

# HUNTER



The City University of New York

The School of Arts and Sciences

The School of Education

The Schools of the Health Professions

The School of Social Work

GRADUATE CATALOG

1999 – 2001

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# HUNTER COLLEGE

of The City University of New York

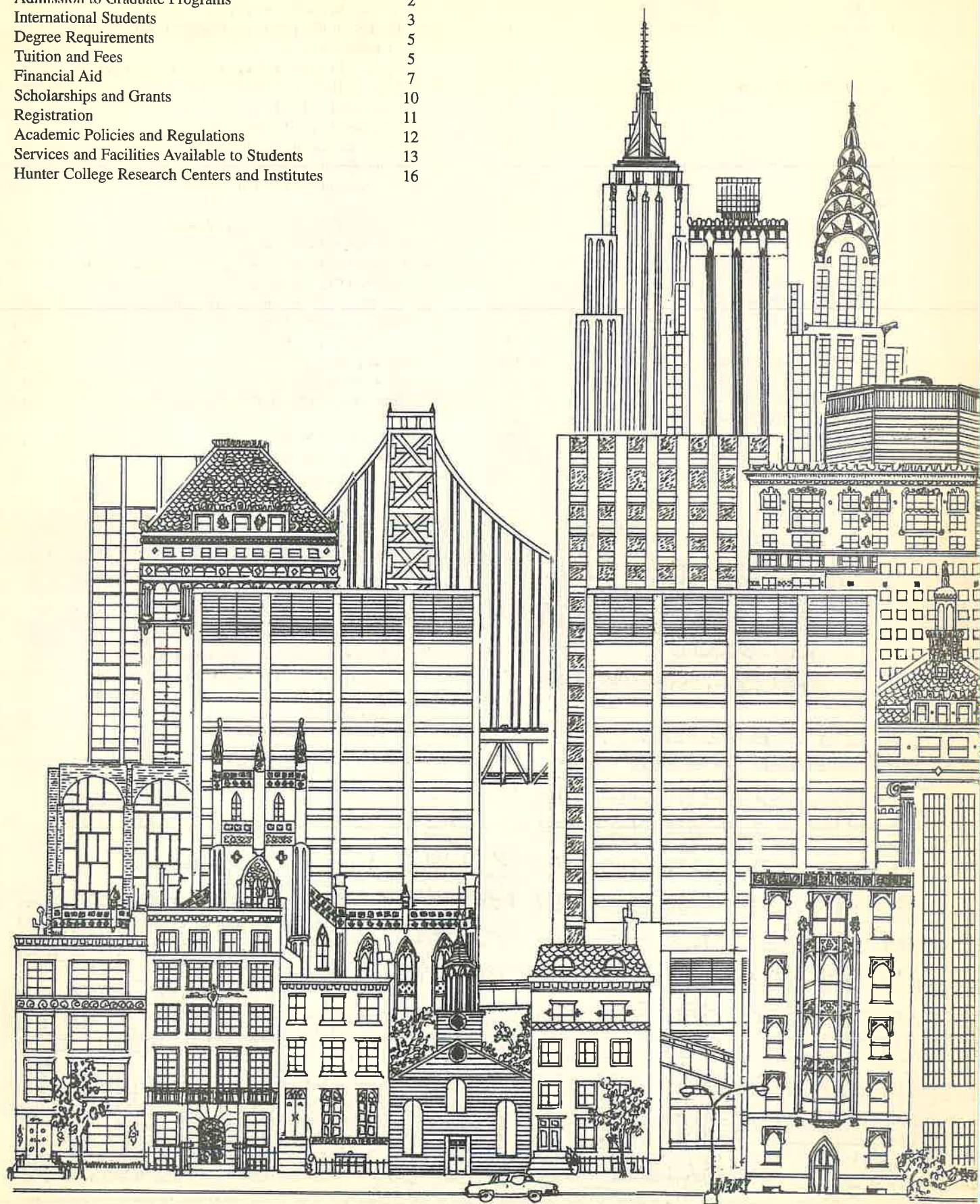
## GRADUATE CATALOG 1999 – 2001





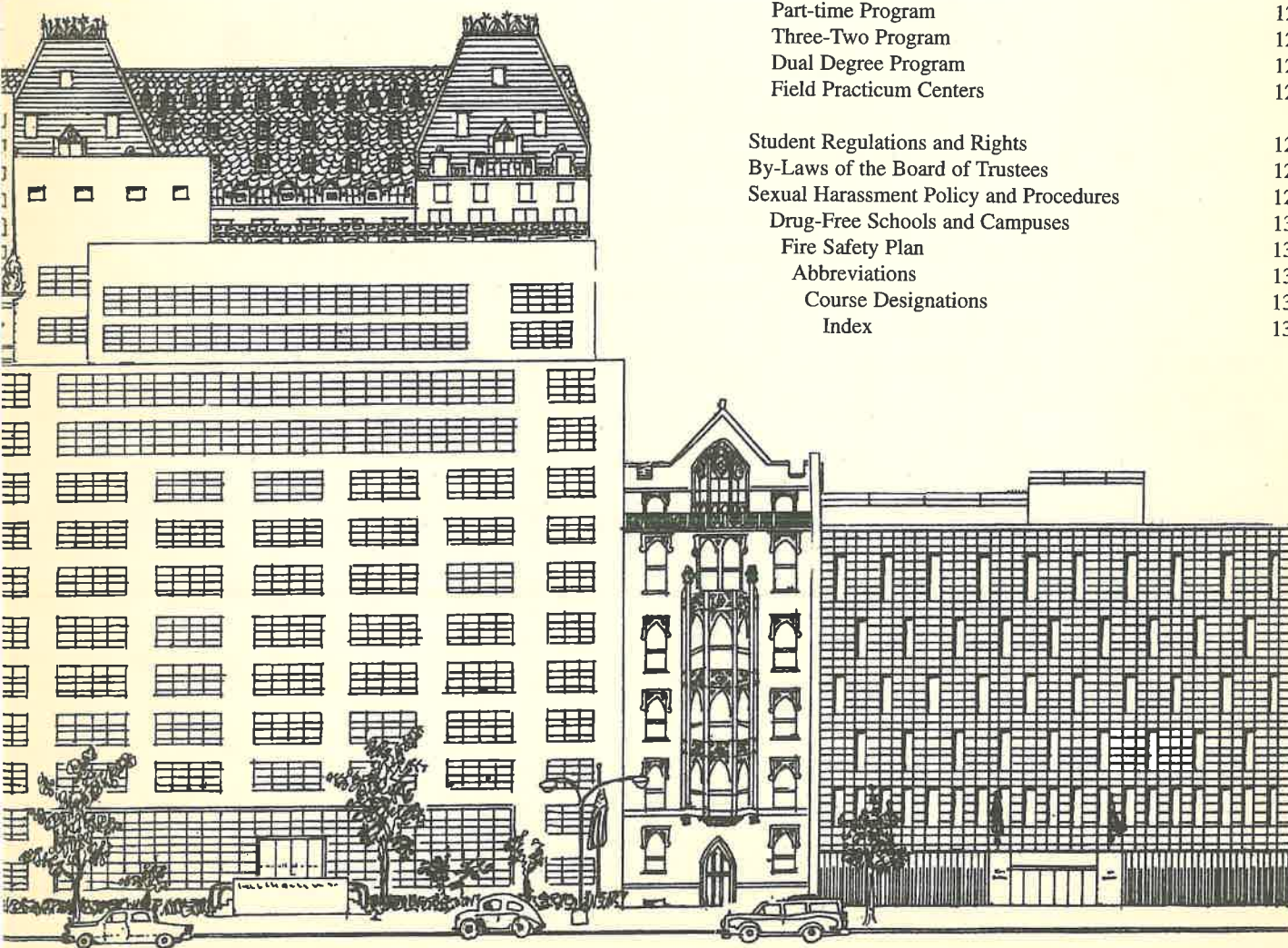
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## Hunter College Mission Statement

