642* or their equivalents

Upon completion of the preprofessional course of study, students who wish to apply for matriculation in either the arts and sciences or the speech and hearing handicapped curriculum must file a formal application for matriculation and meet all standards for matriculation

Students with a background in communication sciences and disorders, such as an approved undergraduate degree in speech-language pathology and audiology or completion of the 600-level courses described, or their equivalents, may apply for nonmatriculant status to take 700-level courses, subject to program approval. No more than 12 credits taken as a nonmatriculant or at another institution at the 700 level can be credited toward the degree.

DOCTORAL PROGRAM IN SPEECH AND HEARING SCIENCES

The City University, through the Graduate School and University Center, offers a PhD program in speech and hearing sciences. For description of the PhD program, see the *Bulletin of the Graduate School*.

*To be satisfied after matriculation.

COURSE LISTINGS

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

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

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

COMSC 608 Anatomy, Physiology and Science of Speech Production 60 hrs, 4 cr. Normal anatomy and physiology of the respiratory, laryngeal, supralaryngeal and orofacial mechanisms; acoustical and perceptual variables of speech; the relationship between physiology and speech production and perception.

COMSC 609 The Auditory and Vestibular Mechanisms: Physiology and Hearing Science 60 hrs, 4 cr. Anatomy and physiology of the peripheral and central auditory and vestibular systems and pathways; fundamentals of acoustics; introduction to psychoacoustics; theories of hearing and speech perception.

COMSC 620 Introduction to Speech-Language Pathology Prereq: COMSC 608. 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 609. 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 40 hrs, 2 cr; prereq: COMSC 620, 640. 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 620, 640. Introduction to basic research design, and techniques for evaluating research in communication sciences and disorders.

COMSC 701 Counseling of the Communicatively Handicapped and Their Significant Others 2 cr. Prereq: COMSC 620. The theoretical and practical aspects of counseling the communicatively handicapped and their significant others; interviewing and counseling skills appropriate to age, gender, education, and cultural background of the communicatively handicapped.

COMSC 703 Professional Practice in Educational Settings Prereq: COMSC 711. The multifaceted role of the speech-language pathologist/audiologist in school settings; delivery of traditional and alternative service models; public laws; language-based learning disabilities; cultural diversity issues; roles of language in academic development and instruction. For successful completion of the course, students in the Speech and Hearing Handicapped Curriculum must also attend a 2 hr state-approved seminar on child abuse.

COMSC 705 Advanced Speech Science: Clinical Instrumentation Prereq: COMSC 609, 620. Advanced knowledge of speech science; obtaining and interpreting instrumental data relevant to speech and voice production with the application of objective data to the diagnosis and management of speech, and swallowing impairments.

COMSC 710 Introduction to Psychological and Physiological Acoustics Prereq: COMSC 640. Physiological and psychological aspects of hearing; auditory function.

COMSC 711 Language Acquisition and Development: Preschool Through School-Age Years Pre- or coreq: COMSC 620. Speech and language development in the young and school-age child; acquisition of linguistic, metalinguistic and metacognitive skills related to listening and speaking; reading and writing; individual and cultural variations.

COMSC 712 Neural Processes of Speech and Language Prereq: COMSC 620. Review of neural mechanisms of speech, voice and language; human nervous system development, major motor, sensory, vascular, autonomic, consciousness, and language systems and how lesions to these areas affect normal communication processes.

COMSC 715 Communication Processes Related to Aging Recommended Pre- or coreq: COMSC 712. 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 620. Current research on the study of normal and deviant articulatory and phonological development; methods of assessment and remediation.

COMSC 717 Language Disorders in Preschool-Aged Children Prereq: COMSC 711. Models of language disorders in preschool-age children; assessment and intervention; cultural diversity issues.

COMSC 718 Language Disorders in the School-Age Child Pre- or coreq: COMSC 620, 711. The impact of language disorders on the acquisition of academic skills including pre-requisite linguistic, metalinguistic and metacognitive skills required for written language (reading and writing) development; assessment and management strategies; cultural diversity issues.

COMSC 722 Fluency and Fluency Disorders Prereq: COMSC 620. Current theories and research findings relating to normal fluency processes, onset, development, maintenance, assessment, and treatment of fluency disorders.

COMSC 724 Motor Speech Disorders in Children and Adults Prereq: COMSC 620; recommended pre- or coreq: COMSC 712. The neural mechanisms underlying motor speech disorders in children and adults; assessment of the apraxias and dysarthrias including cerebral palsy; intervention strategies and augmentative communication.

COMSC 726 Aphasia and Related Disorders Prereq: COMSC 620; recommended pre- or coreq: COMSC 712. Etiology, recovery, and nature of aphasia and the communication impairments associated with traumatic brain injury and nondominant cerebral hemispheric damage; assessment and management approaches.

COMSC 727 Voice Problems Prereq: COMSC 620; recommended pre- or coreq: COMSC 705. Normal and pathologic phonatory physiology; including laryngectomy; objective and subjective methods for voice evaluation; strategies for remediation.

COMSC 729 Clinical Practicum in Speech-Language Pathology Min. 30 hrs, 1 cr. Prereq for 1st cr of COMSC 729. (SLP majors): COMSC 620, 642, 711, 716, 732 co- or prereq: COMSC 717, 718 or 703; 2nd cr: prereq: COMSC 733; 3rd and 4th credits: prereq COMSC 724, 731 or 790.1; 726. (Audiology majors 1 cr only): COMSC 604, 620, 642, 716, 732; COMSC 703, 717 or 718. Clinical practicum in assessment and management of a wide variety of communication disorders under the supervision of an ASHA-certified and New York State-licensed Speech-Language Pathologist.

COMSC 730 Craniofacial Disorders of Speech Prereq: COMSC 620. 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 Rehabilitation of Speech Following Laryngectomy, Tracheostomy, Glossectomy 45 hrs, 3 cr. Prereq: COMSC 620. Recommended pre- or coreq: COMSC 712. Assessment and management of surgically and neurologically based swallowing disorders; the rehabilitation of speech and voice following oral and laryngeal surgery.

COMSC 732 Basic Clinical Methods & Procedures in Speech-Language Pathology 30 hrs, 1 cr. Prereq: COMSC 620, 642. Basic clinical methods and procedures in the identification, assessment and management of speech, language and voice disorders.

COMSC 733 Advanced Clinical Methods and Procedures in Speech-Language Pathology 30 hrs, 2 cr. Prereq: COMSC 732, 729.01. Advanced clinical seminar devoted to the changing nature of clinical populations, delivery of health care services, measures of clinical outcomes, prevention, and professional/ethical practices.

COMSC 734 Cultural Diversity Issues in the Clinical Process, 15 hrs, 1 cr. Prereq: COMSC 732. Clinical issues, legislation, and historical perspectives as related to the assessment and treatment of linguistically and culturally diverse populations; nonbiased cultural assessment and intervention.

COMSC 735 Advanced Clinical Practicum in Speech-Language Pathology Min 60 hrs, 2 cr. Prereq: COMSC 729. Intensive clinical practicum externship experience in speech-language pathology selected from school based, hospital, early intervention or health care settings under the direct supervision of an ASHA-certified and New York State licensed Speech-Language Pathologist.

COMSC 740 Aural Habilitation and Rehabilitation Prereq: COMSC 640; recommended pre- or coreq: COMSC 741, 745. Aural habilitation and rehabilitation of the hearing-impaired, from infancy to old age; evaluation of communicative functioning; personal and classroom amplification; assistive-listening devices; tactile aids and cochlear implants; psychosocial, educational and caregiver issues.

COMSC 741 Advanced Audiology Prereq: COMSC 640. Audiometric interpretation, speech audiometry; masking; assessment of functional hearing impairment; traditional site-of-lesion test battery.

COMSC 742 Hearing Aids 4 cr. Prereq or coreq: COMSC 741. Hearing-aid coupler and real-ear probe-tube measurements; prescriptive fitting procedures; hearing-aid evaluation, fitting and orientation; counseling; earmold acoustics; hearing-aid components, output limiting, and noise reduction; lab.

COMSC 743 Hearing Conservation Prereq or coreq: COMSC 741. School and industrial hearing conservation programs; noise measurement and instrumentation; auditory effects of noise; hearing protective devices; worker's compensation.

COMSC 744 Speech Perception and Production in the Hearing Impaired Prereq: COMSC 640. Recommended pre- or coreq: COMSC 741, 745. Speech perception from feature to connected speech levels; speech production including prosodic aspects; speech intelligibility; speech and language abilities in hearing-impaired children and adults.

COMSC 745 Pediatric Audiology Prereq: COMSC 640; recommended pre-req: 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 in Audiology 4 cr. Prereq: COMSC 741. Basic principles and clinical applications of acoustic immittance, brainstem auditory evoked potentials and electronystagmography; site-of-lesion and central auditory assessment; lab.

COMSC 749 Clinical Practicum in Audiology Min 30 hrs, 1 cr. Prereq: for 1st cr (Audiology Majors): Prereq: COMSC 640, 642, 741 (or 745); coreq: COMSC 740 (or 744), 750; 2nd cr of COMSC 749: (SLP Majors): Prereq: COMSC 640, 642, 741 (or 745); coreq: COMSC 750. Clinical practicum in assessment and management of a wide variety of hearing disorders under the supervision of an ASHA-certified and New York State-licensed audiologist.

COMSC 750 Clinical Issues in Basic Audiology 30 hrs, 2 cr. Prereq: COMSC 640, 642, and 741 or 745; coreq: COMSC 749. Basic audiologic test and screening procedures; audiometric calibration with sound-level meter; biologic checks; masking; counseling; report-writing; infectious disease and prevention issues, earmold impressions, hearing-aid operation, maintenance, and troubleshooting; history-taking.

COMSC 751 Clinical Issues in Advanced Audiologic Issues 15 hrs, 1 cr. Prereq: COMSC 749, 750; pre- or coreq: COMSC 742 or 746. Professional and ethical issues of audiologic practice; advanced acoustic immittance and brainstem and auditory evoked potentials testing; earmold impressions and modification; functional hearing-impaired test procedures.

COMSC 754 Advanced Clinical Practicum in Audiology Min 60 hrs, 2 cr. Prereq: COMSC 749. Clinical practicum in balance assessment and hearing-aid fitting at an affiliated externship site under the direct supervision of an ASHA-certified and New York State-licensed audiologist.

COMSC 761 Hearing Disorders in Adults 30 hrs, 1 cr. Prereq: COMSC 640; pre- or coreq: COMSC 741. The nature of various hearing disorders in adults and considerations relating to audiologic assessment and management.

COMSC 781, 782 Independent Study Hrs to be arranged; 2 cr. Prereq: Completion of 24 cr min and comprehensive examination; limited research review or 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 Marilyn Auerbach, Brookdale Center room W1004
phone 481-5111

Graduate Advisors Marilyn Auerbach, Debbie Ragin, Beth Richie,
Kathy Rolland, Stephen Zoloth Brookdale Center room W1004
phone 481-5111

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 on 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. The program also offers a dual degree: a Master of Science in Nursing/Master of Public Health (MSN/MPH). Please see catalog entry under the School of Nursing for further information.

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 community, health, or education.
5. Interview with faculty member.
6. Students without significant experience in public health may be required to take COMHE 770.93 Introduction to Public Health, prior to admission.

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., HIV/AIDS/substance abuse/infectious disease; community health administration and management; women's health/reproductive health/family health; or occupational/environmental health.
2. A comprehensive examination upon completion of course work.

Note: In addition to the program requirements listed above, the students, depending on their undergraduate preparation and work experience, may be required to achieve some of these competencies through non-credit independent study or undergraduate courses.

At the completion of the program the student is expected to have acquired an understanding of the concepts basic to the mainte-

nance 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)

COMHE 600, 602, 707
EOHS 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, URB 760, URBG 762
Group Dynamics - COMHE 701
Health Communications - COMHE 702

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 737.01 and 737.02) in that area. Concentrations are designed to give students more advanced knowledge of and skills in a particular area.

Concentrations:

Community Health Administration and Management

COMHE 741 COMHE 770.67
COMHE 742 COMHE 770.68
COMHE 770.72

or other related courses or independent study

HIV/AIDS/Substance Abuse/Infectious Disease

COMHE 713 COMHE 770.70 COMHE 770.92
COMHE 714 COMHE 770.71 COMHE 770.94
COMHE 720 COMHE 770.87
COMHE 722 COMHE 770.89

or other related courses or independent study

Occupational/Environmental Health

COMHE 726 EOHS 702 EOHS 720 EOHS 730
COMHE 770.49 EOHS 705 EOHS 728 EOHS 757
EOHS 770.52

or other related environmental and occupational health courses

Women's Health/Reproductive Health/Family Health

COMHE 714 COMHE 723 COMHE 770.80
COMHE 721 COMHE 724 COMHE 770.99
COMHE 722

or other related courses or independent study

Additional concentrations in Gerontology and International Health can be developed in consultation with an advisor.

Other Electives:

COMHE 601 COMHE 720 COMHE 781 COMHE 770.77
COMHE 703 COMHE 725 COMHE 782 COMHE 770.93
COMHE 713 COMHE 770.98

Group D—Supervised Fieldwork (6 cr)

(3 months full-time or equivalent) Required of all students

COMHE 737.1, COMHE 737.2

Total: 48 credits

Traineeships in public health are offered through grants from the U.S. Department of Health and Human Services. Contact the program officer for further information.

COURSE LISTINGS

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

COMHE 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.

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 602 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.

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 707 Principles of Epidemiology Prereq: COMHE 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.

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 737.01 Fieldwork 1.5 months full time (210 hrs), 3 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 737.02 Fieldwork 1.5 months full time (210 hrs), 3 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 1996-1999:

- COMHE 770.49 Urban and Environmental Health
- COMHE 770.67 Social Marketing
- COMHE 770.68 Introduction to Health Services Management
- COMHE 770.70 Infectious Disease Control
- COMHE 770.71 Epidemiology of Infection
- COMHE 770.72 Human Resources Management
- COMHE 770.77 Computers in Public Health
- COMHE 770.80 New Approaches to Pregnancy Prevention
- COMHE 770.87 Developing Effective AIDS Education Programs
- COMHE 770.89 Multicultural Approaches to AIDS Prevention: Theory and Practice
- COMHE 770.92 Introduction to AIDS Education
- COMHE 770.93 Introduction to Public Health
- COMHE 770.94 Advanced Topics in AIDS Education
- COMHE 770.98 Social Dimensions of Health
- COMHE 770.99 Women's Health

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 481-5119

Graduate Advisors Jack Caravanos, Mark Goldberg, Brookdale Center rooms W1001 and W1008, respectively; phone 481-5119

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, this 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 Certified Industrial Hygienists (CIH), Certified Safety Professionals (CSP), Certified Hazardous Materials Managers (CHMM) or Registered Sanitarians (RS).

Traineeships in public health are offered through grants from the U.S. Department of Health and Human Services. Contact the program officer for further information.

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 or a Master's Degree.

An undergraduate major in science or engineering is desirable.

Students are expected to have completed the following college level courses: one year of general chemistry, one year of biological sciences, one semester of organic chemistry, and one semester of mathematics with quantitative skills at least equivalent to a college algebra course.

Students with a good academic record who do not meet the above requirements may be admitted with conditions upon recommendation of the program admissions committee.

Requirements for the Degree

Full-time students are generally able to complete the requirements in 24-30 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 600	EOHS 702	EOHS 741
EOHS 700	EOHS 705	EOHS 754
	EOHS 707	EOHS 757

COURSE LISTINGS

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

EOHS 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.

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 702 Introduction to Occupational Safety and Health Introduction to basic concepts and issues of occupational safety and health, including recognition and control of chemical and physical hazards and the regulations governing these hazards.

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 resources. Physical principles of heat and energy, heat transfer processes and radioactivity will be discussed.

EOHS 707 Principles of Epidemiology Prereq: EOHS 600 or COMHE 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.

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 714 Ergonomics The study of the relationship of workers to their environment; also known as human factors engineering. Topics include workplace evaluation and design, anthropometrics, biomechanics of lifting, illumination and major repetitive motion diseases.

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 725 Occupational Health Law Coreq or prereq: EOHS 702. Important legal issues related to worker health and safety protection and the OSHA Act, including standards setting, cost-benefit analysis, tort law and general legal principles.

EOHS 728 Seminar in Current Environmental & Occupational Health Issues Prereq: EOHS 700 or EOHS 702. Environmental and occupational health and safety problems of current importance, including air and water pollution, hazardous waste, noise pollution, radiological health, toxicology, epidemiology and industrial hygiene.

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 745 Hazardous Waste Management A review of the sources, transportation and control of hazardous chemical wastes. Regulatory requirements, disposal methods and health effects will also be presented.

EOHS 746 Water Resources Water and wastewater technology related to public health. Sources of water supply, distribution, treatment; chemical, biological and physical water pollutants and their health consequences. Review of federal legislation. Field trip to wastewater treatment plant.

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 and 705. 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 Prereq: EOHS 702 and 705. 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 759 Industrial Processes and Plant Visits Prereq: EOHS 757. A review of major industrial processes and health hazards associated with each. Includes 7 site visits to Metropolitan NY industrial facilities during working hours.

EOHS 762 Noise and Radiation Hazards and Controls Coreq or prereq: EOHS 705. Introduction to basic concepts of sound, noise measurement, and noise control in community and occupational environments. Health and safety problems involved with the use of ionizing and non-ionizing radiation, with an emphasis on identification and control.

EOHS 770.52 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 770.69 Topics: Solid Waste Management Topics in municipal solid waste management, including sources, composition, transportation requirements, disposal options, and environmental and public health implications.

EOHS 770.72 Environmental Law Prereq: EOHS 700 or 705. Comprehensive law course taught by a practicing environmental lawyer covering topics in air, water and land contamination. Extensive reading involved. Review of appropriate legislation.

EOHS 770.75 Indoor Air Quality Sources, evaluation and control of indoor air contaminants with a focus on conducting indoor air quality evaluations. Review of ASHRAE guidelines and legislation.

EOHS 770.76 Environmental Chemistry Basic review of inorganic and organic chemistry using environmental (air and water) examples. Recommended for students who feel a need to improve their chemistry knowledge and skills. Homework problems and exams.

EOHS 770.80 Fire Safety and Prevention Prereq: EOHS 705 or equivalent. Chemistry and classification of fires, fire inspection procedures, suppression systems, review of NFPA and NYC fire codes. Review of emergency response procedures involved in hazardous materials clean-ups. Taught by a practicing NYC fire safety professional.

EOHS 770.81 Environmental Audits and Site Assessment Prereq: EOHS 700. The purpose of this course is to teach students how to conduct Phase I and II environmental assessments. These investigations are fast becoming routine during commercial property transactions. The newly released ASTM standard will be used as the model for conducting the assessments. In addition, the important topic of Environmental Compliance Auditing will be introduced and presented.

EOHS 770.82 Industrial Hygiene at Hazardous Waste Sites Prereqs: EOHS 700 and 757. This advanced course seeks to teach students about the health and safety responsibilities involved in protecting hazardous-waste site workers. The course will cover all the topics mandated in 29 CFR 1910.120 (OSHA 40 hr. Health & Safety Course for Hazardous Waste Site Personnel) and students will be eligible to receive a certificate upon completion. Topics include: health and safety issues, protective clothing and respirator selection, site investigation, confined space requirements, sampling and analytical equipment, duties of a site officer.

EOHS 770.86 Fire Safety and Emergency Response Chemistry and classification of fires, fire inspection procedures, suppression systems, review of NFPA and NYC fire codes. Review of emergency response procedures involved in hazardous materials clean-ups.

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.

May Not Be Offered

EOHS 742 Analytical Chemistry: Application to Environmental Health Problems

EOHS 750 Environmental and Work Physiology

NUTRITION—MS and AP4 (certificate)

Program Director Deborah E. Blocker, Brookdale Center room W708
phone 481-7563

Graduate Advisor Deborah E. Blocker, Brookdale Center room W711
phone 481-7563

AP4 Director Karen O'Brien

NUTRITION—MS

The graduate program in Nutrition is no longer accepting students effective Fall 1995.

APPROVED PRE-PROFESSIONAL PRACTICE PROGRAM—AP4

Students who have completed the didactic requirements of the (ADA) American Dietetic Association (Plan IV/V), and have earned a baccalaureate degree may apply for admission to the AP4 program. AP4 provides students with the 900 hours of post-baccalaureate, pre-professional experience required for eligibility to take the ADA registration examination to become a Registered Dietitian (RD). Contact the Nutrition and Food Science office at 212-481-7563 for an application for admission into the AP4 program or for further information.

AP4 Courses (Supervised Externship)

These courses are available to selected students (application required). Together, they constitute an AP4. A certificate is granted upon completion of all (3) three courses only.

NUTR 653.01 Pre-professional Practice in Dietetics I
NUTR 653.02 Pre-professional Practice in Dietetics II
NUTR 654 Seminar in Dietetics Practice

COURSE LISTINGS

Each course 45 hrs, 3 cr.

NUTR 653.01 Pre-professional Practice in Dietetics I Supervised externship in dietetics and classroom discussions of readings and field experiences. Open to AP4 students only.

NUTR 653.02 Pre-professional Practice in Dietetics II Supervisor externship in dietetics and classroom discussions of readings and field experiences. Open to AP4 students only.

NUTR 654 Seminar in Dietetics Practice Discussions and student presentations of topics of current interest in the practice of dietetics. Open to AP4 students only.

SELECTED FIELD INSTRUCTION CENTERS

Communication Sciences

Albert Einstein Medical Center
Association for Help of Retarded Children
Bacharach Rehabilitation Hospital
Bellevue Hospital
Beth Israel Medical Center
Blythedale Children's Hospital
Bronx Veterans Administration
Brookdale Hospital Medical Center
Brooklyn Hospital
Central Park East Learning Center
Challenge Infant Development Center
Clover Lakes Nursing Home
Coler Memorial Hospital
DC 37 Audiology Service
East Orange Veterans Administration Medical Center
East River Developmental Center
FDR Roosevelt Hospital
Gillian Brewer School
Goldwater Memorial Hospital
Gouverneur Hospital
Hebrew Home and Hospital
Hebrew Home for Aged
Helen Hayes Hospital
Hospital for Special Surgery
ICD Research and Rehabilitation Center
James Howard Veterans Administration Clinic
Jewish Geriatric Center
Jewish Home and Hospital
JHS 47 School for the Deaf
Kennedy Child Study Center
Lenox Hill Hospital



Long Island College Hospital
 Long Island Jewish Medical Center
 Manhattan Eye and Ear and Throat Hospital
 Mary Manning Walsh Home
 Metropolitan Jewish Geriatric Center
 Morrisania Hospital
 Mt. Sinai Medical Center
 New York Eye and Ear Infirmary
 New York Institute for Special Education
 New York League for the Hard of Hearing
 New York Veterans Administration Medical Center
 North Central Bronx Hospital
 Orthopedic Institute Preschool Unit, Hospital of Joint Diseases
 Park Avenue Hearing Services
 Parkside School
 Queens General Hospital
 Roosevelt Hospital
 Rose F. Kennedy Center
 Silvercrest Extended Care Facility
 Staten Island University Hospital
 St. Barnabas Hospital
 St. Charles Hospital & Rehabilitation Center
 St. Francis DeSales School for the Deaf
 St. Joseph's Hospital of Yonkers
 St. Luke's-Roosevelt Hospital Center
 St. Vincent's Hospital
 Sunshine School
 The New York Institute for Special Education
 Transitions of Long Island
 United Cerebral Palsy - Brooklyn
 (Hearst Early Instruction Center)
 Veterans Administration Medical Center
 Westchester County Medical Center, Valhalla
 Western Queens Developmental School
 Williamsburg Developmental School
 YAI NY League for Early Learning
 Young Adult Institute

Community Health Education

AIDS and Adolescents Network
 American Cancer Society
 American Diabetes Association
 American Red Cross
 Brookdale Center on Aging
 Hunter College
 Brooklyn Teen Pregnancy Network
 Caribbean Women's Health Association
 Center for Occupational and Environmental Health
 Hunter College
 Center on AIDS, Drugs and Community Health
 Hunter College
 Children's Aid Society

Columbia Presbyterian Medical Center
 Young Adult Clinic
 Cornell University Medical Center
 Corporate Care System
 District Council 37 Health & Safety
 The Door - A Center of Alternatives
 Gay Men's Health Crisis, Inc.
 Institute for Urban Family Health
 March of Dimes
 Memorial Sloan-Kettering Hospital
 Cancer Information Service
 Montefiore Medical Center
 Community Health Participation Program
 Mt. Sinai Medical Center
 Department of Health Education
 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
 United Nations Fund for Population Activities

Environmental and Occupational Health Sciences

Amalgamated Clothing and Textile Workers Union (ACTWU)
 Ambient Labs
 ATC Environmental, Inc.
 Center for Safety in the Arts
 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
 Metropolitan Bridge & Tunnel Authority
 Mt. Sinai Medical Center
 Division of Occ. & Env. Medicine
 National Union of Hospital and Health Care Employees
 NJ State Department of Health Occupational Health Program
 NYC Dept. of Env. Protection
 NYC Health Department
 Environmental Epidemiology Unit Health Research Training Program
 NYC Transit Authority
 NY Committee for Occupational Safety and Health
 NY State Attorney General's Office, Environmental Protection Bureau
 NY State Dept. of Env. Conservation
 NYU College of Dentistry
 NYU Medical Center
 Paterson, NJ Department of Health
 Occupational Health Program
 Pfizer Pharmaceuticals, Inc.

History

Chair Barbara Welter, West Building room 1512 phone 772-5480
Graduate Advisor Pierre Oberling, West Building room 1508
 phone 772-5491

FACULTY

Margaret E. Crahan, Dorothy Epstein Professor of Latin American History; PhD, Columbia; Latin American Social and Political History
Dolores Greenberg, Professor; PhD, Cornell; US Economic and Energy History, Late 19th-Century and Western US History
Dorothy O. Helly, Professor, PhD, Harvard; Modern British History, British Empire and Commonwealth, Women's Studies
Michael M. Luther, Associate Professor; PhD, Columbia; European History, History of Russia & Soviet Union, International Relations, Soviet Foreign Policy, Russian Intellectual History
Bernadette McCauley, Assistant Professor; PhD, Columbia; 20-century US, Immigration, Ethnicity, Health Care
JoAnn McNamara, Professor; PhD, Columbia; Medieval History, History of Christianity to Reformation, History of Women
Pierre Oberling, Professor; PhD, Columbia; Middle East History from Rise of Islam to Present, European History in 19th Century
Edward O'Donnell, Assistant Professor; PhD, Columbia; US Urban and Labor History
Marta Petruszewicz, Associate Professor; Laurea (dottorato), University of Bologna; Modern European History, European Economic History
Robert M. Seltzer, Professor; PhD, Columbia; Jewish History, Historiography, Intellectual History
Nancy G. Sraisl, Distinguished Professor; PhD, CUNY; European Renaissance History, History of Science and Medicine to 17th Century
J. Michael Turner, Associate Professor; PhD, Boston; 19th- and 20th-century Latin American History, African History
Barbara Welter, Professor and Chair; 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 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 and American history, as well as 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.

PROGRAM FOR THE PREPARATION OF SECONDARY SCHOOL TEACHERS OF SOCIAL STUDIES

Admission

This Teacher Education Program (TEP) is not for individuals who already have provisional certification in the teaching of social studies. Provisionally certified teachers should apply for the Master of Arts in History. (With the approval of the History Department advisor, such students may take 3 or 6 credits of coursework in advanced courses from the secondary education sequence.)

Requirements for Admission:

1. A bachelor's degree from an accredited institution acceptable to Hunter College.
2. 18 credits in social studies (i.e. history, political science, economics, geography, sociology and cultural anthropology), of which at least 12 credits must be in history, and include one course in each of the following areas: U.S. history, European history, and world or non-Western history.
3. A cumulative grade point average of 2.7 or better and a history grade point average of at least 3.0.

Students who have a 3.0 or better index in history courses but whose cumulative grade point average is below 2.7 may be considered for admission to non-matriculant status. The student so admitted will be directed to take a specific sequence of courses in education totaling 9 credits, must achieve an average of 3.0 or better in these 9 credits, and must then reapply for admission as a matriculant.

4. One year of college level study of a language other than English.
5. CSCI 100, Introduction to Computer Applications, or its equivalent (or other evidence of computer literacy).

Students who cannot provide evidence of computer literacy will be required to take a computer course. This condition of matriculation may be met by either an undergraduate or a graduate course and must be satisfied within the first three semesters. Courses taken to meet admission conditions will not be counted toward the master's degree.

The MA Program requires:

1. **(An additional) 18 credits in history including 3 credits in each of the following areas: U.S. history, European history, world or non-Western history** Students who have completed 6 credits in any one of these areas at the undergraduate level will have fulfilled this requirement for that particular area, but will still have to complete a total of 18 credits in graduate history courses. Within the 18 credits required in history at least 3 credits should focus on gender in history and 3 credits should focus on an analysis of diversity in the U.S.A.
2. **Nine credits in social studies areas other than history** New York State defines social studies to include cultural anthropology, economics, geography, political science, and sociology. This requirement may be met on either the undergraduate level, taken prior to admission to the graduate program, or as part of the graduate program requirement. Students who fulfill this requirement through undergraduate courses will not have to substitute other graduate courses for this 9-credit requirement. Students exempted from 6 credits who take the 2-credit practicum may have to take an additional 1-credit independent study.
3. A sequence of 11-19 credits in teacher education courses.
4. A comprehensive examination in history and in education will be the culminating experience for students in the social studies TEP program. Students should take the education part of the examination following completion of their methods course and prior to student teaching. The examination is given in January and late April or early May. Application is required in approximately November or March. See Professor Evans in Room W1014 for further information.

Total number of credits for the degree 30-46

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 Purczinsky, West Building room 1317
phone 772-5102

Some members of the Hunter College faculty participate in the MA program in linguistics based at the City University Graduate School and University Center.

Information concerning degree requirements, courses, etc., may be obtained from Professor Charles Cairns, Executive Officer, PhD/MA Program in Linguistics, CUNY Graduate School and University Center, 33 West 42nd Street, New York, NY 10036. Phone 642-2154.

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 1996-99

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

Mathematics and Statistics

Chair Martin Bendersky, East Building room 919 phone 772-5300

Graduate Advisor Edward Binkowski, East Building room 943
phone 772-4715

FACULTY

Alberto Baider, Professor; PhD, MIT; Partial Differential Equations, Numerical Analysis

Alvin Baranchik, Associate Professor; PhD, Stanford; Statistical Decision Theory

Martin Bendersky, Professor; PhD, California, Berkeley; Algebraic Topology

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 and Chair; PhD, Wisconsin; Dynamical Systems

Sandra P. Clarkson, Associate Professor; EdD, Georgia; Mathematics Education

Lucille Croom, Professor; PhD, Columbia; Mathematics Education

Elizabeth Finkelstein, Assistant Professor; PhD, Columbia; Topology

Thomas F. Jambois, Associate Professor; PhD, California, Berkeley; Riemann Surfaces, Algebraic Geometry

John Loustau, 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 Roltberg, Professor; PhD, NYU; Algebraic Topology

Verna Segarra, Lecturer; MA, City College; Mathematics Education

Brian Shay, Associate Professor; PhD, CUNY; Algebraic Topology

Mary Small, Lecturer; MA, Teachers College, Columbia; Mathematics Education

Robert D. Thompson, Associate Professor; PhD, Washington; Algebraic Topology

William H. Williams, Professor; PhD, Iowa State; Sampling Theory, Time Series, Econometrics

The Department of Mathematics and Statistics 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 Education section).

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 credits 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 260 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 credits from courses chosen as follows:

1. STAT 720, 721 Probability.
2. STAT 711, 712 Statistical Decision Theory.
3. 15 cr 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 Education) 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. Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.

MATH 634 Geometries I Prereq: a course in linear algebra. Topics in affine and projective geometry and/or topics in differential geometry.

MATH 641 Advanced Calculus I Prereq: MATH 260 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. 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. Functions on Euclidean space, implicit function theorem, Fubini's Theorem, integration on chains and manifolds.

MATH 661 History of Mathematics The historical development of arithmetic, algebra, geometry, trigonometry, analytic geometry, and calculus.

MATH 671 Fundamental Concepts of Modern Mathematics Prereq: any 2 courses chosen from linear algebra, modern algebra, or advanced calculus I and II. 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. Semi-groups, groups with operators, rings, modules, field extensions, vector spaces.

MATH 722 Modern Algebra II Prereq: MATH 721. Offered Fa '96. Continuation of MATH 721.

*This program is undergoing revision. Please consult with the departmental graduate advisor, East Building room 943, or the Office of Educational Services, West Building room 1000, for details.



MATH 746 Theory of Functions of a Real Variable I Prereq: 1 yr of advanced calculus. 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. 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. Estimation and hypothesis testing, including t , Chi-squared, F tests. Applications of linear regression and ANOVA.

STAT 632 Nonparametric Statistics 22.5 hrs, half semester, 1.5 cr. Prereq: 11th yr high school mathematics or equiv and 1 sem of elementary statistics. 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 22.5 hrs, half semester, 1.5 cr. Prereq: 11th yr high school mathematics or equiv and 1 elementary course in statistics. Offered Sp '98. One-way classifications. Fourfold tables. Two-way contingency tables; partitioning Chi squares. Log-linear models, logit regression. Multidimensional contingency tables.

STAT 634 Regression Analysis 22.5 hrs, half semester, 1.5 cr. Prereq: 11th yr high school mathematics or equiv and 1 sem elem stat. 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 22.5 hrs, half semester, 1.5 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.

STAT 711 Statistical Decision Theory I Prereq: a course in linear algebra; coreq: advanced calculus or perm dept. Bayes, admissible, and minimax decision rules. Geometric interpretations. Sufficiency. Theory of optimal point estimation. Offered Fa '97.

STAT 712 Statistical Decision Theory II Prereq: STAT 711. Offered Sp '98. 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 '96 topic will be regression analysis.

STAT 714 Topics in Statistical Inference II Offered Sp. Topics selected as in STAT 713. In Sp '97 topic will be experimental design.

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. 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. 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 Fa '96. Topics selected as in STAT 713. In Fa '96 the topic will be time series analysis.

STAT 725 Topics in Applied Mathematics II Prereq: perm dept. Offered Sp '97. Topics selected as in STAT 713. In Sp '97 the topic will be analysis of variance.

Courses offered 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 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

*Pending Senate approval.

Music

Chair George Stauffer, North Building room 416A phone 772-5020
Director of Graduate Studies Ruth DeFord, North Building room 414
 phone 772-5152

FACULTY

Peter Basquin, Professor; MMus, Manhattan School of Music; Performance
Anthony Branker, Associate Professor; MMus, Miami (Florida);
 Jazz Performance and Jazz Studies
Ruth DeFord, Professor; PhD, Harvard; Music History
Susan Gonzalez, Assistant Professor; MMus, Eastman School of Music;
 Performance
L. Michael Griffel, Professor; PhD, Columbia; Music History
Barbara L. Hampton, Professor; PhD, Columbia; Ethnomusicology
Susan Kagan, Visiting Professor; PhD, CUNY;
 Music History and Performance
Paul F. Mueller, Associate Professor; DMA, Indiana; Performance
George B. Stauffer, Professor; PhD, Columbia; Music History
Jewel Thompson, Associate Professor; PhD, Eastman School of Music;
 Theory
Melinda Wagner, Assistant Professor; PhD, Pennsylvania; Composition
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 Abbey Simon and Herbert Stessin (piano), Andre Emelianoff (cello), Elizabeth Mann (flute), German Diez and Jon Kilbonoff (piano), Shirlee Emmons (voice), and John Marco (clarinet).

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, and 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, normally 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 required 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 700	3
	MUS 724, 725	6
	MUS 731, 732	6
	MUS 751, 752	6
	MUS 775 <i>or</i> 779	3
	MUS 799	3
Elective Courses*	(may consist of private lessons in composition, MUS 793)	3
		30

Ethnomusicology

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
		30

Music History

Music Courses:	MUS 700	3
	MUS 724, 725	6
	MUS 742	3
	MUS 751, 752	6
	MUS 760	3
	MUS 775 <i>or</i> 779	3
	MUS 798	3
Elective Courses*		3
		30

Performance

Music Courses:	MUS 700	3
	MUS 724, 725	6
	MUS 751, 752	6
	MUS 781, 782, 783	9
	MUS 789	3
Elective Courses*	(may be a fourth semester of private lessons, MUS 784, MUS 779, or another course)	3
		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. The foreign language examination must be passed before a student may proceed beyond 18 credits.

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. The proficiency examination requirement must be fulfilled before a student may proceed beyond 18 credits.

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 THE PREPARATION OF TEACHERS OF MUSIC (Grades K-12)—MA

Departmental Requirements for Admission

This Teacher Education Program (TEP) is not for individuals who already have provisional certification in the teaching of music. Provisionally certified teachers should apply for the Master of Arts in Music, which offers a liberal arts MA degree with concentrations in music history, ethnomusicology, composition, and performance. (With the approval of the graduate advisor, such students may take 3 or 6 cr of coursework in advanced courses from the secondary education sequence.)

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, 4 semesters of music theory, and 2 semesters of solfège. 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.

A cumulative GPA of 2.7 or better and an index of 3.0 in music courses is required, as is one year of college study of a language other than English. Students who have a 3.0 or better index in music courses but whose cumulative GPA is below 2.7 may be considered for admission to non-matriculant status. The student so admitted will be directed to take a specified sequence of courses in education totaling 9 cr, must achieve an index of 3.0 or better in these 9 cr, and must then re-apply for admission as a matriculant.

Departmental Requirements for the Degree

Graduate Course Requirements in Music for Teachers, K-12 (18-26 cr):

	Credits
Music Courses: MUS 619, 641, 643, 645 (Students who have studied these subjects on the undergraduate level may be exempted from these requirements.)	8
MUS 724, 725	6
MUS 751, 752	6
MUS 779	3

Credits

Music Electives: Courses chosen in consultation with graduate advisor. The TEP project (MUS 791) may be used to fulfill 1 cr of electives.

3

Education Courses: See the Education section of this catalog for the required sequence of courses in education.

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. The proficiency examination requirement must be fulfilled before a student may proceed beyond 18 credits.

Performance Jury Examinations Students registered for private music lessons (MUS 781-784) must take a jury examination at the end of each semester. Although students are not required to take private lessons as part of their degree work, they are encouraged to develop performance skills on at least one instrument, especially piano.

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. Students may register for 1 cr of independent study (MUS 791) if they wish to receive credit toward the MA degree for work done in fulfilling the TEP Project.

COURSE LISTINGS

Each course 45 hrs, 2 cr.

MUS 619 Vocal Pedagogy Fundamentals of teaching posture, breath control, and tonal production. Emphasis on physiological and acoustical nature of the voice. Vocalises and songs.

MUS 641 Strings Teaching fundamentals of string playing (violin, viola, cello, and double bass) in context of solo, orchestral, and chamber music; thorough review of basic string technique.

MUS 643 Woodwinds Teaching fundamental techniques of playing a number of woodwind instruments: breathing, tone production, and fingering; acoustical principles of woodwinds; thorough review of woodwind technique; basic pedagogical methods.

MUS 645 Brass Teaching fundamental techniques of playing a number of brass instruments: breathing, tone production, fingerings and slide positions; acoustical principles of brasses; thorough review of brass technique; basic pedagogical methods.

MUSED 677 Methods of Teaching Instrumental Music in Elementary and Secondary Schools Organization and administration of school instrumental programs at elementary and secondary levels; overview of rehearsal, teaching, and conducting techniques relative to various ensembles of a school program, including review of principles of performance for strings, woodwinds, brass, and percussion.

MUSED 678 Methods of Teaching Vocal and General Music in Elementary and Secondary Schools Organization and administration of school vocal programs at elementary and secondary levels; overview of rehearsal, teaching, and conducting techniques relative to various ensembles of a school program; overview of content and materials of the non-performing general music curriculum.

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 724 Advanced Studies in Music Theory 1 Prereq: 4 sem. of undergraduate music theory courses. Advanced 2-part contrapuntal techniques. 19th-century chromatic harmony. Compositional styles from 1500 to 1900.

MUS 725 Advanced Studies in Music Theory 2 Prereq: MUS 724 or perm. instr. Advanced 3-part contrapuntal techniques. Complex chromatic harmony. Compositional styles from 1900 to 1950.

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 1 A study of the fundamental musical materials and compositional techniques of the 20th century. Students will complete weekly compositional exercises, each emphasizing a specific technique.

MUS 732 Composition 2 A continuation of the study of compositional techniques of the 20th century through reading, analysis, and practice. Students will complete several small works intended for performance.

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 Advanced Studies in Music History 1 A study of advanced topics in the history of music in the European tradition before 1750. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

MUS 752 Advanced Studies in Music History 2 A study of advanced topics in the history of music in the European tradition from 1750 to the present. Includes analysis of music in different styles, studies of the role of music in cultural history, and instruction in research and writing about music.

MUS 753 Transcription and Analysis in Ethnomusicology Critical examination and application of contemporary techniques to selected examples from various cultures.

MUS 760 Seminar in Music History May be taken twice for credit. Problems in research and analysis in selected areas of music history. Topics, to be announced, are drawn from the 6 principal historical eras.

MUS 775, 776 Seminar in Ethnomusicology Study of folk music and of traditional music of non-Western cultures.

MUS 777 Seminar in Urban Ethnomusicology Prereq: MUS 775 or perm instr. Study and analysis of urban music.

MUS 778 Special Topics in Ethnomusicology: Issues/Regions Specialized study of the music of a specific region or a current issue in ethnomusicology. Topics to be announced. More than one topics course may be allowed for the degree.

MUS 779 World Music Education Survey of world music traditions. Appropriate pedagogical techniques for transmitting multicultural musical knowledge and for presenting world music concerts to K-12 students.

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.

Nursing

The Hunter-Bellevue School of Nursing
425 East 25th Street, New York, NY 10010

Dean Evelyn C. Gioiella, room W608 phone 481-4312

Director of Graduate Studies Mary T. Ramshorn, room W506
phone 481-4465

FACULTY

Elizabeth Ann M. Barrett, Professor; PhD, NYU; Psychiatric Nursing; Nursing Research, Nursing Science

Steven L. Baumann, Assistant Professor; PhD, Adelphi; Psychiatric Nursing

Carole Birdsall, Associate Professor; EdD, Columbia; Critical Care Nursing

Cynthia Degazon, Associate Professor; PhD, NYU; Nursing Administration

Gloria Essoka, Associate Professor; PhD, NYU; Maternal and Child Health Nursing; Pediatric Nurse Practitioner Ed.

Evelyn C. Gioiella, Professor and Dean; PhD, NYU;

Gerontological Nursing, Community Health

Nancy E. Jones, Assistant Professor; DrPH, Columbia; Community Health Nursing, Primary Care Children

Margaret Lunney, Professor; PhD, NYU; Medical-surgical Nursing, Community Health Nursing

Violet Malinski, Associate Professor; PhD, NYU; Psychiatric Nursing, Nursing Research & Theory

Mary Anne McDermott, Associate Professor; PhD, NYU;

Medical-surgical Nursing, Gerontological Nursing

Janet N. Natapoff, Professor; EdD, Columbia; Maternal and Child Health Nursing, Pediatric Nurse Practitioner Ed.

Susan Neville, Assistant Professor; PhD, Adelphi; Medical-surgical Nursing

Donna M. Nicklas, Associate Professor; PhD, Adelphi; Nursing Administration

Kathleen A. Nokes, Associate Professor; PhD, NYU;

Community Health Nursing; HIV/AIDS

Joyce Pulcini, Associate Professor; PhD, Brandeis; Social Policy,

Pediatric/Family Nurse Practitioner Education & Research

Mary T. Ramshorn, Professor; EdD, Columbia; Psychiatric Nursing, Nursing Education & Administration

Diane Rendon, Associate Professor; EdD, Columbia; Psychiatric Nursing, Gerontological Nursing

Maura Ryan, Associate Professor; PhD, Univ. of Penn;

Gerontological Nurse Practitioner Ed.; Research

Joan Sayre, Assistant Professor; PhD, New School; Psychiatric Nursing

Cynthia Sculco, Associate Professor; EdD, Columbia;

Medical-surgical Nursing, Cardiac Rehabilitation & 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 through advanced practice nursing roles in primary care, clinical specialties and nursing administration.

Clinical specializations in advanced practice nursing are available in medical-surgical nursing, psychiatric nursing, maternal-child nursing, and community health nursing. A dual degree option, MS in community health nursing and MPH in community health education is available. Preparation for nursing management is offered in the Nursing Administration Program. Graduates of these programs meet the educational requirement for certification by the American Nurses Association Credentialing Center.

The following programs are registered as Nurse Practitioner Programs by the New York State Education Department: Pediatric Nurse Practitioner (MS and Post Master's Advanced Certificate) and Gerontological Nurse Practitioner. Graduates of these programs are eligible to apply for New York State Certification as NPs as well as to specialty organizations for national certification.

Each specialization provides the opportunity for interested students to complete a sub-specialization in the care of HIV/AIDS clients through three courses and a clinical practicum.

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.