Hunter College is a comprehensive teaching, research and service institution, long committed to excellence and access in the education of undergraduate and graduate students in the liberal arts and sciences, as well as in several professional fields: education, health sciences, nursing and social work.

Founded in 1870, Hunter is one of the oldest public colleges in the country, dedicated from its earliest days to serving a student body which reflects the diversity of New York City. Hunter takes pride in the success it has had over the years in enabling the people of New York to combine the strengths of their varied experiences with the skills they need to participate effectively in the wider society. Committed to the achievement of a pluralistic community, Hunter College offers a curriculum designed to meet the highest academic standards while also fostering understanding among groups from different racial, cultural and ethnic backgrounds.

The goal of a Hunter College education is to encourage the fullest possible intellectual and personal growth in each student. While preparation for specific careers is an important objective of many programs, 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 of the enduring questions and answers concerning being, purpose, and value that confront humanity. Finally, the educational experience at Hunter is intended to inspire a zest for learning as well as to bring the recognition that learning is pleasurable and knowledge is useful.

While teaching and research are its primary missions, community service is also an essential goal of the College. Hunter faculty seek to generate new knowledge and to design programs to address the myriad cultural, social and political needs of New York City and the world.

## Graduate Study at Hunter

Hunter College, the second oldest college in The City University of New York, offers master's degrees in over 50 fields of study. We have graduate programs in the arts, sciences, languages and literature — as well as in the professional fields of education, health sciences, nursing, social work, and urban planning — and all are considered exceptional. We currently enroll more than 4,000 students in these programs.

One of our most important areas — now, as it has been throughout our nearly 130-year history — is teacher education. The School of Education today offers a broad range of graduate programs designed to prepare teachers, counselors, and administrators for practice, leadership, and innovation in education. These programs are defined both by the Hunter tradition of excellence and by our location in the greatest, most vibrant, most diverse urban center in the world.

The Hunter College Schools of the Health Professions comprise the Hunter-Bellevue School of Nursing and the School of Health Sciences, both nationally recognized for new approaches to teaching, research, and service in health care. The School of Nursing provides a wide array of accredited programs designed to prepare students for leadership positions in health care; and the School of Health Sciences offers outstanding graduate programs in communication sciences, urban public health, and environmental and occupational health.

The Hunter College School of Social Work, which offers several flexible program options leading to the master of social work degree, is one of the top graduate social-work schools in the country. Its faculty is renowned both for training the leaders and innovative thinkers in social work and for providing expert service to New York's multicultural community. Through leading-edge course work as well as opportunities for challenging field experience, through method-based training and a practice-centered education, the Hunter College School of Social Work provides unequalled opportunities to learn and excel in our dynamic urban environment.

The School of Arts and Sciences has a first-rate roster of graduate programs in the fine arts, humanities, social sciences, sciences, and mathematics. Throughout the long history of graduate studies at Hunter, graduates of these programs have gone on to elite doctoral programs and to excellent careers. Enhanced by excellent performance facilities, research laboratories, and art studio space, our programs define the frontiers of knowledge in areas as diverse as biotechnology, creative writing, new media, and social research, among many others.

Centrally located on Manhattan's east side, Hunter College benefits from its daily contact with the vibrant cultural life of New York City. The city's major museums, concert halls, and galleries are within easy walking distance, as are internationally renowned biomedical research facilities, which offer extraordinary opportunities for collaborative study and research. And downtown "Silicon Alley," the work site of scores of pathbreaking World Wide Web entrepreneurs, is a short subway ride away.

Hunter's faculty includes many distinguished scholars, educators, and creative artists, all of whom play major roles in New York's academic, cultural, and educational life. With over \$25 million annually in research grants and awards, Hunter's faculty is internationally renowned for its creativity, energy, and expertise.

## 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.

## Graduate Programs

School of Arts and Sciences		School of Health Sciences (cont'd)		School of Education (cont'd)	
	HEGIS Code		HEGIS Code		HEGIS Code
Anthropology, MA, BA/MA	2202	Community Health Education, MPH	1214	Rehabilitation Counseling, MEd	2104.10
Art (Creative), MFA	1002	Environmental and Occupational		Secondary Education, MA	
Art (Creative), MA*	1002	Health Sciences, MS	1299	Offered in collaboration with	
Art History, MA	1003	Nutrition, MS*	1306	the following departments or	
Biochemistry, MA	0414	Teachers of Speech and Hearing		programs:	
Biological Sciences, MA	0401	Handicapped, MS	0815	Art (K-12)	0831
Chemistry, MA*	1905			Biology*	0401.01
Communications, MA	0601			Chemistry, MA*	1905.01
Computer Science, MA*	0701	<b>School of Nursing</b>	1203.10	Earth Science, MA*	1917.01
Creative Writing, MFA**		Adult Nurse Practitioner, MS		English	1501.01
Economics, MA, BA/MA	2204	Maternal - Child Nursing, MS		French	1102.01
English, BA/MA	1501	Medical - Surgical Nursing, MS		Italian	1104.01
English Literature, MA	1502	Occupational Health Nursing, MS*		Latin	1109.01
French, MA	1102	Pediatric Nurse Practitioner,		Mathematics	1701.01
Geography, MA	2206	MS, Advanced Certificate		Music (K-12)	0832
History, MA, BA/MA	2205	Psychiatric Nursing, MS		Physics, MA*	1902.01
Italian, MA	1104	Nursing Administration, MS		Social Studies	2201.01
Mathematics (Pure), MA, BA/MA	1701	Gerontological Nurse		Spanish	1105.01
Mathematics (Applied), MA	1703	Practitioner Program, MS		Teachers of Special Education,	
Museum Administrator, Adv.Cert.*	1099	Community Health Nursing, MS		MEd	0808
Music, MA, BA/MA	1005			Teachers of the Deaf, MEd	0812
Physics, MA, BA/MA	1902	<b>School of Social Work</b>	2104	Teachers of the Blind and Visually	
Psychology, MA	2001	Social Work, MSW		Handicapped, MEd	0814
Russian Area Studies, MA*	0307	Social Work Practice, Advanced Certificate		School Administrator and Supervisor,	
Sociology and Social Research,				Advanced Certificate	0828
BA/MS	2208	<b>School of Education</b>		Teaching English to Speakers of	
Social Research, MS	2208	College Counseling and Student		Other Languages, MA	1508
Spanish, MA	1105	Development, MA*	0826		
Theatre, MA	1007	Elementary Education,		<b>Dual Degree Programs</b>	
Urban Affairs, MS	2214	N-6, MEd	0802	Community Health Nursing/	
Urban Planning, MUP	2214	Elementary Education N-6,		Community Health Education,	
		Bilingual Extension		MS/MPH	1203.10/1214
		Elementary Education N-6,			
		Reading Teacher			
<b>Schools of Health Professions</b>		Guidance and Counseling			
	HEGIS Code	(School Counselor), MEd	0826.01		
<b>School of Health Sciences</b>		School Health Management,			
Communication Sciences, MS	1220	MEd*	0837		
Audiology		Physical Education, MEd*	0835		
Speech Pathology					