Students whose undergraduate GPA in nursing is below 3.0 can be considered for admission as non-matriculants. If they complete 9-12 graduate nursing credits with a cumulative GPA of 3.0, they can be considered for admission to matriculation. These credits will consist of at least one core course each semester. Additional credits will consist of 600-level elective courses or beginning specialization courses for students that have met the prerequisites and/or corequisites. While this will not assure admission, it will be accepted in lieu of the 3.0 undergraduate GPA requirement.

2. License and current registration to practice professional nursing in New York State.
3. 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.
4. Applicants for dual degree MS and MPH also meet requirements for admission to Community Health Education—MPH
5. Applicants for nurse practitioner programs must have at least two years of relevant clinical experience before being considered for admission if applying for full-time study or one year if part time with continued professional nursing employment while accumulating credits.

Degree Requirements

1. Completion of approved program of study consisting of a minimum of 42 cr for all degree programs except 57 cr (dual degree option MS and MPH).
2. Completion of NURS 799 (Nursing Research II).
3. Completion of the program of study within 5 years from the date of matriculation.
4. Students enrolled in the gerontological nurse practitioner program must achieve a grade of B or better in NURS 750 Pharmacotherapeutics for Advanced Practice Nursing: Adults/Older Adults and NURS 751 Health Appraisal of Adults/Older Adults. Students enrolled in the master's degree and advanced certificate pediatric nurse practitioner programs must achieve a grade of B or better in NURS 615 Health Assessment of Infants, Children and Adolescents and NURS 616 Advanced Pharmacology for Pediatric Nurse Practitioners.

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 (12-15 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 703	Nursing Research I	3
NURS 799	Nursing Research II	3

Community Health Nursing (42 cr)

Specialization Coordinator: Margaret Lunney

This specialization prepares graduates to assume a leadership role in community health nursing in a variety of health care settings, including home care, public health, and private agencies. Through course work, practica, and carefully selected electives, students develop an area of concentration related to an aggregate/community, for example, family nursing, home health care, school health, occupational health. Using nursing process, students apply nursing and public health theories and research to the study of community as client. In addition to the required core (12 cr), students take:

		Credits
NURS 771	Community Health Nursing I	3
NURS 772	Community Health Nursing II	3
NURS 773	Community Health Nursing III	3
NURS 774	Practicum in Community Health Nursing	3
Health Science Courses		
SHS 600	Bio-statistics	3
SHS 700	Principles of Epidemiology	3
EOHS 700	Environmental Health and Safety	3
Cognate-electives		9

Community Health Nursing/Community Health Education (57 cr)

Specialization Coordinator: Margaret Lunney

The dual degree option provides students with additional knowledge of public health sciences with emphasis on community health education. Students are required to complete the following courses.

		Credits
Nursing Core Courses		12
Nursing Specialty Courses		
NURS 771	Community Health Nursing I	3
NURS 772	Community Health Nursing II	3
NURS 773	Community Health Nursing III	3
NURS 774	Practicum in Community Health Nursing	3

*Not required for nursing administration and community health nursing.

**Not required for Nurse Practitioner Programs.

School of Health Science Core Courses

SHS 600	Biostatistics	3
SHS 601	Principles of Health Care Administration	3
SHS 700	Principles of Epidemiology	3
EOHS 700	Environmental Health and Safety	3
Community Health Education Courses		
COMHE 701	Group Processes	3
COMHE 702	Theory and Practice in Health Communication	3
COMHE 740	Community Organization for Health	3
COMHE 745	Seminar in Current Health Problems: Health Education and Public Policy	3
Elective Concentration		
	Nursing and/or Community Health Education	9

Maternal-Child Nursing (42 cr)**Specialization Coordinator:** Janet N. Natapoff

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 practica. Students are encouraged to select an area of concentration—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 (15 cr) students take:

(15 cr) students take.		Credits
NURS 614	Environmental Influences on the Fetus	3
NURS 724	Advanced Practice Nursing with the Childbearing Family	3
NURS 725	Advanced Practice Nursing with Children	3
NURS 728	Advanced Roles and Practice with Childbearing Families and Children	3
NURS 729	Practicum for Pediatric Nurse Practitioners and Clinical Specialists	3
Cognate-electives		12

Pediatric Nurse Practitioner Program (42 cr)**Specialization Coordinator:** Janet N. Natapoff

This specialization prepares nurses to deliver primary care for children from birth through adolescence in schools, clinics and hospitals. Students learn to apply theories and research findings to an advanced practice role through core and specialization courses and practicums. Practitioner courses emphasize health promotion and protection and primary care and case management with selected populations. Faculty and preceptor-supervised clinical experiences are in nurseries, day care centers, schools, clinics and hospitals for a total of 600 clinical hours. In addition to the required core courses (12 cr), students take:

Core courses (12 cr), students take:		Credits
NURS 614	Environmental Influences on the Fetus	3
NURS 615	Health Assessment of Infants, Children and Adolescents	3
NURS 616	Advanced Pharmacology for Pediatric Nurse Practitioners	3
NURS 724	Advanced Practice Nursing with the Childbearing Family	3

NURS 725	Advanced Practice Nursing with Children	3
NURS 726	Primary Care of Infants and Young Children	4
NURS 727	Primary Care of School Age Children and Adolescents	4
NURS 728	Advanced Role and Practice with Childbearing Families and Children	3
NURS 729	Practicum for Pediatric Nurse Practitioners	3
NURS 791	Independent Study in Nursing	1

Pediatric Nurse Practitioner Advanced Certificate (19-22 cr)**Specialization Coordinator:** Janet Natapoff

The Hunter-Bellevue School of Nursing offers an advanced certificate pediatric nurse practitioner program for registered nurses who hold a master's degree in nursing from an NLN accredited school. The program prepares nurses to deliver primary care for children from birth through adolescence in schools, clinics and hospitals. It leads to a professional certificate granted by Hunter College. Graduates of the 19-22 credit program are eligible for certification as nurse practitioners by New York State and by the National Certification Board of Pediatric Nurse Practitioners. Faculty and preceptor-supervised clinical experiences for a total of 525 hours are in nurseries, day care centers, schools, clinics and hospitals. It is expected that students will have knowledge of growth and development and family theories before beginning the program. Those who need to increase knowledge in these areas may elect to take one of the specialization courses required for degree candidates for extra credit. A course in embryology is required for those who have not taken one in the past.

Minimum Requirements for Admission

In addition to the graduate admission requirements of Hunter College, students seeking matriculation in the Advanced Certificate Program must meet the following requirements:

1. Completion of NLN-accredited master's degree in maternal-child nursing or pediatric nursing with a minimum average of B (3.0). Credentials of applicants who hold a master's degree in nursing without these specializations will be evaluated on an individual basis during the admission process.
2. Current registration as a registered professional nurse in New York State.
3. A minimum of two years of full-time professional nursing practice experience with infants, children or adolescents.
4. Letters of reference demonstrating potential for success as a pediatric nurse practitioner.

Requirements for Completion of Program

Requirements for Completion of Program		Credits
NURS 614	Environmental Influences on the Fetus*	3
NURS 615	Health Assessment of Infants, Children and Adolescents	3
NURS 616	Advanced Pharmacology for Pediatric Nurse Practitioners	3
NURS 726	Primary Care of Infants and Young Children	4
NURS 727	Primary Care of School-Age Children and Adolescents	4
NURS 729	Practicum for Pediatric Nurse Practitioners	4
NURS 791	Independent Study in Nursing	1

*Candidates who have successfully completed this course or one determined to be comparable in their master's degree need not repeat NURS 614.

Medical-surgical Nursing (42 cr)**Specialization Coordinator:** Cynthia Sculco

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 (15 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	15

Psychiatric Nursing (42 cr)**Specialization Coordinator:** Steven Baumann

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 (15 cr) students take:

	Credits
NURS 720 Psychobehavioral Patterns of Adults: Nsg I	3
NURS 721 Psychobehavioral Patterns of Adults: Nsg II	3
NURS 722 Psychobehavioral Patterns of Adults: Nsg III	3
NURS 723 Nursing Practicum in Psychobehavioral Patterns of Adults	3
Cognate-electives	15

Nursing Administration (42 cr)**Specialization Coordinator:** Donna Nickitas

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 (12 cr) students take:

	Credits
NURS 710 Biobehavioral Patterns of Adults: Nsg I*	3
or	
NURS 720 Psychobehavioral Patterns of Adults: Nsg I*	3
or	
NURS 724 Advanced Practice Nursing with Childbearing Family*	3
or	
NURS 771 Community Health Nursing*	3
NURS 735 Leadership and Management in Nursing	3
NURS 738 Fiscal Resource Management in the Nursing Organization	3

*Or one equivalent clinical course.

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	12

Gerontological Nurse Practitioner Program (42 cr)***Specialization Coordinator:** Maura Ryan

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 630 hrs. preceptored practica. In addition to the required core (12 cr), students take:

	Credits
NURS 717 Pathophysiology for Advanced Practice Nursing: Adults/Older Adults	3
NURS 749 Theoretical Foundations of Primary Care Nursing	3
NURS 750 Pharmacotherapeutics for Advanced Practice Nursing: Adults/Older Adults	3
NURS 751 Health Assessment of Adults/Older Adults	3
NURS 755 Primary Care Nursing: Adults/Older Adults I	5
NURS 757 Primary Care Nursing: Adults/Older Adults II	5
NURS 759 Advanced Practicum in Primary Care Nursing of Older Adults	5

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. Elective.

NURS 606 Nursing Issues: HIV Infection/AIDS Analysis of prevention and public policy issues related to the HIV pandemic and the response of nursing and health-related organizations. Elective.

NURS 614 Environmental Influences on the Fetus Examines environmental influences with emphasis on nursing's role in health promotion and health protection.

NURS 615 Health Assessment of Infants, Children and Adolescents 15 hrs lecture, 90 hrs lab, 3 cr. Focuses on application of assessment skills needed to provide primary health care for infants, children and adolescents. Role development is emphasized during lectures and supervised practicum experiences.

NURS 616 Advanced Pharmacology for Neonatal and Pediatric Nurse Practitioners Focuses on pharmacology as part of advanced nursing practice with infants, children and adolescents, its place in primary health care, and drugs used to manage common health problems.

NURS 617 Health Appraisal of Adults Theory and practice in comprehensive assessment of biobehavioral and psychobehavioral health patterns of adults. Elective.

NURS 619 Family and Community Patterns of Wellness Analysis of health-related structure, functions, and behavioral patterns of family and community systems. Elective.

NURS 642 Psychobiological Aspects of Aging Analysis of biobehavioral and psychobehavioral patterns of aged persons. Elective.

NURS 664 Legal Issues in Nursing This course examines the interface between nursing and the law. Legal issues are analyzed from a nursing perspective. Elective.

NURS 674 Nursing Management of the Chronically Mentally Ill An examination of the origins, development, research into, and manifestations of chronic mental illness with a focus on nursing management. Elective.

NURS 675 Oncology Nursing Exploration of empirical bases related to the adult client with cancer to provide a framework for clinical decision making and nursing intervention at various levels of wellness. Elective.

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: 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 703 Nursing Research I Prereq: NURS 700 and competence in basic statistics. Analysis of quantitative research process concerning nursing science phenomena that have relevance for advanced practice nursing in various roles.

NURS 707 Nursing of Persons with HIV Infection Prereq: NURS 606 Prereq. or coreq: NURS 700. Analysis and evaluation of nursing strategies at the level of secondary prevention with persons who are HIV positive in order to assist them to maintain optimum levels of wellness. Elective.

NURS 708 Nursing of Persons with AIDS Prereq: NURS 606, Prereq or coreq: NURS 700. Analysis and evaluation of nursing strategies at the level of tertiary prevention with persons with AIDS in order to assist them to maintain and restore health. Elective.

NURS 709 Nursing Diagnosis and Related Pathophysiology Application of theoretical system of nursing diagnosis within an investigation of the wellness variations common to biobehavioral patterns in adults. Elective.

NURS 710 Biobehavioral Patterns of Adults: Nursing I 30 hrs theory, 45 hrs pract, 3 cr. Prereq or coreq: NURS 601, 700. 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 714 Critical Care Nursing Application of theoretical knowledge, drawn from nursing and biopsychosociocultural sciences, to the nursing care of clients in life-threatening situations requiring critical care nursing. Elective.

NURS 716 Nursing Informatics Prereq: 1st level specialization course. Integration and use of computer/information technology in support of direct client care, management and administration of nursing care, nursing research and nursing education. Elective.

NURS 717 Pathophysiology for Advanced Practice Nursing: Adults/Older Adults Theories, research and knowledge of pathophysiology of selected phenomena are analyzed and applied to the adult and older adult client; integrates knowledge from physiology.

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. Elective.

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 III 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 724 Advanced Practice Nursing with the Childbearing Family 30 hrs theory, 45 hrs practicum, 3 cr. Pre- or coreq: NURS 601, 700. An exploration of the theoretical, empirical, and humanistic patterns of interaction during childbearing between families and the environment and nursing. Guided learning experiences with neonates and families.

NURS 725 Advanced Practice Nursing with Children 30 hrs theory, 45 hrs practicum, 3 cr. Prereq: NURS 601, 700. An exploration of the patterns of interaction of children, their families, the environment, and nursing. Emphasis is also on growth and development and long-term health problems. Guided learning experiences in a variety of health care settings.

NURS 726 Primary Care of Infants and Young Children 30 hrs theory, 140 hrs practicum, 4 cr. Prereq: NURS 615, 616, 724. Prereq or coreq: NURS 725. Examines primary care as an advanced practice role with infants and young children with emphasis on decision making and clinical management to promote health, prevent illness/injury and restore health.

NURS 727 Primary Care of School-age Children and Adolescents 30 hrs lecture, 140 hrs practicum, 4 cr. Prereq: NURS 726. Examines primary health care as an advanced practice role with school-age children and adolescents with emphasis on decision making and clinical management to promote health, prevent illness/injury and restore health.

NURS 728 Advanced Roles and Practice with Childbearing Families and Children Prereq: NURS 727. Exploration of advanced practice roles such as primary care provider, educator, researcher and interdisciplinary collaborator for advanced practice with families and children. Emphasis is on problem solving and the use of population-specific research.

NURS 729 Practicum for Pediatric Nurse Practitioner-Clinical Nurse Specialists 135 hrs, 3 cr. Pre- or coreq: NURS 728. Preceptor-supervised practicum emphasizing advanced practice roles as primary care provider, educator, researcher and interdisciplinary collaborator.

NURS 730 Instructional Design in Nursing Education Prereq: NURS 700. Examination of theoretical models and empirical factors that affect teaching-learning process in educational settings in nursing. Elective.

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. 30 hrs theory, 45 hrs practicum, 3 cr. Prereq: NURS 735. Analysis of human resource management and human relations theories for nurse managers with guided learning experiences in a variety of health care settings.

NURS 740 Administration of Nursing Organization Prereq: NURS 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 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 749 Theoretical Foundations of Primary Care Nursing 3 hrs, 3 cr. Pre- or coreq: NURS 700. Philosophical and historical perspectives of primary care, primary care nursing, and primary health care are examined. Theories and models of health promotion and interventions for health promotion are reviewed.

NURS 750 Pharmacotherapeutics for Advanced Practice Nursing: Adults/Older Adults Theories and pharmacotherapeutics of current drug therapy are analyzed and applied to the adult and older adult client; integrates knowledge from nursing science.

NURS 751 Health Assessments of Adults/Older Adults 30 hrs lecture, 50 hrs practicum, 3 cr. Prereq. or coreq: NURS 749. Application of multidimensional assessment strategies for primary care nursing of adults and older adult clients and their families.

NURS 754 Psycho-Social Behavioral Patterns of Older Adults Prereq: NURS 700. 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 Primary Care Nursing, Adults/Older Adults I 30 hrs theory, 210 hrs practicum, 5 cr. Pre- or coreq: NURS 749, 751. Theories, research and strategies for primary care nursing of adults/older adults with selected symptoms/human responses are analyzed and applied. Preceptored practicum in primary care.

NURS 757 Primary Care Nursing Adults/Older Adults II 5 cr. 30 hrs lecture, 210 hrs practicum. Prereq: NURS 755. Theories, research and strategies for primary care nursing of adults/older adults with a variety of symptoms/human responses are analyzed and applied in preceptored practicum.

NURS 759 Advanced Practicum in Primary Care of Older Adults 30 hrs lecture, 210 hrs practicum, 5 cr. Prereq: NURS 757. Theories, research and strategies for primary care nursing of older adults with complex multisystem health problems are analyzed and applied. Integrates knowledge from Primary Care Nursing I and Primary Care Nursing II.

NURS 760 Advanced Practicum in Primary Care of Adults 30 hrs lecture, 210 hrs practicum, 5 cr. Prereq: NURS 757. Theories, research, and strategies for primary care nursing of adults with complex multisystem health problems are analyzed and applied. Integrates knowledge from Primary Care Nursing I and Primary Care Nursing II.

NURS 770 Nursing Care Management for Elderly Clients with Psycho-behavioral 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 771 Community Health Nursing I 30 hrs theory, 45 hrs pract, 3 cr. Prereq or coreq: NURS 700. Examines the community as a focus of nursing at national, state, and local levels with emphasis on diagnosing levels of wellness, and developing strategies for health promotion and restoration.

NURS 772 Community Health Nursing II 30 hrs theory, 45 hrs pract, 3 cr. Prereq: NURS 771. Examines the health needs of aggregates within a community using principles of health promotion and health protection through the perspective of community health nursing.

NURS 773 Community Health Nursing III Prereq: NURS 772. Examines specialized nursing roles through a synthesis of advanced theoretical foundations as a basis for practice with aggregates and communities.

NURS 774 Practicum in Community Health Nursing 135 hrs, 3 cr. Coreq: NURS 773. Preceptor-supervised practicum emphasizing synthesis and application of theoretical foundations of community health nursing to the role of clinical specialist.

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. Elective.



NURS 791 Independent Study in Nursing 1 cr, 15 hrs. Supervised study of an area of interest for matriculated students. A total of 6 credits of independent study may be applied toward the degree. Permission of Specialization Coordinator.

NURS 792 Independent Study in Nursing 2 cr, 30 hrs. Supervised study of an area of interest for matriculated students. A total of 6 credits of independent study may be applied toward the degree. Permission of Specialization Coordinator.

NURS 793 Independent Study in Nursing 3 cr, 45 hrs. Supervised study of an area of interest for matriculated students. A total of 6 credits of independent study may be applied toward the degree. Permission of Specialization Coordinator.

NURS 799 Nursing Research II Prereq: NURS 703. Analysis of quantitative research process concerning nursing science phenomena. Outcomes from qualitative and quantitative research are used to develop a plan for solving problems encountered in advanced practice nursing.

Philosophy

Chair James B. Freeman, 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 Richard Mendelsohn, Executive Officer, Philosophy Department, CUNY Graduate School and University Center, 33 West 42nd Street, New York, NY 10036. Phone 642-2051.

Physics & Astronomy

Chair Robert Marino, North Building room 1200 phone 772-5248
Graduate Advisor Leon Cohen, North Building room 1218 phone 772-5248

FACULTY

Janos A. Bergou, Professor; PhD, Lorand Eotvos; Intense Field Electrodynamics, Multiphoton Processes, Nonlinear and Quantum Optics
Ying-Chih Chen, 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, Professor; PhD, Maryland; Experimental Condensed Matter, Surface Physics
Steven G. Greenbaum, Professor; PhD, Brown; Magnetic Resonance, Solid State Physics, Polymer Physics
Godfrey Gumbs, Professor; PhD, University of Toronto; Theoretical Condensed Matter Physics, Quantum Heterostructures
Mark Hillery, Professor; PhD, California, Berkeley; Quantum Optics, Non-Linear Optics, Ferromagnetic Semiconductors
Bo T. Lawergren, Professor; PhD, Australian National University; Musical Acoustics, Experimental Nuclear Physics
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. Currently, the Physics MA program is open only to Hunter students as part of the BA/MA program. 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

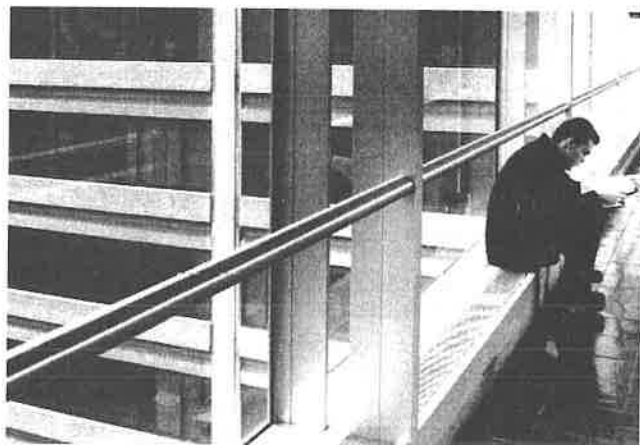
First-level Courses: Each course 45 hrs, 3 cr, unless otherwise noted.

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 U625 Introduction to Quantum Mechanics Fundamental ideas in the study of atomic sized systems.

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 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.

800-level University courses are periodically offered at Hunter College according to student demand.

Not Offered 1996-99:

PHYS U611 Analytical Mechanics
PHYS U615 Electromagnetic Theory
PHYS U624 Plasma Physics
PHYS U757 Astrophysics

Political Science

Chair Andrew J. Polsky, West Building room 1724 phone 772-5500

Some members of the Hunter College Department of Political Science participate in a PhD 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, (212) 642-2355.

Psychology

Chair Herbert H. Krauss, North Building room 611 phone 772-5550

Graduate (MA) Advisor Virginia Valian, Thomas Hunter Hall room 510 phone 772-5432

Program Head for Biopsychology (CUNY PhD Program) Peter Moller, North Building room 611 phone 772-5621

FACULTY

Gordon A. Barr, Professor; PhD, Carnegie-Mellon; Developmental Psychobiology; Developmental Neuropharmacology; Pain Perception; Drug Abuse; Opiate Analgesia, Reward and Withdrawal

Sheila Chase, Professor; PhD, CUNY; Experimental Psychology:

Animal Cognition, Memory and Decision Processes, Computer Models

Martin Chodorow, Associate Professor; PhD, MIT; Experimental Cognition, Models of Memory, Psycholinguistics: Language Parsing and the Effects of Ambiguity

Darlene DeFour, Associate Professor; PhD, Illinois; Social Psychology, Minority Group Career Development, Psychology of Women, Social Support Systems

Robert Friedl, 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

Ellen Tobey Klass, Associate Professor; PhD, Chicago;

Clinical Psychology: Guilt, Assertion, Cognitive-behavior Therapy

Herbert Krauss, Professor; PhD, Northwestern; Personality/Clinical: Health, Rehabilitation

Victoria Luine, 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 in Young Subjects, Alzheimer's Disease, Judgment and Decision Making

Peter Moller, Professor; PhD, Free University of Berlin; Animal Behavior: Multisensory Integration, Electrollocation & Electrocommunication in Electric Fish, Behavioral Physiology, Field Studies

Stanley Novak, Associate Professor; PhD, Columbia; Experimental Psychology: Visual Perception, Sensory Processes, Psycho-physiology, Art & Vision

Vita C. Rabinowitz, Associate Professor; PhD, Northwestern; Experimental Social Psychology: Gender Bias in Scientific Research, Women's Health, Coping with Victimization

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: Parenthood Mandates and Intrafamily Abuse, Aging, Dying, Gender Roles

Joyce Slochower, Associate Professor; PhD, Columbia; Clinical/Social Psychology: Obesity, Psychotherapy, Psychoanalysis

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 Vallian, Professor; PhD, Northeastern; Cognition, Language, Women

Jason Young, Assistant Professor; PhD, Minnesota; Social Psychology: Attitudes & Persuasion, Political Psychology, Personality and the Self Concept

H. Phillip Zeigler, Professor; PhD, Wisconsin; Physiological Psychology: Brain Mechanisms & Feeding Behavior, Motivation

MASTER OF ARTS

The MA degree is in General Psychology. Although Hunter College does not offer an MA in any subfield of psychology, students at their discretion may concentrate their course work, including independent studies and thesis research, in a number of content areas. Such areas of concentration and course work can include personality and social psychology, organizational psychology, cognitive psychology, experimental and physiological psychology, biopsychology and comparative psychology, and developmental psychology.

Research Opportunities and Facilities

Research involving human subjects and a wide variety of animal species is a major activity of the psychology faculty. In addition to research laboratories and facilities at the college, many faculty members also have active research affiliations with other institutions including the American Museum of Natural History, Albert Einstein College of Medicine, Rehabilitation Research Institute of the International Center for the Disabled, Payne Whitney Psychiatric Clinic, the CUNY Center for the Study of Women & Society, and Rockefeller Institute.

Students have the opportunity to engage in research under faculty supervision in such areas as infant development, career development, developmental psychobiology, concept learning and language, animal cognition, gender-role development, neural control of behavior, information processing, hormone-behavior interactions, race and ethnic psychology, sensory processes, and biofeedback.

Students in the MA Program also have access to a variety of facilities including specialized equipment for human and animal physiology, speech analysis, artificial speech production, and human and animal learning. In addition to the department's microcomputers and access to the CUNY Computer Center, Hunter College provides an Academic Computing Services Laboratory which may be utilized for individual research and laboratory courses.

Psychology Colloquia

All 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 an exchange of ideas on current research and theory in psychology.

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 701, or 747)
 - d. Thesis Research (PSYCH 707 or 707.2)
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 707 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.

PhD PROGRAM IN BIOPSYCHOLOGY

The specialization in biopsychology within the CUNY doctoral program in psychology is located at Hunter College. With special permission, some 800-level doctoral courses may be taken as part of the MA program.

Information on the PhD program in biopsychology can be obtained from Dr. Peter Moller, program head for biopsychology, North Building room 612, phone 772-5621, or from the CUNY Graduate 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 four 600-level courses 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 680 Special Topics In Psychology

PSYCH 690 Independent Research in Psychology



700-level Open to matriculated students only, except by special permission of graduate advisor.

PSYCH U700 History of Psychology

PSYCH 701 Advanced Experimental Psychology I* 30-45 hrs lec, 60-90 hrs lab, 4-6 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 707 Thesis Research 3 cr. Individual research under supervision. Limited to students working on MA thesis in psychology. Written permission of sponsor required.

PSYCH 707.2 Thesis Research 3 cr. Additional semester of individual research under supervision. Limited to students working on MA thesis in psychology.

PSYCH U708 Proseminar I (Biological Foundations of Behavior)

PSYCH U709 Proseminar II

PSYCH U710 Advanced Physiological Psychology I (Neuroscience I)

PSYCH U711 Advanced Physiological Psychology II (Neuroscience II)

PSYCH U716 Comparative Psychology (Animal Behavior I)

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 (Animal Behavior II)

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 U741 Evolution of Psychoanalytic Theory Prereq: PSYCH 220 or 646, and PSYCH 223 or 605.

PSYCH U742 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 750 Special Topics in Psychology

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.

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 very infrequently.

*Courses scheduled very infrequently.

Romance Languages

Chair Xoán González-Millán, West Building room 1310 phone 772-5108
Graduate Advisors Bettina Knapp, West Building room 1315 (French); Marithelma Costa, West Building, room 1347, and Diana Conchado, West Building room 1349 (Spanish); Giuseppe Di Scipio, West Building room 1318, and Maria Paynter, West Building room 1312 (Italian)

FACULTY

FRENCH

Hanna K. Charney, Professor; PhD, Columbia; 19th and 20th Centuries, Film and the Novel
Bettina Knapp, Professor; PhD, Columbia; 19th and 20th Centuries, Theatre, Psychoanalysis
Cecile Nebel, Associate Professor; PhD, Columbia; 20th Century, Literature and the Arts
Jeanine P. Plottel, Professor; PhD, Columbia; 19th and 20th Centuries, Theory and Criticism
Julia Przybos, Professor; PhD, Yale; 19th Century, Theater, Fin de Siècle
Francesca Sautman, Professor; PhD, UCLA; Medieval Studies and Folklore
Alexander W. Szogyi, Professor; PhD, Yale; Molière, Comedy, Theatre of the 17th Century
Sylvie Well, Professor; Agrégée de l'Université de Paris; French Women Writers, Style and Stylistics

ITALIAN

Giuseppe Di Scipio, Professor; PhD, CUNY; Middle Ages, Dante and the Renaissance
Paolo Fasoli, Assistant Professor; PhD, Toronto; Late Renaissance and Baroque Literature
Maria Grazia Paynter, Associate Professor; PhD, Toronto; Contemporary Italian Literature

SPANISH

Diana Conchado, Assistant Professor; PhD, Brown; Literature of the Golden Age
Marithelma Costa, Associate Professor; PhD, CUNY; Medieval Spanish Literature, Modern Latin American Literature
Xoán González-Millán, Professor and Chair; 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
Julius O. Purczinsky, Associate Professor; PhD, Texas; Linguistics, Romance Philology

MASTER OF ARTS

The master's degree in French, Italian, or Spanish provides an opportunity for professional advancement in teaching and a variety of other fields. It also furnishes a means of personal development for those whose interests have a strong language and literature component.

The 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.

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

This Teacher Education Program (TEP) is not for individuals who already have provisional certification in the teaching of French, Italian, or Spanish. Provisionally certified teachers should apply to a Master of Arts Program in French, Italian, or Spanish.

Requirements for Admission

1. A bachelor's degree from an accredited institution acceptable to Hunter College.
2. High-level fluency in French/Italian/Spanish and the equivalent to the Hunter College major in French/Italian/Spanish.
3. A cumulative GPA of 2.7 or better and a GPA in French/Italian/Spanish of at least 3.0.

Students who have a 3.0 or better index in French/Italian/Spanish but whose cumulative GPA below 2.7 may be considered for admission to non-matriculant status. The student so admitted will be directed to take a specific sequence of courses totalling 9 credits, must achieve an average of 3.0 or better in these 9 credits, and must then reapply for admission as a matriculant.

4. English Proficiency Requirement, including a satisfactory score on the TOEFL examination for students who have studied abroad.

Requirements for the MA (TEP) in French, Italian, or Spanish

A total of **32-46 cr**, to be distributed as follows:

1. **21 cr** in literature courses in one of the following languages:
French: 21 cr in Francophone and French literature from the Middle Ages to the present.
Italian: 21 cr in Italian literature.
Spanish: 21 cr in Spanish and Spanish-American literature.
2. **6 cr** in English and/or American literature. This requirement may be met either with courses taken on the undergraduate level, prior to admission to the graduate program, or as part of the graduate program requirement. Students who fulfill this requirement through undergraduate courses will not have to substitute other graduate courses for this 6-cr requirement.
3. A sequence of **11-19 cr** in teacher education courses (See the Education Section of this catalog for the required sequence of courses in Education.)

A comprehensive examination in French, Italian, or Spanish and a comprehensive examination in Education.

COURSE LISTINGS

Each course 30 hrs plus 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, Merimee, 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, *et al.* 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, Filostrato, Teseide, Ameto, Amorosa Visione, Vita di Dante*.

ITAL 720 Prose Works of Dante—*Vita Nuova, Convivio, de Vulgaris 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 Sarniento*, Romanticism, Realism, Naturalism, and Modernismo.

SPAN 764 Spanish-American Fiction II: From "The Novel of the Mexican Revolution" to the Present Development of Spanish-American novel and short story since Modernismo.

SPAN 765 Spanish-American Poetry I: From Neo-Classicism through Modernismo Spanish-American poetry from La Independencia to World War I. Attention paid to development of *prosa artistica* during Modernista period.

SPAN 766 Spanish-American Poetry II: From Post-Modernismo to the Present Post-Modernismo, Vanguardism, most recent trends.

SPAN 767 The Spanish-American Essay Essay and related genres dealing with cultural, social, and political matters in Spanish America, from La Independencia to present.

SPAN 768 The Spanish-American Theatre General view of development of genre through colonial period and 19th century. Contemporary theatre since Florencio Sánchez, with special emphasis on most recent trends.

SPAN 791 Special Studies in Spanish Literature Advanced seminar for intensive study of particular writer, trend, specialized problem of language or literature under guidance of specialist. Research and critical analysis as well as appraisal of secondary and primary sources.

SPAN 796 Special Studies in Spanish-American Literature Advanced seminar for intensive study of particular writer, trend, specialized problem of language or literature under guidance of specialist. Research and critical analysis as well as appraisal of secondary and primary sources.

Other Courses

SPAN 611 Literature of the Spanish Renaissance and the Counter-Reformation

SPAN 612 Major Authors of Spanish Baroque

SPAN 614 Spanish Literature of 19th Century

SPAN 615 Contemporary Spanish Literature

SPAN 616 Spanish-American Literature from Its Origins Through Romanticism and Realism

SPAN 617 Spanish-American Literature: Modernismo and Contemporary Trends

SPAN 621 Main Trends in Spanish Thought and Art

SPAN 622 Main Trends in Latin American Thought and Art

SPAN 701 History of Spanish Language

SPAN 704 Spanish Theatre of 19th and 20th Centuries

SPAN 723 Theatre Before Lope de Vega

Russian Area Studies (Admissions Suspended, Spring 1995)

Program Director/Graduate Advisor Cynthia Roberts, West Building room 1701 phone 772-5500, 5502

CORE GRADUATE FACULTY AND FIELDS OF SPECIALIZATION

Political Science

Cynthia Roberts, Director and Assistant Professor, Russian Area Studies Graduate Program; PhD, Columbia; Russian and Post-Soviet Politics, Foreign and Military Policies; Russian Nationalism and National Interest; Civil-Military Relations; European Security Issues; Rise and Fall of Great Powers

Donald Zagoria, Professor; PhD, Columbia; U.S. Security Policy; Great Powers in Asia; Sino-Soviet and Sino-Russian Relations; Problems in Asian Communism

Gregory J. Massell, Professor Emeritus; PhD, Harvard; Post-Soviet and East European Government and Politics; Ethnic Politics in the Soviet Successor States; Modernization and Political Development; Central Asia

History

Michael M. Luther, Associate Professor; PhD, Columbia; Modern Russian and Soviet History; Soviet Foreign Policy; Russian and Soviet Social Thought; Soviet Nationality Policy; Ukrainian History and Political Thought

Cynthia Whittaker, Professor of History at Baruch College; PhD, Indiana University; Russian Imperial History; Russian Cultural and Intellectual History; History of Russian Conservatism

Literature

Alex E. Alexander, Professor and Chair, Russian Division; PhD, Columbia; Russian and Comparative Folklore; Medieval and Imperial Russian Culture; Selected Studies in Pushkin, Gogol and Dostoevsky; Polish Literature; Russian and Polish Languages

Elizabeth Beaujour, Professor; PhD, Columbia; Early Soviet Literature; Olesha; Russian Drama and Theatre; The Interaction of French and Russian Literature; Bilingual Russian Writers

Emil Dreitser, Associate Professor; PhD, University of California, Los Angeles; Contemporary Russian Culture; Russian Satire; Creative Writing; Selected Studies in Leskov, Chekhov and Zoshchenko; Russian Syntax

Anthropology

Gerald Creed, Assistant Professor; PhD, CUNY; Transformation of Rural Societies; Society and Culture of Eastern Europe; Political Economy of Eastern Europe; Bulgaria

RUSSIAN AREA STUDIES GRADUATE PROGRAM

The Russian Area Studies Graduate Program at Hunter College of The City University of New York is devoted to the interdisciplinary study of Russia, East Central Europe, and the former Soviet Union. Committed to both research and the training of graduate students, the program offers a course of study leading to a Master of Arts degree in Russian Area Studies.

The MA program provides students with a general knowledge of issues concerning Russia, the former Soviet Union and its successor states, and Eastern Europe. The interdisciplinary course of study includes specialized instruction in the history, literature, politics, economics, arts, film, and theatre of Russia and other parts of

the region. Students in the RAS program are also eligible for participation in exchange programs with Russia, the successor states of the Soviet Union, and various countries in Eastern Europe.

The Russian Area Studies Program prepares graduate students for doctoral studies and scholarly careers in Russian, post-Soviet and Eastern European studies and for professional careers in government service, diplomacy, the armed forces, foreign trade, education, journalism, and related fields.

In accordance with CUNY's educational philosophy, the RAS program strives to accommodate working students by offering courses during the late afternoon and evening hours.

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 Government and Politics of Russia and non-Russian Republics of the former Soviet Union
- RAS 721 Economic Systems of the Soviet and post-Soviet Union
- 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 must enroll in an intensive language course. For information on Russian language courses, see the Undergraduate Catalog 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 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 Government and Politics of Russia and Non-Russian Republics of the Former Soviet Union Analysis of theory and practice of Soviet and post-Soviet political institutions: party, government, army, bureaucracy, law; class structure; nationalities; problems of continuity and change.

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 History of 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 710 Soviet Union in Eastern Europe: Conquest and Collapse 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 Economic Systems of the Soviet and Post-Soviet Union Analysis of Soviet and post-Soviet economic institutions, their development and functions; theory and practice of central planning; performance and evaluation of Soviet economy since 1917; prospects since collapse of the USSR in 1991.

RAS 789.78 Political Economy of Eastern Europe Examination of political and economic processes which have differentiated and defined the area from pre-socialist to post-socialist period. Impact of legacy of socialism on attempts to establish democratic capitalism.

RAS 731 Geography of the USSR and Soviet Successor States Prereq: a course in fundamentals of geography or equiv. Survey of Soviet geographic regions, economic and energy resources. Industry, agriculture, transportation. Inter-regional and international relationships.

RAS 740 Russian Literature from 11th to 18th Century Knowledge of Russian desirable, but not required. Literary genres of medieval Russia as art and cultural documents: epics, lives of saints, chronicles, satire. Secular works from Radishchev to Karamzin.

RAS 741 Nineteenth-Century Russian Literature Pushkin to Chekhov in English translation.

RAS 742 Twentieth-Century Russian Literature Major 20th-Century authors from Gorky to Pasternak and Solzhenitsyn in English translation.

RAS 743 Russian Poetry Conducted in Russian. Study of major Russian poets of 19th and 20th centuries.

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 Solzhenitsyn, 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: Myths and Traditions Knowledge of Russian desirable, but not required. Analysis of Russian folk literature as a starting point for a comparative study of world mythologies.

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 771.62 Modern History of East Central Europe Survey of historical developments in the region during the 20th century.

RAS 789.57 Ethnicity and Nationalism in Eastern Europe Historical and theoretical examination of the mobilization of national and ethnic sentiments, challenging primordial interpretation of associated identities. Major case studies include the former Yugoslavia, Romania and Germany.

RAS 789.63 Society and Culture in Eastern Europe Analysis of the distinctive customs and traditions of the region, including social organization, religion, gender, folklore and popular culture.

RAS 789.79 Government and Politics in Eastern Europe Survey of political, economic and social institutions of individual East European countries in the post-Cold War era. Emphasis on contemporary political problems during period of transition from Soviet bloc.

RAS 789.80 Seminar on European Security Historical case studies and social science theory provide the basis for analyzing alternative futures for security in Europe in the post-Cold War era. Focus on sources of war and peace, instability and stability, with a section on nationalism and ethnicity past and present.

RAS 771 Colloquia 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 771.55 Political Dissent in Russia

RAS 771.63 History of the Balkans in Modern Times

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 779.80 Contemporary Russian Literature

RAS 779.81 Jewish Themes in Polish Culture

RAS 789 Selected Topics in Comparative and International Politics

RAS 789.50 Russian National Interest: Past and Present

RAS 789.52 Revolutionary Mass Movements: Communism, Fascism, Anarchism

RAS 789.58 Russian-American Relations

RAS 789.61 Great Powers in Asia

RAS 789.64 Minorities in Eastern Europe

RAS 789.65 Fate of the Superpowers: Decline and Transformation?

RAS 789.67 Concepts of Totalitarianism & Dictatorship

RAS 789.75 Transitions from Authoritarian Rule: USSR and Eastern Europe

RAS 789.76 Ethnicity and Nationalism in the Soviet Successor States

RAS 789.78 Political Economy of Eastern Europe

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 Michael Wood, West Building room 1601 phone 772-5581

FACULTY

- Juan Battle**, Assistant Professor; PhD, Michigan; Sociology of Education, Stratification, Survey Research, Race/Ethnic/Minority Relations
- Robert Carter**, Assistant Professor; PhD, Columbia; Law and Society, Theory, Race/Ethnic/Minority Relations
- John M. Cuddihy**, Professor; PhD, Rutgers; Cultural Sociology, Sociology and Jewish Intellectuals, Knowledge, Religion
- Charles Green**, Associate Professor; PhD, Rutgers; Ethnic and Race Relations, Urban Sociology, Development
- John Hammond**, Professor; PhD, Chicago; Collective Behavior/Social Movements, Political Sociology, Work and Labor Markets
- Philip Kasnitz**, Associate Professor; PhD, NYU; Urban Sociology, Race/Ethnic/Minority Relations, Theory
- Naomi Kroeger**, Associate Professor; PhD, Chicago; Formal Organizations, Qualitative Methodology, Aging/Social Gerontology
- Manfred Kuechler**, Professor; PhD, Bielefeld (Germany); Political Sociology, Collective Behavior/Social Movements, Quantitative Methodology
- Esther I. Madriz**, Assistant Professor; PhD, Vanderbilt; Criminology/Delinquency, Violence Against Women, Deviant Behavior
- Claus Mueller**, Associate Professor; PhD, New School for Social Research; Media Research and Analysis, Political Sociology
- Robert Perinbanayagam**, Professor; PhD, Minnesota; Theory, Language/Social Linguistics, Social Psychology
- Janet Poppendieck**, Associate Professor; PhD, Brandeis; Family, Social Policy
- Benjamin Ringer**, Professor; PhD, Columbia; Race/Ethnic/Minority Relations, Comparative Sociology, Multiculturalism and Equality
- Yaffa Schlesinger**, Assistant Professor; PhD, NYU; Family, Jewish Family, Deviant Behavior, Sociology of Art
- Marvin Scott**, Professor; PhD, California, Berkeley; Mental Health, Social Psychology, Theory
- Ruth Sidel**, Professor; PhD, Union Graduate School; Children and Youth, Sex and Gender, Stratification/Mobility/Inequality
- Pamela Stone**, Associate Professor and Chair; PhD, Johns Hopkins; Work and Labor Markets, Sex and Gender, Occupations/Professions
- Peter Tuckel**, Associate Professor; PhD, NYU; Quantitative Methodology, Political Sociology
- Michael Wood**, Associate Professor; PhD, Texas; Consumer Behavior, Economy and Society, Cultural Sociology

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 analysis. Proficiency in the use of desktop computers for research tasks (statistical, spreadsheet, graphics, database, and World Wide Web browsing) is an essential part of the research training.

The program offers 3 broad areas of specialization: market research and consumer behavior (area advisor, Michael Wood, 772-5581), media research and analysis (area advisor, Claus Mueller, 772-5647), and research and policy analysis in the public and nonprofit sector (area advisors, Robert Carter, 772-5640, and Naomi Kroeger, 772-5577). Students may 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.

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 firsthand 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 other social science discipline is also recommended. General admission requirements for arts and sciences graduate programs apply, including the Graduate Record Exam.

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 include:

1. Core Courses
 - a. Statistics I (GSR 708), Statistics II (GSR 709), Research Methods I (GSR 710), Research Methods II (GSR 711)
 - b. Contemporary Sociological Theory (GSR 702)
 - c. Workshop in Empirical Research With Computers (GSR 716)
 - d. Workshop in Applied and Evaluation Research (GSR 717)
2. Electives

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 courses in related graduate programs at the City University or other institutions.
3. Research Internship (GSR 718), Thesis Report (GSR 719)

Degree candidates must work as research interns in public or private organizations 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 3 credits for a Thesis Report analyzing results and based on the research carried out during the internship.

The Program can be completed in 2 years on a full time basis, or three years on a part time basis (two courses per semester minimum).

Matriculated students are required to participate in a monthly non-credit research colloquium in which professionals and executives from the private and public sectors discuss research projects and related issues.

Research Facilities and Affiliations

Graduate social research students have access to College-wide research and computing facilities, as well as to GSR program facilities, including a new, fully equipped PC computing lab, a focus group facility, 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 Audits and Surveys, CBS, Children's Television Workshop, Cornell University Medical College, Intelsat, the New York City Departments of Planning and of Criminal Justice, McCann-Erickson Worldwide, MTV Networks, Narcotic and Drug Research, Inc., NBC, The New York Times Magazine Group, Philip Morris Time Warner Inc., United Nations, WNET/Channel 13, Yankelovich Skelly and White, and Young and Rubicam.

The graduate social research program is linked to foreign institutions involved in applied social research such as the University of Amiens/ E.S.C.A.E., the Kenya Institute of Mass Communication (Nairobi), and the Tata Institute of Social Sciences (Bombay).

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, public health-epidemiology, sociology), the CUNY Graduate School and University Center (philosophy, sociology), the Financial Planning Institute, Fordham (sociology, law), the University of Maryland (sociology), the University of New Hampshire (sociology), NYU (sociology), Rutgers (sociology), SUNY/Albany (criminal justice) and the University of Wisconsin/Madison (sociology).