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

\*\* Pending State Approval

## 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 365 Fifth Avenue, New York, NY 10016.

## Admission to Graduate Programs

## General

An applicant for admission to Hunter College as a 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 nonacademic 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 in the School of Arts and Sciences, the student is usually required to present at least 18 credits of previous work in the area of specialization acceptable to the school or department concerned.
4. Competency Examinations

The Graduate Record Examination: The general aptitude test of the Graduate Record Examination (GRE) is required of most applicants to the School of Arts and Sciences and all applicants to the School of Health Sciences. It is not required for programs in education, nursing, music, or the MFA program in studio art.

Applicants should write directly to Graduate Record Examination, Educational Testing Service, Box 6000, Princeton, NJ 08541-6000 — (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.

The Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examination is required of all applicants to the School of Education except for those applying to the Administration and Supervision Program, the Counseling Program, and all other programs not leading to teacher certification.

Applicants should write directly to NYSTCE, National Evaluations Systems, Inc., 30 Gatehouse Road, P.O. Box 660, Amherst, MA 01004-9008 — (413) 256-2882 — for full information and arrangements to take the test. The LAST Examination should be taken no later than January for fall admission and July 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 on the 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 nine 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; (609) 771-7100.

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

If the applicant plans to enter or remain in the U.S. 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 \$18,000-\$21,000 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.

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

*Note:* Overseas applicants who are interested in attending Hunter College are advised *not* to come to the U.S. on a B-2 visitor's visa. Unless prearranged 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 U.S. The I-20 form (required by the U.S. 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.

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:* Academic 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

An application packet should be obtained from the Admissions Welcome Center, Room 100 HN, 695 Park Avenue, New York, NY 10021; (212) 772-4482. The deadline for application varies by program. The earliest deadlines are February 1 for fall admission and October 1 for spring admission. Applicants for the School of Social Work should obtain admission forms from the School of Social Work, 129 East 79th Street, New York, NY 10021; (212) 452-7055.

The completed 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 catalogs 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 to which the application is made.

## Admission Status

Applicants are approved for admission by the graduate advisor or coordinator of the program and the appropriate dean 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 admitted to a program in the School of Arts and Sciences and the Schools of the Health Professions, and within three semesters in the School of Education.

3. **Nonmatriculated**—A formal application must be filed in the Office of Admissions, Room 203 HN, 695 Park Avenue, New York, NY 10021 approximately two months before registration. The undergraduate degree must be equivalent to at least an American bachelor's degree. If the application and supporting material are acceptable, registration material will be sent with further instructions. Applicants should present a student copy of their undergraduate transcripts as well as a copy of the undergraduate catalog(s) to the departmental advisor in order to obtain course approval. The nonmatriculation application fee will be charged when the student registers.

Acceptance to nonmatriculated 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 nonmatriculated student must have earned grades of B or better for the course credits taken. 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 nonmatriculated courses are in progress. The application for matriculated status must be filed by the appropriate deadline for the individual program desired. Consult the Application for Graduate Degree Programs for specific dates.

A nonmatriculated student may be limited to 12 credits (check with departmental advisor). A minimum grade point average of 3.0 must be maintained.

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

Graduate nonmatriculants are not permitted to register for a total undergraduate program.

#### **Approval of Credit from Nonmatriculant to Matriculant Status**

Graduate courses taken at Hunter as a nonmatriculant may or may not be approved for credit toward 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 nonmatriculant 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 nonmatriculant at Hunter will be calculated into the student's grade point average (GPA) whether approved toward 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.

A 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 toward graduation, the course(s) for which transfer credit is requested must have been completed within five years prior to the awarding of the Hunter graduate degree. (A four-year restriction applies to the School of Arts and Sciences.)
2. Credits for courses in which the student earned a grade below B, or took a non-letter grade as a pass/fail option, are not transferable.
3. A maximum of 12 credits may be transferred.
4. Courses used to satisfy entrance requirements, as well as courses used as part of a previously completed bachelor's program, may not be transferred.

*Note:* Grades in courses transferred from other institutions, or from a prior master's degree program taken 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 has the approval of the appropriate Hunter department(s), may be admitted to a limited program of graduate work. Should the student later matriculate into a graduate program, a request for transfer of credit may be filed. If it is determined that the courses were not used for the bachelor's degree, and the graduate transfer is acceptable, the student will be charged the difference between the graduate and undergraduate tuition rates.

With approval of the major advisor, courses in graduate programs may be taken for credit toward the bachelor's degree by highly qualified Hunter College undergraduates.

#### **Readmission—Matriculated and Nonmatriculated 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 third week of classes are not required to file for readmission.

Applications may be obtained at the College Welcome Center, Room 100 HN, and may be filed in the Office of Admissions, Room 203 HN. There is a \$10 nonrefundable readmission fee. The fee is \$40 for nonmatriculants.

Students who are academically eligible (GPA at least 3.0) and are within their program's time limit (five years except for the program in the School of Arts and Sciences, which has a time limit of four years) are generally approved for readmission. Applications for readmission must be filed at least two 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 is required to file formal application for admission and submit an application fee of \$40 in the Office of Admissions. The application must be filed by the appropriate deadline for the individual program. Please consult the application for specific deadlines.

#### **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 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 a master's degree 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. Waiver of course(s) does not release the student from the total number of credits required for the degree. 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 school. 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 school deans' offices.

When the thesis approval form has been signed by the department graduate advisor and school 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 four years. (For programs in education, nursing, health sciences, and social work it is five years.) Courses exceeding the limit at graduation will not be included in degree credits unless approved by the department and the appropriate dean.

### Enrollment

A student must be registered for the semester of graduation, either by maintaining matriculation (see "Maintaining Matriculation" in section on Registration) or by registering for a course.

### Graduation

A formal application and certification form for graduation must be filed in the OASIS (Office of Administrative and Information services), Room 217 HN, at the beginning of the semester in which the student expects to receive a degree or certificate. (Check the calendar in the Schedule of Classes for deadline dates.) All course work, including thesis/major project and exams must be completed by the date of commencement. The student record is sealed at graduation. No changes to the record can be made after the degree has been awarded.