Course Sequence

Full-time study, 2 years

FIRST YEAR

Fall Semester	GSR 702	Contemporary Sociological Theory
	GSR 708	Statistics I
	GSR 710	Research Methods I
	GSR	Elective
Spring Semester	GSR 709	Statistics II
	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
	GSR 718	Research Internship (6 cr)
	GSR	Elective
Spring Semester	GSR 719	Research Report Seminar
	GSR	Elective
	GSR	Elective

Part-time study, 3 years

FIRST YEAR

Fall Semester	GSR 708	Statistics I
	GSR 710	Research Methods I
Spring Semester	GSR 709	Statistics II
	GSR 711	Research Methods II

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

THIRD YEAR

Fall Semester	GSR 717	Workshop in Applied and Evaluation Research
	GSR 718	Research Internship (6 credits)
Spring Semester	GSR 719	Thesis Report Seminar
	GSR	Elective
	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 Statistics I Prereq: SOC 241 or equiv. Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

GSR 709 Statistics II 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.

*Pending final approval (approved by college course of study).



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 URBP Health Planning and Policy Issues.

Research and Evaluation

GSR 752* Focus Group Research Theory and application of focus group research. Methodological procedures, conceptualization of research problem, organization of group, listening and probing techniques, analysis of verbal and nonverbal data, report writing.

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.

*Pending final approval (approved by college course of study).

*Pending final approval (approved by college course of study).

Social Work

The Hunter College School of Social Work
129 East 79th Street, New York, NY 10021
General Information (212) 452-7000

Dean Bogart R. Leashore

Director of MSW Program Joann Ivry

Assistant to the Dean Irene Schaefer

Admissions (212) 452-7055

Director: Ana Paulino

Director of Special Services Dorothy B. Vaughn

Field Education

Director: Carmen Ortiz Hendricks

One-Year Residence Program Coordinator Roberta K. Graziano

Scholarship Coordinator Robert Salmon

FACULTY

Miriam Abramovitz, Professor; MSW, DSW, Columbia

Gary R. Anderson, Professor; MSW, Michigan; PhD, Chicago

Yvonne Asamoah, Associate Professor; MSW, Columbia; PhD, Syracuse

Eleanor Bromberg, Professor; MSW, Smith; DSW, Columbia

Stephen Burghardt, Professor; MSW, PhD, Michigan

Kay W. Davidson, Professor; MS, Columbia; DSW, Hunter

Patricia L. Dempsey, Associate Professor; MS, Columbia

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

Harriet Goodman, Assistant Professor; MSW, DSW, Hunter

Roberta K. Graziano, Associate Professor; MSW, Smith; DSW, Hunter

Charles Guzzetta, Professor; MSSW, Buffalo; EdD, Temple

Martha F. Haffey, Associate Professor; MSW, Columbia; DSW, Hunter

Carmen Hendricks, Associate Professor; MSW, Adelphi; DSW, Yeshiva

Joann Ivry, Associate Professor; MSW, Simmons; PhD, Ohio State

Roselle Kurland, Professor; MSW, PhD, University of Southern California

Paul A. Kurzman, Professor; MS, Columbia; PhD, NYU

Bogart R. Leashore, Professor and Dean; MSW, Howard; PhD, Michigan

Mildred D. Mailick, Professor; MA, Chicago; DSW, Columbia

Elaine Marshack, Associate Professor; MSW, Columbia; DSW, Yeshiva

Yolanda Mayo, Assistant Professor; MSW, Hunter; DSW, Adelphi

Terry Mizrahi, Professor; MSW, Columbia; PhD, Virginia

Ana Paulino, Associate Professor; MSW, NYU; EdD, Columbia

Judith Rosenberger, Associate Professor; MSW, Hunter; PhD, Michigan

Angela Ryan, Professor; MSW, Catholic; DSW, Fordham

Anthony Sainz, Assistant Professor; MSW, San Jose State;

DSW, Columbia

Robert Salmon, Professor; MSW, NYU; DSW, Columbia

Andrea Savage-Abramovitz, Associate Professor; MSW, PhD, Michigan

Irene Schaefer, HEO Assistant; MA, Virginia

Roger J. Sherwood, Associate Professor; MSW, Illinois; DSW, Columbia

Michael J. Smith, Professor; MSW, Pennsylvania; DSW, Columbia

Rose Starr, Associate Professor; MSW, Columbia; DSW, Hunter

Malka Sternberg, Lecturer; MSSW, Pennsylvania; EdD, Columbia

Willie Tolliver, Assistant Professor; MSW, Columbia; DSW, Hunter

Dorothy B. Vaughn, HEO Associate; BS, Tennessee State

Florence Vigilante, Professor; MSW, Columbia; DSW, Yeshiva

Harold H. Weissman, Professor; MSW, Pittsburgh; DSW, Columbia

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 is accredited by the Council on Social Work Education. 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 field practicum 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 degree 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.

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 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 with a liberal arts education. Undergraduate performance should demonstrate intellectual capacity for graduate study. 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 may be required to participate in 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 (9 from Hunter College) 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.

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 Director of the MSW Program. Students returning from a leave must be readmitted by the Director of the MSW Program 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, plus summers, of full- and part-time study. In special circumstances, 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, including field practicum. 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. Such additions to the curriculum for the ensuing year are published each fall in the School of Social Work Student 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 4 practice methods and 5 fields of practice:

- 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 fields of practice consist of a faculty coordinator; faculty members whose practice experience and expertise are in the field of practice; the field practicum 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 field of practice are selected not only for their expertise, but also in such a way that each field of practice 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 field practicum.

Faculty assume the responsibility for the assignment of incoming and second-year students to their field practicum agencies in one of the 5 fields of practice. An assessment is made by faculty regarding the students' educational needs and interests. Faculty consultation then takes place with the available field practicum agencies, and an appropriate assignment is made.

Field of practice 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 field of practice to which the student is assigned.

SCHOLARSHIP AND FINANCIAL AID

Financial aid from the School of Social Work and a number of government sources is administered by the School. Generally, 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 doctor of social welfare (DSW) degree is offered through the CUNY Graduate Center. Courses are taught by School of Social Work faculty at the School of Social Work. See *Bulletin of the Graduate School* for description of the DSW program and the complete list of courses.

Current advanced certificate 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

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 Policy & Services I
SSW 702	Social Welfare Policy & Services II
*SSW 705.50	The Black Community and Social Welfare
*SSW 705.51	The Puerto Rican Community and Social Welfare
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 715	Seminar in Psychodynamics 30 hrs, 2 cr
SSW 716	Comparative Theories of Personality and Systems of Psychotherapy 30 hrs, 2 cr
SSW 719	Foundations of Social Work Practice 30 hrs, 2 cr
SSW 721	Social Casework I 30 hrs, 2 cr
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 Elective 30 hrs, 2 cr. For non-majors
SSW 726	Social Casework II Elective 30 hrs, 2 cr. For non-majors
SSW 731	Social Group Work I 30 hrs, 2 cr
SSW 732	Social Group Work II
SSW 733	Social Group Work III
SSW 734	Social Group Work IV 30 hrs, 2 cr. Comparative group approaches for social work
SSW 735	Social Group Work I Elective 30 hrs, 2 cr. For non-majors
SSW 736	Social Group Work II Elective 30 hrs, 2 cr. For non-majors
SSW 741	Community Organization and Planning I 30 hrs, 2 cr
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
SSW 747	Community Organization—Multi-method 30 hrs, 2 cr
SSW 748	Grantsmanship and Proposal Writing 30 hrs, 2 cr
SSW 751	Social Work Research I
SSW 752	Clinical Uses of Research 30 hrs, 2 cr

SSW 758	Tutorial 1, 2 or 3 cr
SSW 761	Field Instruction I 4 cr
SSW 762	Field Instruction II 5 cr
SSW 763	Field Instruction III 5 cr
SSW 764	Field Instruction IV 5 cr
SSW 767	Field Instruction I (OYR) 9 cr
SSW 768	Field Instruction II (OYR) 10 cr
*SSW 770	Alcohol and Drug Abuse: Social Work Practice 30 hrs, 2 cr
SSW 773	Social Work Ethics 30 hrs, 2 cr
SSW 780	Administration of Social Work 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 30 hrs, 2 cr
SSW 790	Professional Seminar
SSW 791	Special Topics in Social Work 30 hrs, 2 cr
SSW 792	Social Work Practice with Children, Adolescents, and their Families 30 hrs, 2 cr
SSW 793	A Multi-method Approach to Social Work Practice with the Aged 30 hrs, 2 cr
SSW 796	Social Work Practice with Selected Populations 30 hrs, 2 cr
SSW 797	Special Topics in Social Work 30 hrs, 2 cr
SSW 798	Multicultural Social Work Practice 30 hrs, 2 cr

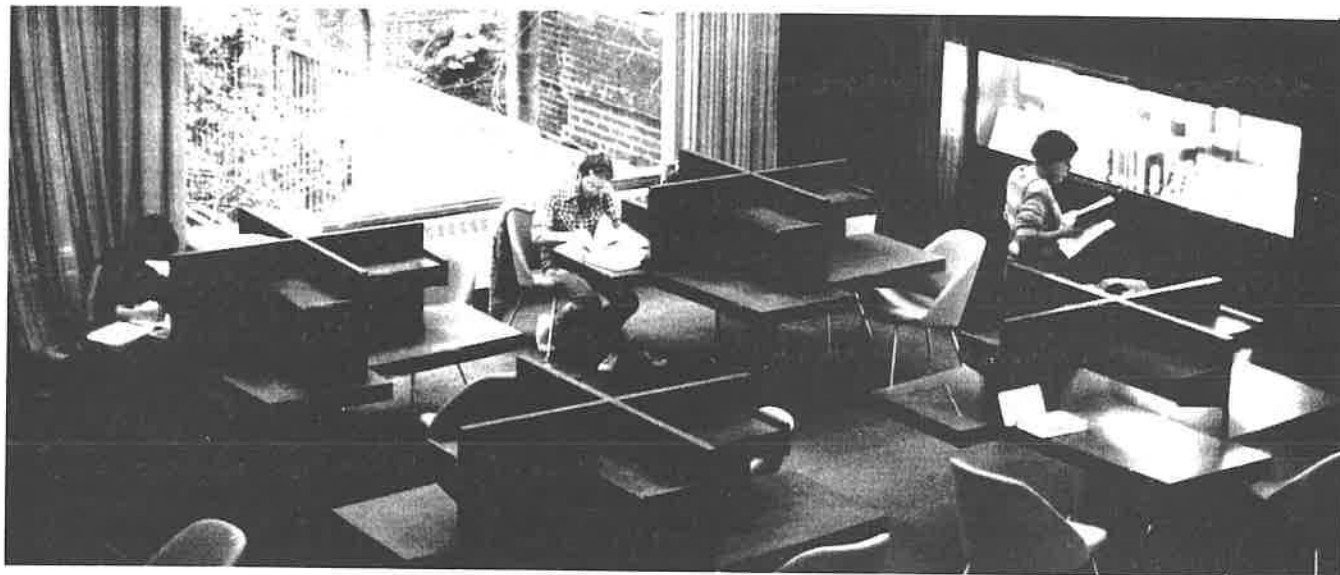
FIELD PRACTICUM

Field practicum 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 field practicum office, based upon the learning experience available to students, the personnel designated as student field instructors in the agency, and other School requirements. Students are expected to follow agency policies, including participation in home visits.

Field Practicum Centers The following agencies were those recently used by the School.

Ackerman Family Institute
 Actors Fund of America
 Alzheimer's Association
 American Red Cross in Greater New York
 Association for Help to Retarded Children (AHRC)
 Association to Benefit Children
 Astor Day Treatment
 Bellevue Hospital Center
 Bensonhurst Guidance Center
 Beth Abraham Hospital
 Beth Israel Medical Center
 Big Sisters, Inc.
 Bowery Residence Committee (BRC)
 Human Serv. Corp.
 Bridge, Inc., The
 Bronx Children's Psychiatric Center
 Bronx Lebanon Hospital Center
 Brookdale Center on Aging
 Brooklyn Bureau of Community Services
 Brooklyn Psychiatric Centers
 Brookwood Child Care
 Cancer Care
 Catholic Charities, Archdiocese of New York
 Catholic Home Bureau
 Center for Family Life in Sunset Park
 Center for Immigrant Rights (CIR)
 Central Labor Rehabilitation Council
 The Children's Aid Society

*Courses open to non-matriculated students.



Children's Village
 Chinese-American Planning Council (GPC)
 Citizens Advice Bureau
 Citizens' Committee for Children of NY, Inc.
 Community Access, Inc.
 Community Family Planning Council
 Coney Island Hospital
 Covenant House
 District Council 37
 Dominican Sisters Family Health Service, Inc.
 Educational Alliance, Inc.
 Elizabeth Coalition to House the Homeless
 Elmhurst Hospital Center
 Family Services of Bergen County
 Federal Employees Counseling Services (FECS)
 Fifth Avenue Center for Couns. & Psychotherapy
 Flushing Hospital
 Fordham-Tremont Comm. Mental Health Center
 Forest Hills Community House
 Fountain House
 Friends & Relatives of Institutionalized Aged (FRIA)
 Gay Men's Health Crisis (GMHC)
 Good Shepherd Services
 Gouverneur Hospital
 Greenwich House Counseling Centers
 Guidance Center of New Rochelle
 Hamilton Madison House
 Harlem Dowling West Side Center for Children & Family Services
 Harlem Interfaith Counseling Services
 Henry Street Settlement
 Herbert G. Birch School for Exceptional Children
 Hospital for Joint Diseases
 Hudson Guild
 HC/Educational Center for Community Organizing (ECCO)
 HC/Student Counseling Services
 HC/Employees Assistance Program (EAP)
 Institute for Human Identity
 Interfaith Neighbors
 International Ladies Garment Workers Union (ILGWU)
 Inwood House
 Jewish Association for Services to the Aged (JASA)
 Jewish Board of Family & Children's Services (JBFCS)
 Jewish Child Care Association (JCCA)
 Jewish Guild for the Blind
 Jewish Home & Hospital for the Aged
 Karen Horney Clinic
 Kingsbridge Heights Community Center
 Kings County Hospital Center
 Lenox Hill Hospital

Lenox Hill Neighborhood Association
 Little Flower Children's Services
 Local 1199 Nat'l Health & Human Serv. Employee Union
 Local 237 Teamsters Retiree Division
 Lower East Side Service Center
 Maimonides Medical Center
 Manhattan Borough President's Office
 Metropolitan Hospital
 Montefiore Medical Center
 Mt. Sinai Hospital Medical Center
 NASW - New York City Chapter
 NYC BOE/Alternative H.S. Social Work Program
 NYC Department of Health
 NYC Department of Probation
 NYC Gay & Lesbian Anti-Violence Project
 New York City Human Resource Administration
 NYC Office of the Public Advocate
 New York Hospital/Cornell University Medical College
 NYS Office of Mental Health
 NYS Psychiatric Institute
 92nd Street Y
 Park Slope Safe Homes Project
 Port Richmond Day Treatment Prog.
 Post Graduate Center for Mental Health
 Presbyterian Hospital
 Project Return Foundation, Inc.
 Puerto Rican Family Institute
 Queens Child Guidance Center
 Queens Field Instructional Center
 Riverdale Mental Health Center
 St. Luke's-Roosevelt Medical Center
 St. Vincent's Hospital
 Sanctuary for Families
 Self-Help Community Services
 Society for Seamen's Children
 South Beach Psychiatric Centers
 Ulster County Mental Health Services
 United Cerebral Palsy
 U.S. Department of Veterans Affairs
 Urban Pathways
 Victim Services Agency
 Visiting Nurse Service of NY
 Westchester County Dept. Soc. Servs.
 William F. Ryan Community Health Center
 Women in Need (WIN)
 Yorkville Common Pantry
 Young Adult Institute
 YM & YWHA of Washington Heights & Inwood

Theatre

Chair Joel Zuker, North Building room 336 phone 772-5148

Graduate Advisor Mira Felner, North Building room 336 or 525
phone 772-5148 or 772-5149

FACULTY

Ian R. Calderon, Professor; MFA, Yale; Lighting Design, Visual Elements,
Theatre Architecture, Dramatic Television

Ruby Dee, Visiting Professor; BA, Hunter; Acting

Mira Felner, Professor; PhD, NYU; Theatre History,
Acting and Directing Theory

Tina Howe, Visiting Professor; BA, Sarah Lawrence; Playwriting

Jonathan Kalb, Associate Professor; DFA, Yale; Dramaturgy,
Dramatic Criticism, Theatre History

Stanley Kauffman, Visiting Professor; BA, NYU; Dramatic Criticism

Daniel Koetting, Associate Professor; MFA, Yale; Design and Production

Harry Lines, Associate Professor; MFA, NYU; Design, Visual Elements,
Popular Entertainment

Vera Mowry Roberts, Professor Emeritus; PhD, Pittsburgh;
Theatre History

Michael E. Rutenberg, Professor; DFA, Yale; Directing, Acting, Playwriting

Marvin L. Seiger, Professor; PhD, Indiana; Theory, Criticism, Playwriting

Patricia S. Sternberg, Professor; MA, Villanova; Developmental Theatre,
Creative Dramatics, Theatre for Youth

Edwin Wilson, Professor Emeritus; DFA, Yale; Playwriting, Theory and
Criticism

MASTER OF ARTS

The MA program in theatre is designed to offer concentrated study in the areas of theatre history, theory, and criticism; dramaturgy; 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.

Students concentrating in dramaturgy will work in internship programs at professional theatre companies.

Departmental Requirements for Admission

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

Departmental Requirements for the Degree

Courses Each candidate must complete an approved program of study of at least 30 credits, including THC 702, 751, 752, 790, and 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.

Dramaturgy

THC 761 Dramaturgy Research and Case Studies 45 hrs, plus hrs to be arranged, 3 cr. Consideration of general problems of production research, including its application in rehearsal; specific examples will be analyzed.

THC 762 History of Directing 45 hrs, 3 cr. Seminar on the history of the directing profession, with emphasis on innovative 19th- and 20th-century artists.

THC 763 Dramaturgy Workshop 45 hrs, 3 cr. Prereqs: THC 751, 752, 791, or perm instr. Workshop in the theory and practice of production dramaturgy emphasizing performance projects conceptualized by students working in director-dramaturg pairs.

THC 764 Translation Workshop 45 hrs, 3 cr. Prereq: perm instr. Workshop in the theory and practice of translating plays. Each student will translate a play or other theatre-related text during the semester.



THC 765 Dramaturgy Practicum Hrs to be arranged, 3 cr. Prereqs: THC 761, 762, 763, or perm instr. Independent study as a dramaturgy-assistant at a local professional theatre, supervised by a faculty member. May be repeated twice 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 tools of interpretation.

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.

THC 780 Drama for Therapeutic Uses 45 hrs, plus addnl hrs for on-site visits, 3 cr. Prereq: perm instr. Techniques of drama therapy with institutionalized and/or out-patient groups. Classroom lectures and practicum with supervised field-work observations.

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 William J. Milczarski, West Building room 1613 phone 772-5601

Graduate Program in Urban Affairs

Program Director and Advisor Elaine M. Walsh, West Building room 1606 phone 772-5595

FACULTY

Eugenie L. Birch, AICP, Associate Provost and Professor; PhD, Columbia; Planning History, Planning Theory, Demography

Hilda Blanco, Associate Professor; PhD, Berkeley; Land Use, Planning Theory, Budgeting, Policy Formulation

Herbert H. Hyman, Professor; PhD, Brandeis; Health, Social Planning

Steven J. Johnston, AICP, Assistant Professor; BArch, PhD, Columbia; Urban Design, Land Use Planning

Peter Kwong, Professor; PhD, Columbia; Asian-American Studies

William J. Milczarski, AICP, Assistant Professor; PhD, Michigan; Transportation, Environmental Policy, Methodology

Stanley Moses, Professor; PhD, Syracuse; Education, Employment, Planning Theory

Peter D. Salins, AICP, Professor and Director, Urban Planning Program; BArch, PhD, Syracuse; Urban Spatial Theory, Land Use, Real Estate Economics

Sigmund C. Shipp, Assistant Professor; PhD, Cornell; Economic Development, Urban Theory, Development Planning

Elaine M. Walsh, Associate Professor and Director, Urban Affairs Program, and Director, Public Service Scholar Program; DSW, Fordham; Organizational Development, Social Policy, Strategic Planning, Non-Profits, Philanthropy

Urban Research Center

The Urban Research Center was established to expand scholarship in urban and metropolitan affairs and to involve faculty and students in urban research projects. It serves as the research and services arm of the Department of Urban Affairs and Planning. The center frequently functions as a liaison between governmental and social agencies and Hunter College. The Urban Research Center also plans and coordinates urban research projects and sponsors faculty seminars.

Research studies cover such areas as urban housing, urban transportation, comparative urban bureaucracy, urban political behavior, intergovernmental relations, and urban ecology. 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.

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 has a limited amount of financial aid. It includes the Donald G. Sullivan Scholarship, 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 studio. 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 sub-field of general planning practice. The studio (6 credits) provides experience in applied planning. Unrestricted electives (15 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 sub-urban planning agencies, neighborhood development groups, banks, municipal housing or budgeting units, planning journals, and other groups approved by the department. For many students, field experiences have led to full-time employment in their internship agencies after graduation.

In addition, the department has several internal work opportunities generated by the faculty and the Urban Research Center. 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.

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 admissions office. 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.

Students are expected to be computer literate upon entering the program. The department will assess candidates during the orientation period to verify literacy. Those who are not literate will be directed to appropriate resources to aid their achieving this goal by completion of their first year of study.

Students are also encouraged, but not required, to participate in internships during their course of study.