## 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 in the section on Financial Aid.)

### Tuition

#### NY State Resident\*

<b>Master's (All)</b>	
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

<b>Master's (All)</b>	
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, Room 217 HN, 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 nonmatriculation—\$40 payable at registration
Late registration—\$15
Schedule adjustment (no fee)
Change of program—\$10

\*In order to qualify for New York State tuition rates, students must be U.S. 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.

**Maintenance of matriculation**

\$250.00—resident, \$403.00—out-of-state and foreign, per semester. (No student fee required.)

**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 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

As of June 1994, three diverse refund policies were implemented for CUNY students. They are: **CUNY**, **Federal Pro Rata refund** and **Federal other than Pro Rata refund**. The latter two refund policies apply only to Federal Financial Aid recipients.

**CUNY Policy:** This policy relates to all students who withdraw from courses prior to the 1st day of the 4th week of classes. The refund policy is as follows:

- 100% tuition and fees prior to 1st day of class
- 75% tuition only prior to 1st day of 2nd week of class
- 50% tuition only prior to 1st day of 3rd week of class
- 25% tuition only prior to 1st day of 4th week of class

**Federal Pro Rata:** The refund relates to students who totally withdraw in the first semester of attendance and have financial aid at Hunter. A refund is calculated by the number of weeks that a student has attended. Fall and spring semesters consist of 15 weeks. A student's refund is pro-rated up until the 60% point of the semester, usually the end of the ninth week. The bursar, along with the Financial Aid Office, will calculate and determine how the refund will be disbursed to Federal programs and the student. A recalculated tuition liability will be produced by the Bursar's Office.

**Federal Other Than Pro Rata Refund:** This refund applies to Federal Financial Aid recipients who totally withdraw within the 50% point of attendance for the semester. This is for students who are beyond their first semester of attendance at Hunter. The end of the eighth week is considered the 50% point of attendance for the semester. The percentage of refunds is as follows:

- 100% tuition and fees prior to 1st day of class
- 75% tuition only prior to 3rd week of class
- 50% tuition only prior to 5th week of class
- 25% tuition only prior to 9th week of class

The bursar along with the Financial Aid Office will calculate and disburse refunds to Federal programs and the student accordingly. A recalculated tuition liability will be produced by the Bursar's Office.



## 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 want to apply for financial aid should contact the OASIS (Office of Administrative and Information Services), located in 217 Hunter North. The office is open on Monday, Tuesday, Wednesday and Thursday from 9 am to 7 pm, and on Friday from 9 am to 5 pm.

### Financial Need

Aid from all Federal student financial aid programs available at Hunter College 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)**, the 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. Instead, your EFC is used in an equation to determine your financial need:

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

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. The budget 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. Students with disabilities should speak to a financial aid counselor about budget adjustments for their special needs.

The 1999-2000 Hunter College budgets for full-time in-state graduate students for the fall and spring semesters are as follows:

	Living with parents	Living away from parents
Tuition	\$4,350.00	\$ 4,350.00
Fees	\$ 25.70	\$ 25.70
Books and fees	\$ 600.00	\$ 600.00
Transportation	\$ 578.00	\$ 578.00
Room and board	\$1,500.00	\$ 5,039.00
Personal	\$2,686.00	\$ 4,371.00
<b>Total</b>	<b>\$9,739.70</b>	<b>\$14,963.70</b>

Please note: Tuition charges are estimates for full-time New York State residents based on 1999-2000 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 benefits, unemployment, or welfare. 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 consider applying for financial aid. 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, you may use a combination of monies from all of the programs for which you are eligible. 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

Hunter College participates in all state and Federal student financial aid programs. 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 have to be repaid in regular installments over a prescribed period of time. Work-study consists of part-time employment, either on campus or at an off-campus agency.

In order to apply for financial aid, the student completes the Free Application for Federal Student Aid (FAFSA) and mails the application in the envelope enclosed with the application. The U.S. Department of Education will mail some students a Renewal FAFSA if they filed a FAFSA the previous year. The Renewal FAFSA is preprinted with some of the application information the student provided the previous year. The Renewal FAFSA can be used in place of a FAFSA to apply for financial aid. An alternative application method is to complete the FAFSA on the Web (see <http://fafsa.ed.gov/>).

Regardless of the method of application, the student should include Hunter College as one of the colleges that should receive a record of the student's application information. When the FAFSA is processed, CUNY will receive an electronic record of the student's application information. The student may be required to provide additional documentation to verify the application information or to clarify any discrepancies in the application information.

When CUNY receives the electronic record of the application, CUNY's University Application Processing Center (UAPC) prints and mails a **TAP/APTS Application and CUNY Supplement** to the student. The student completes the application, obtains all required signatures and returns the application to UAPC. UAPC provides Hunter College with an estimate of the student's TAP award and forwards the application to the New York State Higher Education Services Corporation (NYSHESC) in Albany, which determines the TAP award, and notifies Hunter College and the student of the award.

If the student wants to apply for a Federal Direct Loan at Hunter College, a **Request for a Federal Direct Loan** form, available at the OASIS in Room 217 HN, must be completed and returned to the OASIS.

### Student Eligibility

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

### Satisfactory Academic Progress

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.

**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 toward 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., the clinical practicum courses), college documentation recording of the student's demonstrated program pursuit must support the 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 all Federal student financial aid programs available at Hunter College.

To be eligible, a graduate student must achieve 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 of 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

The 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 need, the amount of other aid the student will receive, and 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 is awarded on the basis of financial need. (See section on 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, they 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 loans. 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. 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), the Renewal FAFSA, or FAFSA on the Web and the **Request for a Direct Loan** form available in the OASIS. 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 - \$550 per year.

Complete the Free Application for Federal Student Aid (FAFSA) and the CUNY TAP/APTS application, which will be mailed to you by CUNY after an electronic record of your FAFSA information is received by CUNY from the Federal application processor.

The deadline for filing TAP applications is May 1 of the following year (e.g., for the academic year 1999-2000 the deadline would be May 1, 2000).

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 U.S. citizens and permanent New York State residents. Students must be enrolled full-time (matriculated) in an approved program of study in New York State. Students must agree to practice in New York State 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 underrepresented in the profession.
2. Minority-group member underrepresented 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 (HEOP).

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

Contact the New York State Education Department, Bureau of Post-Secondary Grants Administration, Cultural Education Center, Rm. 5B68, Albany, NY 12230; (518) 474-5705. Applications must be submitted each year.

### TAXABILITY OF FINANCIAL AID

Certain portions of scholarships and other forms of student grants must be included in taxable income. This section of the catalog provides you with general information about 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 nontaxable portions of your student aid and document permitted expenses. Students are advised to maintain detailed records and 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, since 1987, students whose parents claim them on their tax returns as dependents are no longer able to claim themselves on their own personal returns. Students should direct specific questions about the law to the local office of the Internal Revenue Service or to an appropriate tax advisor.

## Scholarships and Grants

### The Hunter College Foundation, Inc.

The Hunter College Foundation, established in 1991, is dedicated to ensuring continued access to the highest quality public higher education to all in New York who qualify, and to helping Hunter maintain its longstanding reputation for academic distinction. Toward this end, The Hunter College Foundation offers a wide range of scholarships, prizes and awards in various disciplines and for graduate study at Hunter College. Following are some scholarships, offered by the Foundation, that are available to graduate students.