Credits are distributed as follows:

Core Curriculum (27 cr)

Area of Concentration (12 cr)

Planning Studio (6 cr)

Unrestricted Electives (15 cr)

The Core Curriculum

The core curriculum has 4 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 701 History of Planned Urban Development

Urban Structures (6 cr)

URBP 719 Introduction to Land Use Planning

URBG 702 Structure of the Urban Community

Public Policy and Law (9 cr)

URBP 720 Law of Land Use Regulation I

URBG 706 Introduction to Policy Analysis

URBP 747 Planning in the Budget Process

Planning Methods and Information Management (normally 9 cr; 6 cr if URBG 710 is waived)

URBG 710 Urban Data Analysis

(qualified students may apply for a waiver)

URBP 711 Planning Information

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 Community Development Seminar

URBG 730 Law of Housing and Urban Development

URBP 731 Neighborhood Planning Workshop

URBG 742 Economics of Real Estate Development

Economic Development

URBG 740 Planning for Economic Development

URBG 741 Employment Planning and Policies

URBP 746 Planning and Public Finance

URBG 751 Educational Planning and Policies

Land Use and Design

URBP 721 Law of Land Use Regulation II

URBP 722 Land Use Planning Workshop

URBP 723 Introduction to Urban Design

URBP 724 Urban Design Workshop

URBP 725 Infrastructure and Site Planning

URBP 726 Site Planning Workshop

Transportation and Environment

URBP 732 Introduction to Transportation Planning

URBP 733 Transportation Planning Methods and Models

URBP 734 Environmental Planning

URBP 735 Law of Environmental Planning

Human Services

URBG 741 Employment Planning and Policies

URBG 750 Social Planning

URBG 751 Educational Planning and Policy

URBP 753 Planning Services for New Types of Family Composition

URBG 755 Planning for Community Development and Implementation

URBG 756 Citizen Participation in Planning and Development

URBP 760 Health Planning and Policy Issues

URBG 762 Health Regulation

URBG 791 Urban Development Workshop II

General Practice

URBP 725 Infrastructure and Site Planning

URBG 727 Introduction to Housing

URBP 731 Neighborhood Planning Workshop

URBP 732 Introduction to Transportation Planning

URBG 755 Planning for Community Development and Implementation

URBG 756 Citizen Participation in Planning and Development

Planning Studio

To solidify knowledge and skills gained in the core curriculum and other courses, students are required to participate in a six credit planning studio. This requirement is satisfied by completion of

URBP 737 Planning Studio. Ordinarily students elect this course in their second year of study or after completion of at least 30 credits of course work.

MASTER OF SCIENCE IN URBAN AFFAIRS

The MS program in Urban Affairs is designed to educate students for effective advanced practice and professional leadership related to urban problems. The 36-credit curriculum integrates theory, practice, research, and public service. The program prepares students to contribute to the solution of contemporary urban issues in a variety of management, development, policy-making and advocacy positions, and trains them for leadership in non-profit, public and private organizations. The curriculum emphasizes the acquisition of interdisciplinary knowledge of the urban processes, examining issues with a multidiscipline lens; developing knowledge that adds to the public policy debates and strategies for change; addressing conditions that undermine urban communities and constituencies; integrating techniques and strategies that address the social, economic and political conditions in urban communities; and developing solutions to problems confronting people, agencies, and the environment in which agencies function. It encourages creative, critical thinking about the social, economic and political changes that are important to the survival of cities. The program also affords students unique training before or after graduate study in related specializations or professional schools.

The Graduate Program in Urban Affairs is an experientially based curriculum designed to give students a sound foundation in theory, research, strategies, policy and practice in the study of urban affairs. Using a variety of instructional approaches, including case analysis, case vignettes and actual policy and management problems posed by non-profit and public agencies, the program provides students with the settings and issues they are likely to face in their careers.

Graduates of the program achieve an understanding of the urban environment and the interconnectedness of urban problems; gain appreciation of the structure of the urban community and the people who live and work there; and skill in developing, managing and evaluating programs, in utilizing the results of policy analysis in decision making, and in designing strategies to address complex urban issues. Recent economic, social and political changes as well as new and more complex regulatory requirements are increasing the demand for more highly trained leaders in the non-profit sector. The curriculum offers the opportunity to focus on the non-profit sector, its role in the economy and its role as a key player and employer in the national arena, particularly in New York City.

This 36-credit program, leading to an MS in Urban Affairs, can be completed by a full-time student in two semesters and a summer term, or on a part-time basis. While students can tailor their programmatic options to meet the needs of their careers, there are core courses that must be taken. To fulfill the requirements of the degree the student structures a program comprising three components: a required core of 18 credits; a 9-credit area of concentration and 9 credits of electives.

Two dual-degree programs given in cooperation with General Theological Seminary are available. They lead to an MS in Urban Affairs and a Master of Divinity or Master of Sacred Theology.

The Urban Affairs Program is designed to train mid-career returning students and older practicing professionals and agency administrators as well as recent college graduates. This advanced training in urban affairs offers students the opportunity to pursue careers in neighborhood development, non-profit, public and private management, policy positions, economic development, housing and human service delivery systems.

Graduates of the program hold a variety of jobs in the public, non-profit and private sectors. They hold jobs as government managers; policy analysts for municipalities; executive directors of local economic development corporations, Business Improvement Districts, social science and child welfare agencies, and non-profit organizations; bank officials; community organizers; staff directors of non-profits; elected officials; university professors; program planners; fund raisers; and police officers, to name a few.

Requirements for Admission to the Master of Science in 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 social science. Students with 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 Program

The core curriculum of 18 credits provides a common body of knowledge, values and skills, and provides students with opportunities to apply their developing knowledge. Within this core is the Urban Development Workshop (9 credits), where students get the opportunity to work with non-profit or public agencies. This hands-on experience immerses the student in actual issues that he or she will confront in some manner after graduation. The workshop gives students experience in problem identification, design of strategies and interventions, and proposal writing. The required internship and seminar are the capstones of the program, and give the students the opportunity to apply their knowledge as consultants to an agency.

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

URBG 790 Urban Development Workshop I (6 credits)

URBG 791 Urban Development Workshop II

URBG 775 Internship

URBG 792 Urban Affairs Seminar

The area of concentration is chosen in consultation with the graduate advisor. The areas of specialization are urban policy, neighborhood development, program management, or non-profit. Electives may be taken from the range of courses offered in the department. Electives may also be taken in any part of the university.

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
 URBP 714 Computer Applications in Planning and Urban Affairs
 URBP 736 Energy Planning and Policy Seminar
 URBG 743 Economic Planning and Policy
 URBP 747 Planning in the Budget Process
 URBG 748 Management Control of Non-Profit Organizations
 URBG 750 Social Planning
 URBP 760 Health Planning and Policy Issues

Neighborhood Development

URBG 727 Introduction to Housing
 URBG 728 Housing and Community Development Seminar
 URBP 731 Neighborhood Planning Workshop
 URBG 740 Planning for Economic Development
 URBG 748 Management Control of Non-Profit Organizations
 URBG 749 Strategic Planning for Non-Profit Organizations
 URBG 750 Social Planning
 URBP 753 Planning Services for New Types of Family Composition
 URBG 755 Planning for Community Development and Implementation
 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 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.

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 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 and Planning 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.

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 microcomputer 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 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 Non-profit 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.

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.

URBG 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-a-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.

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 under take 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.

The following courses will be offered in 1996-1999 only if student demand is sufficient.

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 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.

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.

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 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 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.

Student Regulations and Rights

STATEMENT ON THE RIGHTS OF STUDENTS

The Hunter College Senate voted endorsement of the following statement on September 24, 1974:

PREAMBLE

"Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals....Freedom to teach and freedom to learn are inseparable facets of academic freedom."

Students "have a distinctive role...which qualifies them to share in the responsible authority on campus; the exercise of the authority is part of their education....Joint efforts among all groups in the institution—students, faculty, administration, and governing board—is a prerequisite of sound academic government....Joint effort, to be effective, must be rooted in the concept of shared authority. The exercise of shared authority in college and university government, like the protection of (student and faculty) academic freedom, requires tolerance, respect, and a sense of community."

"The responsibility to secure and respect general conditions conducive to the freedom to learn is shared by all members of the academic community."

Students' rights are not limited by what is enumerated in this statement. The purpose of the statement is to outline some basic principles and guidelines, many of which are now met. Specific implementation will have to be continuously adjusted as conditions at the college change.

I. Academic and Personal Files

1. Improper disclosure, even within the college, of academic, personal, and disciplinary records is a serious invasion of privacy. To minimize the risk of improper disclosure, academic, personal, and disciplinary records should be kept in separate files.
2. All files may be made available only to specially authorized college staff. Express consent of the student involved is otherwise required.
3. Academic records and transcripts should contain only information about scholastic achievement.
4. No records should be kept which reflect the political and off-campus activities or beliefs of students.
5. Non-current medical and disciplinary records should be periodically destroyed.
6. Students have the right to periodically review their academic, medical and disciplinary records and to appeal for removal of items improperly included. If the appeal fails the student has the right to append a written rebuttal to the record.

II. Classroom, Grades, etc.

1. Students have the right, within the limits of available facilities, to pursue any course of study for which they are eligible according to college standards.
2. In order to permit eligible students unhindered access to courses, the costs of required materials should be kept within reasonable limits.
3. Students have the right to know, at the start of each course of study, the basis to be used by the instructor in determining grades.
4. Students' grades should be based solely on academic criteria, not on opinions or conduct in matters unrelated to academic standards.
5. Students should have the opportunity to take reasoned exception to facts or points of view offered in any course of study, but they are responsible for meeting the academic standards of any course of study for which they are enrolled.
6. Students should have the protection through formally established procedures against prejudiced or capricious academic standards or evaluations.

III. Participation in Academic Affairs

1. Students have the right, individually and collectively, to express their views on matters of general interest to the student body, including institutional policy, curriculum, and personnel decisions.
2. Students have the right to participate in the formulation and application of institutional policy affecting academic and student affairs.

3. Students should share in the formation of policies regarding degree requirements, courses and curriculum, academic grading systems, standards of academic standing, and calendar arrangements.

4. Students should have the opportunity, individually and collectively, to assess the value of a course and to express their views on the form and conduct of a class which they have taken.

5. The results of an institutional mechanism used for students to assess courses and faculty, such as evaluation questionnaires, should be accessible to all members of the college community, and should be weighed in all decisions affecting faculty status and curriculum.

IV. Extracurricular Activities

1. Students should be free to form and join associations to promote their common interests.
2. Students have the right to express their opinions, individually and collectively, and to support causes in a manner that does not disrupt the orderly operation of the college.

V. Standards of Conduct

1. Students should participate in the formulation of standards of behavior which are considered essential to the educational mission and community responsibilities of the college.

2. The code of conduct, as a set of regulations and procedures, should be clearly stated and published in a handbook or other generally available set of institutional regulations.

3. In all cases, disciplinary procedures should protect the student from capricious and prejudicial application of the rules of conduct. Such procedures should also satisfy the requirements of procedural due process, including written notice with details of charges, sufficient time to prepare a defense, right to assistance in the defense, right to cross-examine witnesses and to present evidence, and the right to appeal the decision.

RESOLVED, That these rules and regulations be incorporated in each college bulletin.

Adopted by the Board of Trustees of The City University of New York on June 23, 1969, and amended on October 27, 1980 and May 22, 1989

RULES AND REGULATIONS FOR STUDENTS PURSUANT TO ARTICLE 224A

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he is unable, because of his religious beliefs, to attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of his religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his religious beliefs, an equivalent opportunity to make up any examination, study or work requirements which he may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If classes, examinations, study or work requirements are held on Friday after four o'clock post meridiem or on Saturday, similar or makeup classes, examinations, study or work requirements shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements held on other days.
5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his availing himself of 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.

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.

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 provide 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 instruments 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.

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University employees in the workplace is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

II. PENALTIES

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-9 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.

2. Any tenured or non-tenured faculty member, or tenured or non-tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-10 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, and for engaging in any manner in conduct prohibited under substantive Rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. In addition, in the case of a tenured faculty member, or tenured member of the administrative or custodial staff engaging in any manner in conduct prohibited under substantive Rules 1-10 he or she shall be entitled to be treated in accordance with applicable provisions of the Education Law or Civil Service Law.

3. Any visitor, licensee, or invitee, engaging in any manner in conduct prohibited under substantive Rules 1-9 shall be subject to rejection and/or arrest by the civil authorities.

4. Any organization which authorized the conduct prohibited under substantive Rules 1-10 shall have its permission to operate on campus rescinded.

Penalties 1-4 shall be in addition to any other penalty provided by law or The City University Trustees.

APPENDIX

SANCTIONS DEFINED:

A. **ADMONITION.** An oral statement to the offender that he 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.

Bylaws of the Board of Trustees

ARTICLE XV — STUDENTS

Section 15.0 PREAMBLE. Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment 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 resolutions of the board, and the policies, regulations, and orders of the college.

The faculty and student body at each college shall share equally the responsibility and the power to establish subject to the approval of the board more detailed rules of conduct and regulations in conformity with the general requirement of this article.

This regulatory power is limited by the right of students to the freedoms of speech, press, assembly, and petition as applied to others in the academic community and to citizens generally.

Section 15.2 STUDENT ORGANIZATIONS. a. Any group of students may form an organization, association, club, or chapter by filing with the duly elected student government organization of the college or school at which they are enrolled or in attendance and with an officer to be designated by the faculty of the college or school at which they are enrolled or in attendance (1) the name and purposes of the organization, association, club, or chapter, (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary.

However, no group, organization, or student publication with a program against the religion, race, ethnic origin, or identification or sex of a particular group or which makes systematic attacks against the religion, race, ethnic origin or sex of a particular group shall receive support from any fees collected by the college or be permitted to organize or continue at any college or school. No organizations, military or semi-military in character, not connected with established college or school courses, shall be permitted without the authorization of the faculty and the duly elected student government and the board.

b. Extra-curricular activities at each college or school shall be regulated by the duly elected student government organization to insure the effective conduct of such college or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in bylaw 15.1. Such powers shall include:

1. The power to charter or otherwise authorize teams (excluding inter-collegiate 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 an office of the dean of students** alleging that a student publication has systematically attacked the religion, race, ethnic origin, or sex of a particular group, or has otherwise contravened the laws of the City, State, or Nation, or any bylaw or resolution of the board, or any policy, regulation, or order of the college, within a reasonable period of time after such occurrence. If the dean of students determines, after making such inquiries as he/she may deem appropriate, that the charges are substantial, he/she shall attempt to resolve the dispute, failing which he/she shall promptly submit the charges to the faculty-student disciplinary committee for disposition in accordance with the due process procedures of section 15.3 thereof.

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.

e. Student government elections shall be scheduled and conducted, and newly elected student governments shall take office, in accordance with policies of the board, and implementing regulations.

**STUDENT DISCIPLINARY PROCEDURE BYLAWS
OF THE CITY UNIVERSITY OF NEW YORK,
AS AMENDED BY THE BOARD OF TRUSTEES ON
FEBRUARY 24, 1992**

Section 15.3 STUDENT DISCIPLINARY PROCEDURES.

Complaint 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. The chief student affairs officer of the college or his or her designee will conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or his or her designee will advise the student of the charge(s) against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, which shall be concluded within thirty (30) calendar days of the filing of the complaint, the chief student affairs officer or designee shall take one of the following actions:

- (i) dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions. The individuals involved shall be notified that the complaint has been dismissed;
- (ii) refer the matter to conciliation. If a matter is referred to conciliation the accused student shall receive a copy of the notice required pursuant to section 15.3e of this bylaw; or
- (iii) prefer formal disciplinary charges.

Conciliation Conference:

c. The conciliation conference shall be conducted by the counselor in the office of the dean of students or a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:

1. An effort will be made to resolve the matter by mutual agreement.
2. If an agreement is reached, the counselor shall report his/her recommendation to the chief student affairs officer for approval and, if approved, the complainant shall be notified.
3. If no agreement is reached, or if the student fails to appear, the counselor shall refer the matter back to the chief student affairs officer who will prefer disciplinary charges.

**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.

4. The counselor is precluded from testifying in a college hearing regarding information received during the conciliation conference.

Notice of Hearing and Charges:

d. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered or sent by the chief student affairs officer of the college to the student at the address appearing on the records of the college, by registered or certified mail and by regular mail. The hearing shall be scheduled within a reasonable time following the filing of the charges or the conciliation conference. Notice of at least five business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing.

e. The notice shall contain the following:

1. A complete and itemized statement of the charge(s) being brought against the student including the rule, bylaw or regulation he/she is charged with violating, and the possible penalties for such violation.
2. A statement that the student has the following rights:
 - (i) to present his/her side of the story;
 - (ii) to present witnesses and evidence on his/her behalf;
 - (iii) to cross-examine witnesses presenting evidence against the student;
 - (iv) to remain silent without assumption of guilt; and
 - (v) to be represented by legal counsel or an advisor at the student's expense.
3. A warning that anything the student says may be used against him/her at a non-college hearing.

Faculty-Student Disciplinary Committee Procedures:

f. The following procedures shall apply at the hearing before the faculty-student disciplinary committee:

1. The chairperson shall preside at the hearing. The chairperson shall inform the student of the charges, the hearing procedures and his or her rights.
2. After informing the student of the charges, the hearing procedures, and his or her rights, the chairperson shall ask the student charged to plead guilty or not guilty. If the student pleads guilty, the student shall be given an opportunity to explain his/her actions before the committee. If the student pleads not guilty, the college shall present its case. At the conclusion of the college's case, the student may move to dismiss the charges. If the motion is denied by the committee the student shall be given an opportunity to present his or her defense.
3. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may only rule on the sufficiency of the evidence and may exclude irrelevant, immaterial or unduly repetitive evidence. However, if either party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude all persons who are to appear as witnesses, except the accused student.
4. The college shall make a record of each fact-finding 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, tape or equivalent without cost.
5. The student is entitled to a closed hearing but has the right to request an open public hearing. However, the chairperson has the right to hold a closed hearing when an open public hearing would adversely affect and be disruptive of the committee's normal operations.
6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.
7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination as to guilt or innocence. In the event the student is found guilty, the committee shall then determine the penalty to be imposed.
8. At the end of the fact-finding phase of the hearing, the student may introduce additional records, such as character references. The college may introduce a copy of the student's previous disciplinary record, where applicable,

provided the student was shown a copy of the record prior to the commencement of the hearing. The disciplinary record shall be submitted to the committee in a sealed envelope and shall not be opened until after the committee has made its findings of fact. In the event the student has been determined to be guilty of the charge or charges the records and documents introduced by the student and the college shall be opened and used by the committee for dispositional purposes, i.e. to determine an appropriate penalty if the charges are sustained.

9. The committee shall deliberate in closed session. The committee's decision shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.

10. The student shall be sent a copy of the faculty-student disciplinary committee's decision within five days of the conclusion of the hearing. The decision shall be final subject to the student's right of appeal.

11. Where a student is represented by legal counsel the President of the College may request that a lawyer from the general counsel's office appear at the hearing to present the college's case.

Section 15.4 APPEALS. An appeal from the decision of the faculty-student disciplinary committee may be made to the president who may confirm or decrease the penalty but not increase it. His/her decision shall be final except in the case of dismissals or suspension for more than one term. An appeal from a decision of dismissal or suspension for more than one term may be made to the appropriate committee of the board. Any appeal under this section shall be made in writing within fifteen days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or board committee as the case may be. If the president is a party to the dispute, his/her functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor.

Section 15.5 COMMITTEE STRUCTURE.

a. Each faculty-student disciplinary committee shall consist of two faculty members and two student members and a chairperson. A quorum shall consist of the chair and any two members. Hearings shall be scheduled at a convenient time and efforts shall be made to insure full student and faculty representation.

b. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the instructional staff of that college to receive training and to serve in rotation as chair of the disciplinary committees. If none of the chairpersons appointed from the campus can serve, the president, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty/student disciplinary committee and decide and make all rulings for the committee. He/she shall not be a voting member of the committee but shall vote in the event of a tie.

c. 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. 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, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.

d. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a student or faculty seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the faculty or student panel by lottery.

e. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

Section 15.6 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.

The Chancellor or Chancellor's designee, president or any dean may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw section 15.3 to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the college shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the college shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

Section 15.7 THE UNIVERSITY STUDENT SENATE. There shall be a university student senate responsible, subject to the board, for the formulation of university-wide student policy relating to the academic status, role, rights, and freedoms of the student. The authority and duties of the university student senate shall not extend to areas of interest which fall exclusively within the domain of the student governments of the constituent units of the university. Consistent with the authority of the board of trustees in accordance with the education law and the bylaws of the board of trustees, the university student senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules and procedures, for its internal administration and for such other matters as is necessary for its existence. The university student senate shall have the full rights and responsibilities accorded student organizations as provided in these bylaws. The delegates and alternate delegates to the university student senate shall be elected by their respective constituencies, or by their student governments from the elected members of the respective student governments.

Section 15.8 COLLEGE GOVERNANCE PLANS. The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article.

*Section 15.10 THE REVIEW AUTHORITY OF COLLEGE PRESIDENTS AND COLLEGE ASSOCIATIONS.

a. The president of the college shall have the authority to veto any student activity fee including the student government fee allocation, which in his or her opinion requires further clarification, is inappropriate, or contravenes the laws of the city, state, or nation or any bylaw or policy of the university or any policy, regulation, or order of the college. If the college president chooses to exercise a veto within a reasonable time after being made aware of this action, 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.

b. The college association may within ten (10) working days of the presidential veto, by the affirmative vote of two-thirds of the total membership of the governing board, override the presidential veto, except a presidential veto based upon compliance with the laws of the city, state, or nation, or bylaws or policy of the university shall not be subject to being overridden.

*Section 15.11 REFERENDA. a. A referendum proposing changes in the student activity fee shall be initiated by a petition of at least 10% of the appropriate student body and voted upon in conjunction with student government elections.

b. 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.

c. 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.

d. At the initiation of a petition of at least 10% 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.

*Section 15.12 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 their constituents of all financial information with respect to student government fees.



c. The college association shall be responsible for the full disclosure of all financial information to its membership, to the college, and to the student governments with respect to all of its activities, including auxiliary enterprises.

d. For purposes of the foregoing paragraphs, full disclosure shall mean the presentation each semester of written financial statements which shall include, but need not be limited to, the source of all fee income by constituency, income from other sources creditable to student activity fee accounts, disbursements, transfers, past 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 15.13 STIPEND. The payment of stipends to student government officers and other student leaders is prohibited, except insofar as specifically authorized by board policy.

*Section 15.14 UNIVERSITY REVIEW COMMITTEE. There shall be a university review committee consisting of three administrators appointed by the chancellor.

a. The university review committee shall have responsibility for oversight and supervision over university student activity fees and extramural student activity fees. Recipients of extramural fees shall present an annual report to 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.

b. The university review committee may veto any proposed expenditure of the university student senate, subject to being overridden by the affirmative vote of two-thirds of the total membership of the university student senate, in person or by mail ballot, except that a veto based upon the opinion that an item is in contravention of the laws of the city, state or nation, or bylaws or policy of the university is not subject to being overridden.

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;

*Implementation of these bylaws is deferred until the issuance of a decision in the proceeding pending in the Supreme Court of the State of New York, or until such later time as the order of the Supreme Court or a Court of Appellate jurisdiction shall provide.

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. 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 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 all college student activity fees, including student government fee allocations and expenditures 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 or is inappropriate, improper, or inequitable.

b. A college association shall be considered approved for purposes of this article if it consists of thirteen (13) 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:
 - (i) The college president or his/her designee as chair
 - (ii) Three administrative members appointed by the college president
 - (iii) Three faculty members 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.
 - (iv) Six student members comprised of the student government president(s) and other elected students with the student seats 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.
2. The college association structure provides a budget committee composed of members of the governing board, at least a majority of whom are students selected in accordance with section 16.5(b) (1)(iv) of these bylaws. The budget committee shall be empowered to receive and review student activity fee budget requests and to develop a budget subject to the review of the college association. The college association may choose to not approve the budget or portions of the budget if in their opinion such items are inappropriate, improper, or inequitable. The budget shall be returned to the budget committee with the specific concerns of the college association noted for further deliberation by the budget committee and subsequent resubmission to the college association. If the budget is not approved within thirty (30) days those portions of the budget voted upon and approved by the college association board will be allocated. The remainder shall be held until the college association and the budget committee agree.
3. 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

ion contravenes the laws of the city, state, or nation or any bylaw or policy of the university or any policy, regulation, or order of the college. If the college president chooses to disapprove an allocation or expenditure, he or she shall consult with the general counsel and vice chancellor for legal affairs and thereafter communicate his/her decision to the allocating body or auxiliary enterprise board.

b. The president of the college shall have the authority to suspend and send back for further review any student activity fee, including student government fee, allocation or expenditure which in his or her opinion is not within the expenditure categories defined in section 16.2 of this article. The college association shall, within ten (10) days of receiving a proposed allocation or expenditure for further review, study it and make a recommendation to the president with respect to it. The college president shall thereafter consider the recommendation, shall consult with the general counsel and vice chancellor for legal affairs, and thereafter communicate his/her final decision to the allocating body as to whether the allocation or expenditure is disapproved.

c. The chancellor or his designee shall have the same review authority with respect to university student activity fees that the college president has with respect to college student activity fees.

d. All disapprovals exercised under this section shall be filed with the general counsel and vice-chancellor for legal affairs.

e. Recipients of extramural student activity fees shall present an annual report to the chancellor for the appropriate board committee detailing the activities, benefits and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee.

Section 16.12 REFERENDA. A referendum proposing changes in the student activity fee shall be initiated by a petition of at least 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 activities fees.

b. The student governments shall be responsible for the full disclosure to their constituents of all financial information with respect to student government fees.

c. The student activity fee allocating bodies shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to all of its activities.

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 each 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.

Sexual Harassment Policy and Procedures

Sexual harassment is illegal and will not be condoned in any form at Hunter College. It is a form of sexual discrimination in violation of Title VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and the official policy of The City University of New York issued in 1982. That policy has now been revised, effective October 1, 1995, and a condensed version follows. Copies of the full text are available for review in all departments and unit offices of the College.

Policy Statement

It is the policy of The City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University policy of equal employment and academic opportunity without regard to age, sex, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, disability, and veteran or marital status. Sexual harassment is illegal under Federal, State and City laws, and will not be tolerated within the University.

The University will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe themselves to be aggrieved are strongly encouraged to report incidents of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the College to investigate the allegations.

A. Prohibited Conduct

It is a violation of University policy for any member of the University community to engage in sexual harassment or to retaliate against any member of the University community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

B. Definition of Sexual Harassment

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:

- (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;
- (2) submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
- (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex.

C. Examples of Sexual Harassment

Sexual harassment may take different forms. One type is known as QUID PRO QUO harassment. It includes, but is not limited to, the following:

- requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotion, grades, or recommendations);
- submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion or access to any other employment or academic opportunity, because sexual advances have been rejected.

Another type of sexual harassment is known as HOSTILE ENVIRONMENT harassment. This type of illegal conduct includes, but is not limited to, the following:

- sexual comments, teasing, or jokes;
- sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse;
- graphic or sexually suggestive comments about an individual's attire or body;
- inquiries or discussions about sexual activities;
- pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
- sexually suggestive letters or other written materials or photographic materials displayed in the workplace;
- sexual touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing or fondling;
- coerced sexual intercourse or sexual assault.

D. Consensual Relationships

Amorous, dating, or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the University community and any person for whom he or she has a professional responsibility. These dangers can include a student or employee feeling coerced into an unwanted relationship because they fear that refusal to enter into such relationship will adversely affect his or her education or employment.

Faculty members, supervisors, and other members of the University community who have a professional responsibility for other individuals, accordingly, should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment. **For the reasons stated above, such relationships are strongly discouraged.**

E. Academic Freedom

This policy shall not be interpreted so as to constitute interference with academic freedom.

F. False and Malicious Accusations

Members of the University community who make false and malicious complaints of sexual harassment, as opposed to complaints which, even if erroneous, are made in good faith, may be subject to disciplinary action.

G. Procedures

The President of the College shall have ultimate responsibility for overseeing compliance with this policy. In addition, each dean,

director, department chairperson, executive officer, administrator, or other person with supervisory responsibility **shall be required to report any complaint of sexual harassment to the Sexual Harassment Panel Coordinator or Deputy Coordinator.** All members of the University community are required to cooperate in any investigation of a sexual harassment complaint.

H. Enforcement

There is a range of corrective actions and penalties available to the University for violations of this policy. Students, faculty, or staff who are found, following applicable disciplinary proceedings, to have violated this policy are subject to various penalties, including termination of employment and permanent dismissal from the University.

PROCEDURES FOR IMPLEMENTATION OF THE CITY UNIVERSITY'S POLICY AGAINST SEXUAL HARASSMENT

Following are procedures for the implementation of the Policy Against Sexual Harassment:

1. Responsibility of the President

The President is responsible for overseeing compliance with the implementation of the policy. The President shall:

- a. Appoint a **Sexual Harassment Panel** ("Panel") to be available to students and employees who wish to make complaints of sexual harassment.
- b. Appoint a **Sexual Harassment Education Committee** to be responsible for educating the College community about sexual harassment, through printed materials, workshops, and the like.
- c. Have the Policy Against Sexual Harassment along with the names, titles, telephone numbers, and office locations of College Panel and Education Committee members **disseminated** annually to all students and employees.

2. Structure and Responsibility of the Sexual Harassment Panel

- a. All members of the Sexual Harassment Panel, who are appointed and serve at the pleasure of the President, shall be available to receive complaints of sexual harassment from any member of the College community, to explain the University complaint procedures, and to refer individuals to appropriate resources. **All Panel members have an obligation to maintain confidentiality to the fullest extent possible.**
- b. The Panel Coordinator is responsible for reviewing all complaints of sexual harassment; and for endeavoring to resolve those complaints informally, if possible. When informal resolution is not possible, the Panel Coordinator (or the Deputy Coordinator or other Panel Member as designated by the Panel Coordinator) shall fully investigate the complaint; and the Panel Coordinator shall report to the President (and the Dean of Students if the accused is a student) the results of the investigation. The Panel Coordinator shall endeavor to complete the investigations within 60 days.

3. Confidentiality

The privacy of individuals who bring complaints of sexual harassment, who are accused of sexual harassment, or who are otherwise involved in the complaint process should be respected and should be handled as confidentially as possible. It is not possible, however, to guarantee absolute confidentiality, and no such promise can be made by any member of the Panel or other

University employee who may be involved in the complaint process.

4. Making a Complaint of Sexual Harassment

Any member of the University community may report allegations of sexual harassment to any member of the Panel. Employees who are covered by collective bargaining agreements may either use their contractual grievance procedures, within the time limits provided in those agreements, to report allegations of sexual harassment; or, they may report such allegations directly to a member of the Panel as provided in these Procedures. Delay in making complaints may make it more difficult for the College to investigate the allegations. Hence, any person who believes that he/she has been aggrieved under this policy is strongly urged to **immediately** report such occurrence to a member of the sexual harassment panel.

5. Responsibility of Supervisors

- a. Each dean, director, department chair, executive officer, administrator, or other person with supervisory responsibility ("supervisor") is responsible for the implementation of the policy within their area and **must** report to the Panel Coordinator any complaint of sexual harassment made to him or her and any other incidents of sexual harassment of which he or she becomes aware or reasonably believes to exist. Having reported such complaint or incident to the Panel Coordinator, the supervisor should keep it confidential and not disclose it further, except as necessary during the complaint process.
- b. Each supervisor shall arrange for the posting, in his or her area, of the University Policy Against Sexual Harassment; along with the names, titles, telephone numbers, and office locations of panel members; and any other materials provided to him or her by the Sexual Harassment Education Committee for posting.

6. Responsibility of the University Community-At-Large

Members of the University community who become aware of allegations of sexual harassment should encourage the aggrieved individual to report the alleged sexual harassment to a member of the panel right away.

7. Resolution of Sexual Harassment Complaints

Sexual harassment complaints can be resolved by either formal or informal procedures. Details concerning which methods will be used in individual cases, and the actions taken following investigation of such complaints, are set forth in the University procedures for implementation of the policy. Copies of the complete text of the procedures are available for review by the Hunter community, and the public, in the Library, the President's Office, the Affirmative Action Office, the Sexual Harassment Panel Office and all other departments and units of the College.

8. Immediate Preventive Action

The President can, in extreme cases, take whatever action he or she deems appropriate to protect the College community.

9. Applicability of Procedures

These procedures are applicable to all the colleges of the University, and are intended to provide guidance to the President and Panel members for implementation of the policy; **these procedures do not create any rights or privileges on the part of any others.** The Hunter College Campus Schools may make modifications to these procedures, subject to approval by the University, to address the special needs of their students.

SEXUAL HARASSMENT PANEL MEMBERS

NAMES	DEPT	OFFICE	PHONE#	FAX#
Prof. Nondita Mason, <u>Panel Coordinator</u>	English	W1129	772-4039	772-5138
Prof. Sandra Clarkson	Math & Statistics	E931	772-4904	772-4858
Prof. Darlene DeFour	Psychology	N626	772-5679	772-5620
Kevin Farley, Director	Facilities	N223	772-5713	772-4287
William Mendez, Jr., Esq. <i>Affirmative Action Office</i>	President's Office	E1706	772-4242	772-4724
Janet Robertson (HEO)	Science & Math	N312	772-5240	772-4073
David Wallach (Student Member)		E1239	650-3660	

SEXUAL HARASSMENT EDUCATION COMMITTEE

William Mendez, Jr., Esq. <u>Chairperson</u>	President's Office	E1706	772-4242	772-4724
Prof. Juan Battle	Sociology	W1637	772-5641	772-5645
Prof. Kay Davidson	Social Work	536	452-7085	452-7150
Prof. Tom Jennings	Library	E215	772-4146	772-4142
Amy Kissel, Teacher	HC Elementary School		860-1291	860-1293
Prof. Susan Manning	Psychology	N741	772-5560	772-5620
Prof. Carmen Mercado	Curriculum & Teaching	W1019	772-4693	772-4698
Sanjay Mirchandani	Business Office	E1601B	650-3877	772-4399
Jean E. Rieper, Director, Wellness Education	Student Services	E1111	772-4902	772-5483
Prof. Joyce Toney	Black & Puerto Rican Studies	W1141	772-5035	650-3956
Lee Weinberg, Counselor	HC High School		860-1452	860-1127

The Sexual Harassment Panel office is located in room E1239, telephone number 650-3660. All materials concerning Sexual Harassment are available in this office and messages can be left there for panel members.

Drug-Free Schools and Campuses, Public Law 101-226

Hunter College is in compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226).

The New York State minimum drinking age (21 years) is observed at all campus functions. Proof of age is required to consume alcoholic beverages and no individual appearing to be under the influence of alcohol will be served.

All Hunter College organizations sponsoring events must, in advance of the event, agree to the following conditions:

1. No person shall sell or provide an alcoholic beverage to a person under the age of 21. Where documentation of age is unavailable or not reasonably certain, the law requires denial of an alcoholic beverage to that person.
2. No person shall sell or provide an alcoholic beverage to a person actually or apparently under the influence of alcohol.
3. No person shall sell or provide an alcoholic beverage to a person known to be a habitual excessive drinker.
4. All advertising, promotion, publicity, invitations, etc. stating the availability of alcoholic beverages at an event, must include the following statement:

The unlawful possession, use or distribution of drugs is prohibited on the campus. Violators will be subject to penalties ranging from reprimand and warning for a first infraction, to separation from the college for a subsequent offense.

Legal sanctions against students alleged to be in violation of Public Law 101-226 will be determined according to Article 15 Section 3 of the CUNY Board of Trustees By-Laws. Sanctions for members of the instructional staff and non-instructional staff will be governed by Article VII of the CUNY Board of Trustees By-Laws and Article XIV, respectively.

Health Risks of Alcohol Abuse

Dependency
Malnutrition
Impaired judgment
Reduced alertness
Slowed reaction time
Sensory and motor depression
Cirrhosis of the liver

Health Risks of Illegal Drug Abuse

Dependency
Malnutrition
Loss of control
Skin abscesses
Vein inflammation
Serum hepatitis
Increased risk of HIV infection
Reduced immunity

Assistance is available by calling:

Hunter College Emergency Medical Services	—	772-4801
Employee Assistance Program	—	772-4051
Student Services	—	772-4882

The Hunter College Smoking Policy

I. General Statement

The Surgeon General of the United States has determined that smoking is the largest preventable cause of illness and premature death in the United States. Smoking is associated with the unnecessary deaths of more than 350,000 Americans a year. Moreover, research findings now indicate that exposure to Environmental Tobacco Smoke (ETS), also known as second-hand smoke and officially classified as an EPA Group A carcinogen, is linked to a variety of negative health consequences and is responsible for approximately 3,000 lung cancer deaths annually among non-smokers in the United States.

It is the intent of this policy to promote a more healthful environment for all members of the Hunter College community at all locations, and concomitantly, to protect the health of non-smokers.

The implementation of this policy signifies our full compliance with the New York State and New York City Clean Indoor Air Acts and the Smoking Policy of The City University of New York.

II. Definition

Smoking includes the inhaling, exhaling and carrying of any lighted cigarettes, cigars, or pipes.

III. Policy

Smoking is prohibited inside all facilities or vehicles owned, leased, or operated by Hunter College.

There will be no sale of cigarettes, cigars, or pipe tobacco at any facility, location or vending machine owned, leased, or operated by Hunter College or its contractors.

Because residence hall rooms are students' homes, smoking is permitted in residence hall rooms, but only if it is acceptable to all of the assigned occupants.

IV. Responsibility and Enforcement

While the responsibility for the implementation and effectiveness of the policy lies with all Hunter College faculty, staff, students and guests, ultimate administrative responsibility to achieve college-wide compliance rests with deans, directors, and senior staff in charge of the various divisions, units, offices and facilities. To effect adherence, members of the Hunter College community must be willing to directly and politely inform those unaware of the policy, and remind those who disregard it. If this approach and effort is unsuccessful, the individual in violation of this policy will be brought to the attention of the dean, director, senior staff member or other person in charge for further discussion and progressive counseling. Those who still do not comply will face corrective action consistent with the nature and seriousness of the continuing violation.

Disputes arising under this policy involving employees covered by collective bargaining agreements shall be resolved under the complaint and grievance procedures of their respective collective bargaining agreements. Complaints and disputes involving excluded employees shall be resolved under The City University of New York Smoking Dispute and Complaint Resolution Procedure.

Fire Safety Plan

Instructions

A. If you see a fire, do the following:

1. Call the Fire Department (911), or
2. Call the Security Emergency Number 772-4444, or
3. Pull the Fire Alarm
4. Then, Follow the Procedures Below

B. Procedures

- a. Evacuate your area.
- b. Close but do not lock doors.
- c. Follow instructions transmitted over the public address system.
- d. Proceed to evacuate the building through designated exits.
- e. Evacuate to street if not directed otherwise over the public address system.
- f. Before entering any stairwell, touch the door with the palm of your hand. If it is warm or hot, do not enter the stairwell. Proceed to the next stairwell.
- g. When leaving the building keep your head turned to the center of the stairway.
- h. Walk downstairs—do not run. Do not panic. Remain calm.
- i. It is dangerous to use elevators during an evacuation. Use elevators only when authorized to do so by Fire Emergency Personnel.
- j. When using the down escalators, make long and wide turns going from one escalator to the next escalator in order to prevent congestion.
- k. When you are outside the building move away from the entrance approximately two hundred feet.
- l. Wait for the all clear signal before re-entering the building.

HUNTER COLLEGE CAMPUS SAFETY AND SECURITY FIRE SAFETY PLAN FOR THE DISABLED (INTERIM PLAN)

This Fire Safety Plan for The Disabled is established to provide for the safety of the disabled members of the Hunter College community and disabled visitors to the College in the event of a fire or other life-threatening emergency. The plan will be implemented in any situation in which there may be a need to relocate disabled persons to a safe location.

The Fire Safety Plan for the Disabled identifies the New York City Fire Department as the agency having the primary responsibility for relocating any disabled person from an endangered floor to a safe location. However, if the Fire Department or other New York City emergency agency response is not exercised in a timely fashion, and the situation requires immediate removal of disabled persons, College Safety and Security Personnel will transport such individual or individuals to a safe location.

The Fire Safety Plan for the Disabled is a part of the Hunter College Fire Safety Plan. All faculty, staff and students are advised to read and be fully familiar with the entire Fire Safety Plan.

Instructions

A. If you see a fire, do the following:

1. Call the Fire Department (911), or
2. Call the security emergency number 772-4444, or
3. Pull the fire alarm
4. Then, follow the procedures below

B. Procedures for the Disabled

1. During an emergency, the entire floor may or may not need to be evacuated. In either case, when you hear the emergency alarm, assemble near any exit door near the elevators.
2. Do not enter the stairwell. Do not use an elevator unless directed by the fire department or Hunter's Emergency Response Team.

Relocation Procedures for the Disabled

If it is necessary to evacuate the entire floor, a member of the Fire Department or Hunter's Emergency Response Team will search the entire floor to locate disabled persons. The emergency personnel will remove you to a safe location by elevator or stairwell. A notice containing these procedures shall be placed on each floor.

Hunter North — Special Instructions

1. In Hunter North, go to the area near the Fire Tower. The entrance to the Fire Tower is located at the north end of the west corridor (the corridor parallel to Park Avenue). A diagram of the Fire Tower location is provided at the end of this section.
2. Do not enter the Fire Tower stairwell unless the major portion of the college community has completed its descent.

Other Precautions

1. Remain calm. Your safety and the security of others depend on the absence of panic.
2. Before entering any stairwell, touch the door leading into the stairwell. If the door is warm or hot, do not open or enter the stairwell. Proceed to the next stairwell.
3. If you cannot reach a stairwell near an elevator, and you are in an office or classroom and have access to a phone, call Security at 772-4444. Disabled persons and persons who are trapped are the only persons who should call Security during a fire emergency.
4. If you are in an area with a door and cannot reach an exit near the elevators, seal the crack around the door with rags or clothing.
5. Campus Safety and Security has a chart indicating all the special rooms in the library designed for use by the disabled. These rooms will be checked during a fire emergency.

What Emergency Personnel Will Do

1. The Emergency Response Team member who searches the floor will report your location to the Fire Command Station. The Fire Command Station will inform the Fire Department of your location.
2. If you are in need of relocation and the Fire Department is not available to relocate you, a member of Campus Safety and Security Personnel will relocate you to a safe location.
3. If necessary, you will be relocated to a safe floor or taken out of the building.

Training and Orientation

A. Training

Personnel in the College Safety and Security Department are trained in the proper methods for safe lifting and carrying of disabled persons. (See Assembling and Relocation Procedures, next column)

B. Orientation

1. Orientation to the Fire Safety Plan, including the relocation procedures, will be provided for disabled faculty, students and staff yearly under the auspices of the 504 Committee.
2. Orientation for new disabled students will be included in the orientation program for entering freshmen.
3. Instructions regarding the Fire Safety Plan and Relocation Procedures will be included in the regularly conducted fire drills.

Locating Disabled Persons

A. Security maintains class schedules for disabled students and work schedules for disabled faculty and staff. These schedules will be used to assist emergency personnel to locate disabled persons in an emergency.

B. Students are responsible for reporting their class schedules, their work schedules, and schedule changes to the Coordinator for Disabled Student Services (Room E1100 - East Building).

C. Disabled faculty and staff are responsible for reporting their work schedules and schedule changes to the Director of Personnel (Room E1502A).

Responsibility for Implementation

The Director of Security is responsible for the implementation of the Fire Safety Plan.

Distribution

The Fire Safety Plan for Disabled Persons will be distributed to all faculty, students and staff who have identified themselves as disabled.

The Fire Safety Plan for the Disabled will be distributed with the Hunter College Fire Safety Plan.

FIRE SAFETY PLAN FOR DISABLED PERSONS

Assembling and Relocation Procedures

When there is a fire alarm in one of the College's buildings, disabled persons who are unable to walk down steps should assemble at one of the Disabled Persons Fire Emergency Assembly Areas (DPFEAA).

These areas are located on every floor of Hunter's four buildings in the immediate vicinity of each building's elevators. They are near the two stairwells closest to the elevators. The areas are identified by wall signs that identify the area as a Disabled Persons Fire Emergency Assembly Area.

During a fire alarm, fire wardens, fire searchers and security personnel have been directed to communicate the number, the location, and the status of all disabled persons via Fire Warden Phones or through security personnel to Hunter College's Fire Command Station. The security person at the Fire Command Station will notify members of the New York City Fire Department of the status of all disabled persons in the building as soon as the firefighters arrive on the campus.

No person should ever use an elevator in a fire unless so directed by Fire Department personnel. Using an elevator in a fire is extremely dangerous. The College has been informed by the Fire Department that the use of elevators in a fire has, in many cases, resulted in many unfortunate and unnecessary deaths.

The New York City Fire Department has informed Hunter College that the Department has the primary responsibility to determine if elevators can be used to transport disabled persons during fire emergencies. Fire Department officials also state that they are responsible for relocating disabled persons to a safe location if such relocation is necessary.

The New York City Fire Department considers transporting disabled persons in an emergency a highly risky procedure. The relocation process may subject disabled persons and other persons to accidents and injuries. However, if it is necessary to relocate disabled persons during an emergency, the Fire Department will handle the relocation of disabled persons, using safe procedures and experienced Fire Department personnel.

If elevators can be used during a fire alarm, the Fire Department considers use of the elevators to be the best method of relocation because it is practical, safe and efficient. This explains the Fire Department's position of advocating Emergency Assembly Areas for Disabled Persons. (The Fire Department often refers to this type of assembly area as a refuge area.)

When there is a report of a fire alarm in the building (Note: the alarm may be a false alarm or the fire may be in a small section of the building), if disabled persons are not in any danger from the fire or its smoke, the Fire Department does not automatically recommend the relocation of disabled persons. In most cases, the Fire Department would not recommend that such persons be removed from the building. Instead, the Fire Department would recommend that such persons be moved to a safe location within the building.

NOTE: It is extremely important that the Hunter College community understand the procedure of the New York City Fire Department for evacuating a building which is experiencing a fire. Everyone in the building should not automatically be evacuated to the street. Nor should everyone be relocated within the building. This is the policy for ambulatory persons as well as non-ambulatory persons.