#### *The Hazel Tobis Award Endowment —*

For a female graduate/undergraduate who has suffered discrimination for being a woman

#### *Alice Katz Barsky Presidential Scholarship —*

For needy students

#### *Adele Steinhauer Mullins Scholarship —*

For people over 35 who pursue a new career.

#### *Graduate Student Scholarship —*

Unrestricted Presidential

### 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 Street, New York, NY 10021.

### Traineeships in Nursing

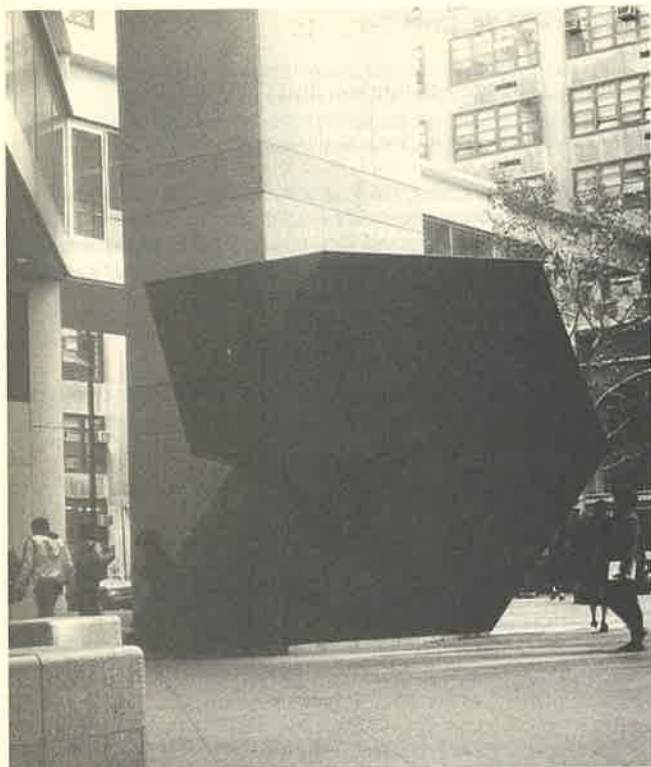
Traineeships are offered through grants from the U.S. Department of Health and Human Services. Information may be obtained from the Business Office, Hunter-Bellevue School of Nursing, 425 East 25th Street, New York, NY 10010.

### 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 Street, New York, NY 10010.

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.





### 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 dean of Arts and 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.

## The Hunter College Smoking Policy

Hunter College is a non-smoking environment (facility) pursuant to New York City law.

## Registration

Registration instructions are mailed to students accepted into or continuing in the graduate programs at Hunter College. All students are required to register by telephone. All registration is subject to space availability. For courses that require department permission, students must obtain approval from the department advisor prior to registration.

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 matriculated students in good standing (GPA 3.0) have the option of taking courses at other CUNY colleges on a "permit" basis and receiving credit toward their Hunter degree. In order to take courses on a permit basis, students need to get departmental approval for the Hunter equivalent of the course(s) in which they wish to enroll in the other school. In order to guarantee credit, this approval must be obtained prior to registration. This approval must be granted on a Permit Application Form, which is available in the OASIS, Room 217 HN. Instructions on permit requirements and procedures are available with the Permit Application in the OASIS. Students who would like to enroll in courses at a NON-CUNY COLLEGE do not register for those credits at Hunter. In order to guarantee credit, departmental approval must be obtained. The student registers at the other college as a nonmatriculated student and at the end of the semester requests that a transcript be sent to Hunter College, Attention: Records Division/Permits.

### 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 in the OASIS, Room 217 HN, before registration. Check the Schedule of Classes for specific deadline dates for registration.

Students who have registered in courses for the appropriate semester at their home colleges should also present their student receipts to the OASIS, Room 217 HN.

### 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. 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. The fee cannot be waived or refunded. Maintenance of matriculation is not proof of attendance.

### 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 two semesters (see "Readmission" in section on Admissions). Leave-of-absence forms may be obtained in the OASIS, Room 217 HN.

### 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 nonattendance, students must still observe the time limitations for the master's degree.

## Academic Policies and Regulations

### Change of Name or Address

If you are changing your name, address, or ID number, you must submit a change form. Forms are available in the OASIS, Room 217 HN. 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 third week of courses and before Monday of the 10th week of the term will be recorded as W, indicating that the withdrawal was without prejudice. Official withdrawal is accomplished by filing a withdrawal application in the OASIS, Room 217 HN, 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)	
WA	Administrative withdrawal	

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 nonmatriculated 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 in 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 makeup final examinations administered by the college. Such examinations will be given before the Monday of the seventh week of the following semester. It is the responsibility of the student who must take a makeup 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 as 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 students 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 two 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 three 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 three 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 five weeks of the semester following receipt of the grade, in accordance with the "College-wide Grade Appeals Procedures" adopted by the Senate in fall 1985. Copies of this procedure may be obtained in the Senate Office, the Office of Student Services, or departmental offices. Students appealing a grade to the School of Nursing, School of Health Sciences, or School of Social Work should direct the appeal to the dean of the school, who shall carry out the responsibilities of the department chair.

## Services and Facilities Available to Students

### Auditoria

The **Auditorium** at the Brookdale Center seats 884. It is used for lectures, concerts, and dramatic performances.

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** 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 **Ida K. Lang Recital Hall**, which has 149 seats, is used for a variety of musical performances by Hunter students, faculty, and other artists.

The **Frederick Loewe Theatre** This variable space, which seats up to 125 people, is the production center for the Department of Theatre 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 nonprofit 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 Room 805 HE; 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.

### Services for Students with Disabilities Room 1128 HE

Support services and accommodations are available to guarantee students with disabilities access to the academic environment. Those covered by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act include students with mobility, visual and hearing impairments. It also includes students with learning disabilities, psychiatric disorders or any medical condition which limits one or more of life's basic functions. Those students in recovery



ery from alcoholism or other chemical dependencies and those with AIDS/ARC or who are HIV-positive are also eligible. Documentation is required and kept confidential.

Services include priority registration (after course approvals have been obtained from departments if needed), alternate testing, readers, notetakers and interpreters.

There is an Access Center for students with disabilities in Room 205 TH which is a study center and a computer laboratory with advanced adaptive technology. Equipment includes IBM and Apple computers, large-print and voice software with scanners, voice reading machines, Visualtek large-print machines, adjustable height computer work stations, portable science laboratory stations, wireless auditory assistance units, telephone devices for the deaf, magnifier tables, Braille writers, 4-track tape recorders, and public phone amplifiers. Individual reading rooms are available on the second floor of the Wexler Library in the East Building.

For information, contact the Office for Students with Disabilities in Student Services, Room 1128 HE; 772-4857.

There is a 504 Grievance Procedure for students with disabilities at Hunter College. Students can obtain the necessary form, which contains instructions for filing, from Student Services, Room 1103 HE.

The Section 504/ADA Coordinator at Hunter College, Professor Tamara Green, is responsible for enforcement of the provisions of Section 504 and ADA. She can be contacted in Room 1429 HW; 772-5061.

Students with disabilities at the School of Social Work can contact the Director of Admissions at 212-452-7005

### 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 can often 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, Room 1119 HE.

### Dormitory Facilities

The Hunter College Residence Hall is located at 425 East 25th Street and houses 650 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, 481-4311.

### 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. The GSA office is located in 218 Thomas Hunter Hall.

### 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.

### The Leona and Marcy Chanin Language Center

The Chanin Language Center, a new state-of-the-art facility, includes a classroom and an independent study lab equipped with 55 multimedia workstations.

Students are able to supplement their language learning from the elementary to an advanced level of study by working with computerized study modules, CD-ROMs and digitized audio programs based on text or lab manuals. They have Internet access to dictionaries and other writing tools, as well as a video collection on VHS tapes and films on DVD. The Chanin Language Center is located in 209 Hunter West.



## 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 750,000 volumes, 2,400 periodicals, a nonprint collection of more than one million microforms, and 150,000 art slides, in addition to records, tapes, scores, music CDs, and videos.

The libraries provide access to the majority of their collections through CUNYPLUS, an automated library system which also provides access to other CUNY library collections as well as indexes to periodical articles and full-time databases. A proxy server is available for off-campus access.

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, CUNYPLUS, 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 CUNYPLUS terminals, and the Microform Center. The fifth floor houses bound and current issues of periodicals in all subject field, 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 Computer Learning Center (LCLC) where users may access CUNYPLUS, 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.

## Instructional Computing and Information Technology

<http://www.hunter.cuny.edu/oicit>

The Office of Instructional Computing and Information Technology (OICIT) provides a 250-seat computer work area in 1001 Hunter North for Hunter students, a 10-seat faculty development room, a 10-seat computer training room and two distance learning centers. Other services available to faculty, students and staff include: computer training, consultation, audiovisual services, teleconferencing and videoconferencing services, telephone and voice mail services, computer networking services (on-campus and off-campus), software licenses, and student information services. The access to and use of these services and facilities are defined in posted rules and regulations for each facility and are subject to the rules and regulations of the College.

Computer work areas are managed in several areas of the College and on each of its five campuses. Hours, locations and a general description of the facilities available in each area are posted under the Hunter College Web site—<http://www.hunter.cuny.edu>.

## 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 two years. The elected officers of the Senate—the chairperson, vice-chairperson, and secretary, and the chairperson of the Evening Session Council—comprise the Senate Administrative Committee.

Regular meetings of the Senate are planned for two hours and are held once a month. Additional monthly meetings are called as needed. Election of faculty and student 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, Room 1018 HE; 772-4200.

## Hunter College Ombuds Officer

The Ombuds Officer 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 Ombuds Officer may make.

When someone feels unfairly treated or unjustly disadvantaged, the Ombuds Officer 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 Ombuds Office is in Room 1016 HE; 772-4203.

## THE OASIS (The Office of Administrative and Information Services)

<http://registrar.hunter.cuny.edu>

The Office of Administrative and Information Services combines the most vital administrative services at Hunter College into one conveniently located office in Room 217 HN. The OASIS incorporates the information services of the Registrar's, Bursar's, and Financial Aid Offices. The OASIS is designed to make students' business in Hunter's administrative offices go smoothly and comfortably, eliminating most of the "traveling" previously done between offices. In addition, the OASIS is conveniently located next door to the Registrar's Office, around the corner from the Bursar's, Financial Aid and Admissions Offices, one floor up from Hunter College Welcome Center and one floor down from the Medical Office.

## 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 philanthropic and corporate foundations, grants and contracts from Federal, state, and local governments, and contributions from the general public.

The work of the center addresses the needs of all older people, with particular attention to lower-income, minority, or frail aged persons. Current projects address legal rights of older people, support for people with Alzheimer's Disease, issues of grandparents caring for young children, and various policy issues affecting older populations.

### Center on AIDS, Drugs, and Community Health

The Center on AIDS, Drugs and Community Health seeks to help New York City community organizations and human service agencies to develop effective programs for the control of HIV/AIDS, substance abuse, tuberculosis, violence, asthma, 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.

Current projects are based in city jails, public high schools, community organizations, and after-school programs. 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. The center conducts training classes to assist labor unions, government agencies and other groups to strengthen their capacity to respond to workplace hazards; assists communities in addressing urban environmental concerns; and sponsors graduate student internships in occupational and environmental health.

Current areas of interest and study include asbestos, lead poisoning, hazardous waste and materials, 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 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 focuses 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, 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. The Centro Library and Archives is a noncirculating 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 bio-imaging, cell culture, nucleic acid and protein sequencing and synthesis, electron microscopy, x-ray diffraction, nuclear magnetic resonance, and computational chemistry and computer graphics. 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 mole-

cule 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 antiviral 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. Antitumor 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.





# School of Arts and Sciences

## Anthropology

**Chair** Daniel Bates, 723 North Building; 772-5410

**Graduate Advisor** Mark Edelman, 706 North Building; 772-5659

### 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**, Professor; PhD, Toronto; Biological Anthropology, Dental Morphology, Hominid Origins

**Uradyn Bulag**, Assistant Professor; PhD, Cambridge; Ethnic Minorities, Nationalism, Colonialism, Cultural Politics, East and Central Asia

**Gerald W. Creed**, Associate Professor; PhD, CUNY; Political/Economic Anthropology, Eastern Europe, Families and Households, Rural Societies, Ritual; Joint Appointment with Graduate Center

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

**Marc Edelman**, Professor; PhD, Columbia; Political and Historical Anthropology, Latin America, Social Movements; Joint Appointment with Graduate Center

**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**, Professor; PhD, Michigan; Southwest US, Mesoamerica, Lithic Analysis, Hunter-Gatherers

**Ida Susser**, Professor; PhD, Columbia; Medical Anthropology, Contemporary U.S., Urban, Political Economy, Gender, South Africa

**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 four-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 four 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. Current listings are on the department's web page.*

#### 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 culturally 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 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 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 micro-computers.

**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, 11054 North Building; 772-4990

**Graduate Advisors** Joel Carreiro (Studio), Ulku Bates (Art History),  
11061 North Building; 772-5052/3

### FACULTY

#### STUDIO

**Andrea Blum**, Associate Professor; MFA, Art Institute of Chicago

**Joel Carreiro**, Associate Professor; MFA, Hunter

**Susan Crile**, Professor; BA, Bennington

**Roy DeCarava**, Distinguished Professor; Cooper Union

**Gabriele Evertz**, Assistant Professor; MFA, Hunter

**Mark Feldstein**, Professor; MA, Hunter

**George Hofmann**, Associate Professor; Akademie der bildenden Kunst,  
Nuremberg

**Valerie Jaudon**, Professor; St. Martins School of Art, London

**Vincent Longo**, Phyllis and Joseph Caroff Professor of Art; Cooper Union

**Jeffrey Mongrain**, Assistant Professor; MFA, Southern Illinois

**Robert Morris**, Distinguished Professor; MA, Hunter

**Douglas Ohlson**, Professor; BA, Minnesota

**Anthony Panzera**, Professor; MFA, Southern Illinois

**Juan Sanchez**, Associate Professor; MFA, Rutgers

**Robert Swain**, Professor; BA, American University

**Nari Ward**, Assistant Professor; MFA, Brooklyn

**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 12 cr of undergraduate courses in art history. Reading knowledge of a foreign language (French, German, or Italian) is required. All sup-

porting material requested by the college's Graduate Admissions Office (GRE score, official transcript, two 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, Hunter College, 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:* February 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 cr of studio electives (exclusive of the area of concentration);

9-15 cr 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.