If you have any questions regarding the standards used to determine the need for evacuating the buildings, call the Director of Campus Safety and Security, (212) 772-4521.

When Security Personnel Will Relocate Disabled Persons

If, for any reason, a disabled person is in imminent danger because of fire, smoke or other circumstances on campus, and members of the New York City Fire Department are not present to relocate the disabled person, Campus Safety and Security personnel, and other members of the Fire Response Team will assume the responsibility of moving that person to a safe location.

Security personnel operating under the direction of the Fire Command Station, or the Security Supervisor in charge of the emergency, will take command and make immediate arrangements to have the disabled person(s) moved to a safe location. If necessary to carry out this task, the Security Supervisor will ask for assistance from other members of the Fire Response Team as well as from other volunteers.

NOTE: The Security Supervisor in charge of the evacuation process will determine how many persons will be needed to relocate a disabled person. The factors that will be considered when these assignments are made include: • the weight of the disabled person; • the weight of the wheelchair; • the width of the staircase; and • any other factors deemed necessary to successfully carry out these functions without accidents.

When Fire Wardens and Fire Searchers and other members of the Fire Response Team report the status and location of disabled persons who use wheelchairs to the Fire Command Station, they will include the approximate weight of the disabled persons and their wheelchairs. It is requested that Fire Wardens or Fire Searchers remain with disabled persons while they wait at a Disabled Persons Fire Emergency Assembly Area to be relocated.

Procedure For a Disabled Person Who is Blind

If a disabled person who is blind has to be relocated, he or she will be escorted to a safe location by a Security person, a Fire Warden, a Fire Searcher or a member of the Hunter College Fire Response Team if he or she is able to walk down the stairs.

Procedures For a Disabled Person Who is Deaf

A disabled person who is deaf will be contacted by Security personnel, Fire Wardens, or Fire Searchers in their search of all floors. Those disabled persons will be informed of the fire and will be given the same directions as other ambulatory persons—they will be told to leave the floor using the appropriate staircase.

Special Caution on Lifting and Carrying Disabled Persons

Before lifting a disabled person, those doing the lifting will, if possible, ask the disabled person how he or she should be lifted. Disabled persons know better than anyone else how they should be lifted or carried in order to avoid being injured.

The procedures for lifting and carrying disabled persons are derived from instructions prepared under the direction of the Center for Independence of the Disabled New York (CIDNY).

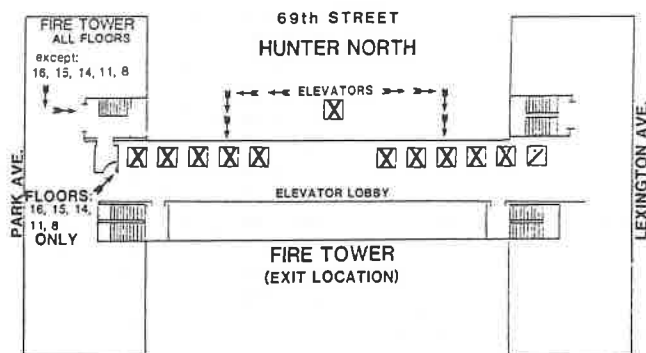
Lifting and Carrying Procedures For Disabled Persons Who Use Wheelchairs

If you are a disabled person who must be carried to a safe location because you use a wheelchair or are unable to walk downstairs for any reason, and you are endangered by the fire condition, you will be carried to a safe location by Security personnel with the assistance of a member of the Hunter College Fire Response Team.

Whenever possible, a disabled person who uses a wheelchair will be carried downstairs without being removed from his or her wheelchair. In the following procedures, the "Carrier" indicates the person who will assist the disabled person.

Specific Guidelines for Lifting and Carrying Persons in Wheelchairs:

1. Caution: No disabled person is to enter a stairwell or be carried into a stairwell, or down steps, when ambulatory occupants are using that particular stairwell to leave the building. This is a precaution that must be taken to prevent panic and accidents between ambulatory and non-ambulatory persons.
2. The Fire Tower in the North Building has a wide staircase, and, because it is wide, it may be feasible, under some circumstances, to use this staircase to accommodate a disabled person in a wheelchair while ambulatory persons are going down the staircase.
3. The wheelchair wheels will be placed in a locked position before any lifting takes place.
4. If possible, the Carriers will strap the disabled person to the wheelchair. The disabled person should always be facing forward when carried.
5. The Carriers should be located at each side of the wheelchair. The Carriers should also be facing each other and the disabled person in the wheelchair should be between the carriers.
6. The Carriers should grasp each side of the wheelchair at the upper section of the rear frame and the lower section of the front frame. Moving parts or a weak area on the frame should not be used as a handle to lift the wheelchair.
7. The Carriers should bend their knees slightly before lifting a wheelchair and should straighten their knees as they lift it. Carriers should not use their backs for leverage while lifting as they may injure themselves or be the cause of an accident involving the disabled person.



8. The Carriers will coordinate all movements with the Carrier's partner(s). The Carriers should synchronize their one-step-at-a-time movement downstairs. Carriers should not turn their bodies to face forward or cross one leg over the other leg while moving down the staircase.

Lifting and Carrying a Disabled Person Independent of His/Her Wheelchair

There may be occasions when a disabled person who uses a wheelchair cannot be carried within his or her wheelchair for a variety of reasons. The chair may be too heavy, the staircase may be too narrow, or the Carriers may not be strong enough to carry a person in a chair. If any of these circumstances present themselves, the disabled person will be lifted out of his or her wheelchair and carried in the following manner:

1. The wheels of the wheelchair should be placed in a locked position before lifting the disabled person.
2. The Carriers should be stationed on each side of the wheelchair.

3. If the disabled person is physically able to do so, have that person place his or her arms behind the neck and shoulders of the Carriers before attempting to lift the person.

4. Each Carrier should place one arm around the back of the person to be lifted.

5. Each Carrier should place his or her other arm under the thigh area (close to the knee), of the person to be lifted. Before lifting the person, Carriers should bend their knees. They should not use their backs for leverage. Carriers should not attempt to join hands while lifting or carrying the disabled person.

6. Carriers should descend the stairs using the same method described for carrying a person in a wheelchair

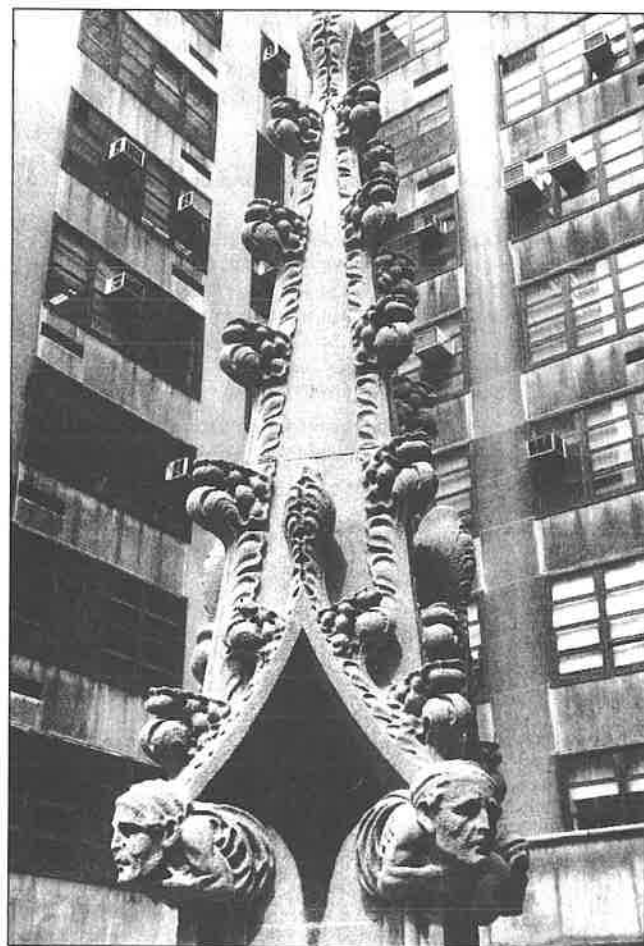
The Hunter College Fire Safety Plan was prepared by Campus Safety and Security with the advice of the New York City Fire Department and other experts. Assistance was also received from the Hunter College 504 Committee. January 1990

FIRE EXIT ROUTES



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 Student Association
GSL	Guaranteed Student Loan
HEGIS	Higher Education General Information Survey
hr(s)	hour(s)
ID	identification
INC	incomplete
instr	instructor
JD	Doctor of Jurisprudence
K-12	Kindergarten through 12th grade
lab	laboratory
lec	lecture
MA	Master of Arts
MARC	Minority Access to Research Careers
MBRS	Minority Biomedical Research Support
MFA	Master of Fine Arts
MS	Master of Science
MSEd	Master of Science in Education
MSW	Master of Social Work
MUP	Master of Urban Planning
NSL	Nursing Student Loan
NYSHESC	New York State Higher Education Services Corporation
perm	permission
PhD	Doctor of Philosophy
pract	practicum
prereq	prerequisite



rec	recommendation
recit	recitation
Sec. Ed.	Secondary education
sem	semester
SLS	Supplementary Loans to Assist Students
Sp	Spring
Su	Summer
TAP	Tuition Assistance Program
TBA	to be arranged
TEP	Teacher Education Program
TESL	Teaching English as a Second Language
TH	Thomas Hunter Hall
W	withdrawal without penalty
WU	unofficial withdrawal
yr	year

Course Designations

Numbering System Each course in the curriculum is defined by an alphabetical prefix and a 3-digit number. The 3-digit number indicates the level of study: 500-, 600-, and 700-level courses are graduate courses.

Alphabetical Prefixes The following prefixes are used, preceding the 3-digit number, to designate the field of study. They are listed here alphabetically, with the field and department or program to which they pertain. Specific departments and programs appear alphabetically in the table of contents and the index.

Prefix	Field	Department/Program
ADSUP	Advanced supervision	Curriculum & Teaching
ANTH	Anthropology	Anthropology
ARTCR	Art (studio)	Art
ART H	Art (theory and history)	Art
BILED	Bilingual education	Programs in Education
BIOCHEM	Biochemistry	Interdisciplinary (Biological Sciences & Chemistry)
BIOL	Biological sciences	Biological Sciences
CCSD	College counseling & student development	Educational Foundations
CHEM	Chemistry	Chemistry
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
ECO	Economics and accounting	Economics
EDESL	English as a second language	Curriculum & Teaching
EDFDN	Educational foundations	Educational Foundations
EDSPC	Special education	Special Education
EDUC	Education	Curriculum & Teaching
EOHS	Environmental and occupational health science	School of Health Sciences
ENGL	English	English
FREN	French	Romance Languages
GEOG	Geography	Geography
GEOL	Geology	Geography
GSR	Social research—graduate	Sociology
GTECH	Geography technology & methods	Geography
HED	Health education	Curriculum & Teaching
HIST	History	History
ITAL	Italian	Romance Languages
LAT	Latin	Classics
LATED	Latin education	Classics
LING	Linguistics	Linguistics
MATH	Mathematics	Mathematics & Statistics
MUS	Music	Music
MUSED	Music Education	Music
NURS	Nursing	Hunter-Bellevue School of Nursing
NUTR	Nutrition	School of Health Sciences
PEDCO	Physical education	Curriculum & Teaching
PGEOG	Physical geography	Geography

PHYS	Physics	Physics & Astronomy
PSYCH	Psychology	Psychology
RAS	Russian area studies	Russian Area Studies
REH	Rehabilitation counseling	Educational Foundations
RLNG	Romance languages linguistics	Romance Languages
SHS	Health sciences — interdisciplinary	School of Health Sciences
SPAN	Spanish	Romance Languages
SSW	Social work	School of Social Work
STAT	Statistics	Mathematics & Statistics
THC	Theatre	Theatre & Film
URBG	Urban affairs	Urban Affairs & Planning
URBP	Urban planning	Urban Affairs & Planning

INDEX

A

Abbreviations, 132
 Academic Computing Services, 19
 Academic Honesty, 18
 Accreditation, 4
 Admission, 6 (see also specific schools, departments, & programs)
 AIDS, Drugs, and Community Health, Center on, 9
 Allied Health Services Administration, 71
 Anthropology, 21
 Antidiscrimination Policies, 119
 (Equal Opportunity Programs)
 Art, 23
 Art Galleries, 20
 Arts and Humanities in Elementary Education, 40
 Assembly Hall, 19
 Assistantships, 15
 Audiology, 72
 Auditoria, 19

B

Bilingual Education, 41
 Biochemistry, 26
 Biological Sciences, 27
 Biomolecular Structure and Function, Institute for, 10
 Bio-Pharmacology, BA/MA in, 28
 Biopsychology, PhD Program in, 97
 Brookdale Center on Aging, 9

C

Career Development Services, 19
 Certification, Teacher, 37
 Change of Address, 17
 Change of Degree Program, 8
 Change of Name, 17
 Chemistry, 29
 City University of New York, 1 and 5
 Classics, 30
 Communication Disorders, Center for, 71
 Communication Sciences, 71
 Communications, 32
 Community Health Education, 75
 Community Health Nursing, 90
 Computing Services, Academic, 19
 Computer Science, 33
 Counseling, Degree Programs in, 55
 Counseling, General & Psychological, 19
 Course Designations, 133
 Credit, 7 and 17

D

Degree Requirements, 8
 (see also specific schools, departments, & programs)
 Disabled Persons, Fire Safety Plan for, 128
 Disabled Student Services, 19
 Doctoral Program, 5
 (see also specific programs)
 Dormitory Facilities, 20
 Drug Free Schools and Campuses, 127

E

Early Childhood (see Education, Elementary)
 Economics, 33
 Education, 35
 Bilingual, 41
 Guide to Programs in, 38
 Counseling, Guidance and, 55
 Elementary, 38
 Rehabilitation Counseling, 57
 Secondary, 43
 Special, 59
 Supervision & Administration, 54
 Emergency Loan Policy, 15
 Employment (see Career Development Services)
 English, 65

Environmental and Occupational Health Sciences, 77
 Equal Opportunity Programs, 119
 Ethnology, 21

F

Family Policy, Center for the Study of, 9
 Federal Direct Student Loan Program, 14
 Fees, 11
 Fellowships, 16 (see also specific schools, departments, & programs)
 Field Instruction Centers
 Health Sciences, 79
 Social Work, 109
 Financial Aid, 12
 Fire Safety Plan, 128
 Foreign Language Requirement, 8

G

Galleries, Art, 20
 General Information, 17
 Geography, 67
 Gerontological Nurse Practitioner Program, 92
 German, 70
 Grade Point Average (GPA), 17
 Minimum for Graduation, 17
 Minimum for Retention, 17
 Grades, 8, 17, and 18
 Appeals, 18
 Graduate Advisors (see specific programs)
 Graduate Programs, List of, 5
 Graduate Record Examination (GRE), 6
 Graduate Students Association, 20
 Graduation, Application for, 8
 Grants, 15 (see also specific schools, departments, and programs)
 Guidance & Counseling (Degree program), 55

H

Health Sciences, School of, 70
 HEGIS Codes, 5
 History, 81
 Honesty, Academic, 18
 Hunter College, 1
 Hunter Galleries, 20

I

Incomplete Work in Course, 17
 International Students, 6

L

Latin, 30
 Language Laboratory, 20
 Leaves of Absence, 16
 Libraries, 20
 Linguistics, 84
 Little Theatre, 19
 Loans, 13 and 14

M

Maternal-Child Nursing, 91
 Mathematics and Statistics, 84
 Matriculation, 7, 8, and 16
 (see also individual programs)
 Medical-surgical Nursing, 92
 Multicultural Education, 41
 Music, 87

N

Nondiscrimination, Statement of, 135
 Non-Matriculated Students, 7
 (see also individual programs)
 Nursing Administration, 92
 Nursing, Hunter-Bellevue School of, 89
 Nursing, Traineeships in, 15
 Nutrition, 79

O

Occupational and Environmental Health, Center for, 9
 Ombudsman, 18

P

Pediatric Nurse Practitioner Program, 91
 Philosophy, 94
 Physics & Astronomy, 95
 Playhouse, The Sylvia and Danny Kaye, 19
 Playwrights Project, 20
 Political Science, 96
 Psychiatric Nursing, 92
 Psychological Counseling, 19
 Psychology, 96
 Puertorriqueños, Centro de Estudios, 10

R

Reading/Writing Center, 19
 Readmission, 8
 Refund Policy, 11
 Registration, 16
 Regulations, 118
 Research Centers and Institutes, Hunter College, 9
 Rights, Student, 118
 Romance Languages, 99
 Russian Area Studies, 102

S

Scholarships, 15 and 16 (see also specific schools, departments and programs)
 Senate, Hunter College, 18
 Sexual Harassment Policies and Procedures, 125
 Smoking Policy, Hunter College, 128
 Social Research, 104
 Social Work Scholarships and Grants, 15
 Social Work, School of, 107
 Sociology (see Social Research)
 Special Education, 59
 Speech & Hearing Handicapped Curriculum, 72
 Student Services & Facilities, 19
 Student Regulations & Rights, 118

T

TAP (Tuition Assistance Program), 13 and 14
 Taxability of Financial Aid, 15
 Teacher Placement, 37
 Teaching English to Speakers of Other Languages (TESOL), 52
 Theatre, 111
 Thesis, 8
 Time Limit for Completing Degree, 8
 TOEFL (Test of English as a Foreign Language), 6
 Traineeships in Nursing, 15
 Transfer of Credit, 7
 Tuition & Fees, 11

U

Undergraduates, 7
 Urban Affairs and Planning, 113
 Urban Research Center, 113

V

Veterans, 16
 Visa, Student, 6

W

Withdrawal from Courses, 17
 Work Study Program, 13 and 14

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William Mendez Jr., Esq., is the College's Affirmative Action Officer and Title IX Coordinator. Title IX prohibits sex discrimination in federally assisted education programs. He is also Chairperson of the Sexual Harassment Education Committee and is a member of the Sexual Harassment Panel. His office is located in the East Building, room 1706, and his telephone number is 772-4242.

Professor Tamara Green is the College's Section 504/ADA Coordinator. Her office is located in the West Building, room 1425, and her telephone number is 772-5061.

Professor Nondita Mason is the Coordinator of the College's Sexual Harassment Panel. Her office is located in the West Building, room 1129. The Panel's office is located in the East Building, room 1239, and the telephone number is 650-3660. Professor Mason's number is 772-4039.

Credits

Divisional and School Coordinators Doreen D'Amico, Michael Escott, Martin Fine, Larry Joyce, Marie S. Leonard, Renate G. Murray, Jensene Payne, Salvatore Quagliariello, Mary T. Ramshorn, Janet Robertson, Yechiel Rosenrauch, Irene Schaefer, William Zlata, Stephen Zoloth

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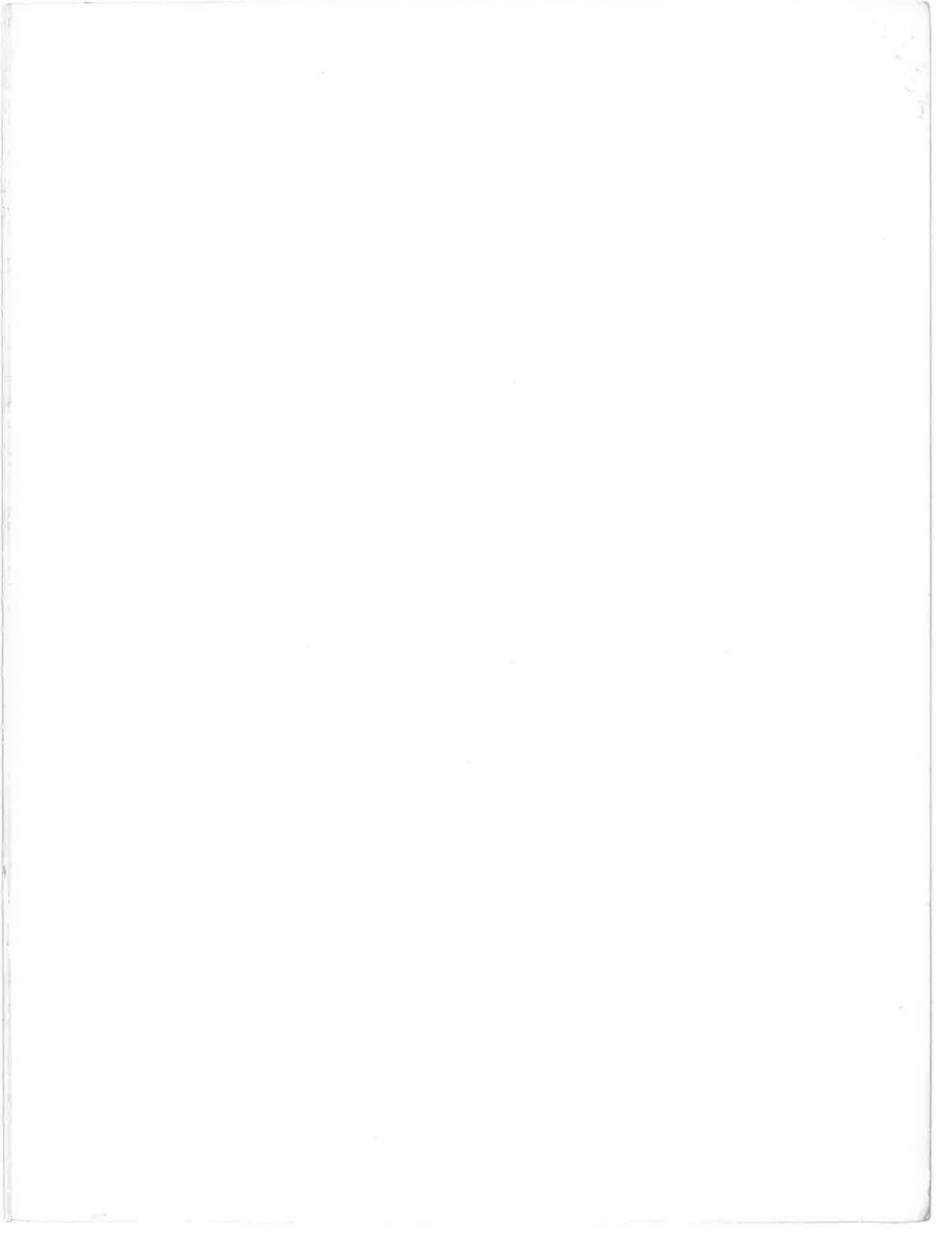
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Roy Mittelman: pp. 18, 20, 96, 132

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HUNTER COLLEGE
of The City University of New York
695 Park Avenue
New York, NY 10021