The MFA Building houses the graduate studios, the MFA Gallery, and the graduate photo, wood, metal and ceramics studios.

**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 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 School of 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:* February 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 School of 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 offset, and intaglio color from traditional to latest experimental methods. Individual tutorial with full-time faculty member. MFA majors in graphics only.

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

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

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

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

**ARTCR 651, 652, 653 Seminar in Two-dimensional Art I, II, III** Coreq: to be taken simultaneously with ARTCR 611, 612, 613 (Advanced Painting I, II, III), ARTCR 625, 626, 627 (Advanced Graphic Arts I, II, III), ARTCR 631, 632, 633 (Advanced Photography I, II, III), or ARTCR 640, 641, 642 (Advanced Drawing I, II, III). A weekly seminar to discuss students' work and related topics.

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

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

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

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

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

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

### Lecture Courses

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

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

**ART H 620 Roman Art** Offered spring. 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 fall. Origins and history of modern art in 19th century.



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

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

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

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

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

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

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

**ART H 641 Islamic Art** Offered fall. 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** Jesus Angulo, Department of Biological Sciences, 802 North Building; 772-5232; [angulo@genectr.hunter.cuny.edu](mailto:angulo@genectr.hunter.cuny.edu); and Maria Tomasz, Department of Chemistry, 1407 North Building; 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 three 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 four 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 fall and spring, respectively, at Graduate Center.

**BIOCHEM U711 Basic Laboratory Techniques for Research in Biochemistry** 105 hrs lab and conf, 4 cr. Offered fall and spring.

**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 fall, spring, summer. 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 fall. 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 fall.

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

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

**CHEM 641 Biochemistry II** Prereq: CHEM 640 or BIO 710.LC or 300. Offered spring. Metabolism, biochemical genetics, immunobiochemistry, hormones, muscle biochemistry.



## Biological Sciences

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

**Chair** Shirley Raps, 942 North Building; 772-5293

**PhD Graduate Advisor** Thomas Schmidt-Glenewinkel, 805A North Building; 772-5027; [advisor@genectr.hunter.cuny.edu](mailto:advisor@genectr.hunter.cuny.edu)

**Master's Graduate Advisor** Jesus Angulo, 802 North Building; 772-5232; [angulo@genectr.hunter.cuny.edu](mailto:angulo@genectr.hunter.cuny.edu)

**Research Centers in Minority Institutions (RCMI) Program Coordinator** Robert Dottin, 937 North Building; 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; Joint Appointment with Graduate Center

**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; 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 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 four 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, 823 North Building, 772-5294.

A special biological sciences combined BA/MA program in bio-pharmacology is open to a limited number of departmental majors. The program offers promising students the opportunity to complete both the BA and MA requirements in five years, taking the final two 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 AND 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 fall. 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 fall. Isolation of RNA and DNA, construction and screening of DNA 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 spring. 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 fall. 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 spring. 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 fall. 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 spring. 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 fall. 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 fall. 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 spring. 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 fall and spring. 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, 1307 North Building; 772-5330

**Graduate Advisor** Klaus Grohmann, 1402 North Building; 772-5333;  
gklaus@shiva.hunter.cuny.edu

## 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; Joint Appointment with Graduate Center

**Lynn Francesconi**, Associate 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 and 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. A PhD in biochemistry is also offered through the CUNY Graduate School and University Center. For further information contact Professor Lynn Francesconi, 1407 North Building; 772-5353.



\*Students must register for Neuroscience I at City College.

## Classics

**Chair** Tamara M. Green, 1425 West Building; 772-4960;  
tgreen@shiva.hunter.cuny.edu

**Graduate Director** Ronnie Ancona, 1401 West Building; 772-4960,  
772-4962; rancona@shiva.hunter.cuny.edu

### 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

**Joanne M. Spurza**, Lecturer; MA, Bryn Mawr, Princeton; Classical Archaeology, Ancient Roman Architecture and Urban Studies

**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 two 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 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 two 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 School of Education on the basis of prior equivalent course work.

EDFS 700	Advanced Study of Human Development: Focus on Adolescents in Secondary Education
EDFS 701	Advanced Study of Social Issues for Teachers in Secondary Schools
EDFS 702	Advanced Study of Educational Psychology: Applications to Secondary Education
EDFS 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 three comprehensive examinations in Latin translation, Latin grammar, and classical culture.





**Nonmatriculants** After applicants have been accepted by Hunter College as nonmatriculant students, their records must be evaluated, preferably prior to registration, by the graduate director 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, CUNY Graduate Center, 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 graduate director 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 BCE 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 graduate director 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 EDFS 700, 701, 702; pre- or coreq: EDFS 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 coreq: LATED 713. Supervised observation and student teaching in an 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 coreq: LATED 713. Supervised teaching experience for those who are teaching Latin in a secondary school.



## Computer Science

**Chair** Howard A. Rubin, 1008 North Building; 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  
**Stewart N. Weiss**, Associate Professor; PhD, NYU; Software Testing, Computability Theory  
**Christina M. Zamfirescu**, Professor; PhD, Aachen; Graph Theory and Algorithms, Operations Research

### MASTER OF ARTS

An MA in computer science is not currently 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, 1524 West Building; 772-5400

**Graduate Advisor** David Jaeger, 1540 West Building; 772-5435;

Theresa Osborne, 1543 West Building; 772-5403

### 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  
**Marjorie Honig**, Professor; PhD, Columbia; Applied Microeconomics, Labor Economics, Retirement, Public Policy  
**David Jaeger**, Associate Professor; PhD, Michigan; Labor Economics, Econometrics  
**Kenneth McLaughlin**, Associate Professor; PhD, Chicago; Job Turnover and Incentives, Labor Economics  
**Theresa Osborne**, Assistant Professor; PhD, Princeton; Economic Development, Applied Microeconomics  
**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 and Banking, Government Regulation

### 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 ongoing 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 155, 250, 160, or 260. 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 two 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 two of their courses, exclusive of ECO 701, 703, 721 and 722, and earn at least a B+ 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 fall. 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 spring. Determinants of national income, output, and employment, including business cycle theories and public and private policies to stabilize employment and prices.

**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 fall. 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 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 graduate work; may be taken only once.

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

**ECO 791 Independent Study I 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 graduate advisor.

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

## English

**Chair** Richard Barickman, 1212 West Building; 772-5070

**Advisor** Sylvia Tomasch, 1231 West Building; 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

**Sybil Brinberg**, Associate Professor; PhD, Ohio State; Modern Drama

**Louise DeSalvo**, Professor; PhD, NYU; Modern British Fiction and Women's Studies

**Karen Greenberg**, Professor; PhD, NYU; Rhetoric and Linguistics

**Robert Ji-Song Ku**, Assistant Professor; PhD, CUNY; Modernism, American Literature

**Chang-rae Lee**, Professor; MFA, Oregon; Creative Writing; Contemporary Fiction

**Eve Leoff**, Associate Professor; PhD, Columbia; Romantic Poetry

**Estella Majozo**, Associate Professor; PhD, Iowa; African-American Literature, Creative Writing

**Donna Masini**, Assistant Professor; MA, NYU; Creative Writing, Contemporary Poetry

**Nondita Mason**, Professor; PhD, NYU; 20th-century British Literature, Colonial/Post-colonial Literature

**Harvey A. Minkoff**, Professor; PhD, CUNY; Linguistics

**Kimiko Nishimura**, Assistant Professor; PhD, Brown; 17th-century and Renaissance Literature, Criticism

**Kate Parry**, Professor; EdD, Teachers College; Linguistics

**Charles Persky**, Associate Professor; PhD, Harvard; 18th-century English Prose and Poetry

**B. J. Rahn**, Professor; PhD, Columbia; 18th-century Literature

**Ann Raimés**, 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 four 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 two appropriate members of the faculty. Two copies prepared for binding are required.

**Nonmatriculants** After applicants have been accepted by Hunter College as nonmatriculant 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 nonmatriculated 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 nonmatriculant 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 reapply 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 (Sociodrama); an equivalent undergraduate course may be used to fulfill this requirement.

**Education** 15-24 cr (See School of 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.

### MASTER OF FINE ARTS IN CREATIVE WRITING

The master of fine arts in creative writing offers promising writers the opportunity to study and practice the art of writing in small, intensive workshops and seminars in literature. The program curriculum integrates the study of writing and the study of literature, and gives particular attention to the "craft" of writing in specially designed MFA seminars. In addition to taking poetry or fiction workshops each semester, each student will work closely with a member of the writing faculty on an ongoing, independent project over the course of the degree, culminating in the MFA thesis.

#### Departmental Requirements for Admission

Candidates must have completed a BA or equivalent at an accredited institution. In addition to the Hunter College application, the candidate must submit a creative writing manuscript (10-20 pages of poetry or 20-30 pages of fiction), and a one-page personal statement, describing the candidate's relationship to his/her creative work, literary influences, and why the MFA would be beneficial to the candidate's writing career.

#### Departmental Requirements for the Degree

**Courses** Each candidate must complete an approved program of study of at least 36 credits, which must include: 1) Four writing

workshops in chosen genre; 2) Four courses in MA literature and/or MFA craft seminars; 3) One course in Writing in Conference; 4) One course in MFA thesis. Students taking any MA literature course must receive prior approval from the MA program director.

**Master of Fine Arts Thesis** The candidate must submit a satisfactory master of fine arts thesis consisting of either 40-60 pages of poetry or 75-125 pages of short stories, novella or novel-in-progress, which will be approved by two members of the writing faculty. Two copies prepared for binding are required.

### 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 *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.

### Creative Writing

**ENGL 790 Fiction Workshop** Studio-style workshop of students' fiction, with weekly submissions and critique.

**ENGL 791 Poetry Workshop** Studio-style workshop of students' poetry, with weekly submissions and critique.

**ENGL 792 Topics in the Craft of Fiction** Seminar in craft of fiction; topics and readings will vary by semester.

**ENGL 794 Topics in the Craft of Poetry** Seminar in craft of poetry; topics and readings will vary by semester.

**ENGL 798 Writing in Conference** Individual tutorial directed by a member of the writing faculty. To be taken in sequence with ENGL 799 MFA Thesis.

**ENGL 799 MFA Thesis** Independent creative writing project, with weekly advisory sessions with primary writing faculty advisor. To be preceded in sequence by ENGL 798 Writing in Conference.

Not all courses are offered every term. Please consult the department.



## Film and Media Studies

**Chair** Stuart Ewen, 433 North Building; 772-4949

**Advisor** James Roman, 339 North Building; 772-4949 or 5042

### FACULTY

**Stuart Ewen**, Professor; PhD, SUNY; History of Mass Media, Visual Culture, and Consumer Society; Social Impact Graphics and Visual Pamphleteering

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

**Mick Hurbis-Cherrier**, Associate Professor; MFA, Northwestern; Film and Video Production, Screenwriting

**Tami Gold**, Professor; BA, Friends World College; Film and Video Documentary Production

**Ivone Margulies**, Associate Professor; PhD, NYU; Issues of Realism in Cinema, Feminist Film Criticism, Experimental Film and Video

**Gregory Morris**, Assistant Professor; MPA, Cornell; Investigative Journalism, Feature Writing

**Christine Noschese**, Assistant Professor; MA, Goodard; Screenwriting, Directing Film and Video

**Peter Parisi**, Associate Professor; PhD, Indiana; Journalism as Literature and Rhetoric, Issues in American Journalism

**Isabel Pinedo**, Associate Professor; PhD, CUNY; Media and Society, Movie and Television Genres

**James Roman**, Professor; EdD, Fairleigh Dickinson; Broadcast Journalism, Policy and Regulatory Issues in Telecommunications

**Larry Shore**, Lecturer; PhD, Stanford; International Communication, Telecommunications Policy, Media and Politics, Media and Sports

**Robert Henry Stanley**, Professor; PhD, Ohio; Movies in American Culture, Film and Television Drama, Legal Aspects of Popular Culture

**Joel Zuker**, Associate Professor; PhD, NYU; Film Theory and History, National Cinemas

### MASTER OF ARTS IN COMMUNICATIONS

This master of arts program fosters critical and analytical approaches to the study of film, television, print journalism, and telecommunications as important fixtures in contemporary society. The focus is on analysis of the ways in which artistic forms and social meanings are generated and circulated through such popular cultural pursuits as newspapers, theatrical films, television series, and documentaries. Issues of art, ideology, and propaganda are analyzed within social and historical contexts, and attention is given to how government policies and institutional practices affect the global dissemination of ideas, information, and images. Production courses apply analytical concepts to the creation of film, video, graphic, and print projects.

### 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 two *academic* letters 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. 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. A maximum of 3 credits of independent study may be applied toward the degree.

**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 advisor.

### COURSE LISTINGS

*Each course 45 hrs, 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. Permission of the graduate advisor required.

**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.

## Geography

**Chair** Charles A. Heatwole, 1006 North Building; 772-5265/5266

**Graduate Advisor** Sara McLafferty, 1006 North Building; 772-5265/5224

### FACULTY

**Sean Ahearn**, Associate Professor; PhD, Wisconsin-Madison; Geographical Information Systems, Remote Sensing, Digital Image Processing, Natural Resources

**Saul B. Cohen**, University Professor Emeritus and Regent of the State of New York; PhD, Harvard; Political Geography, Middle East, Geography and Psychology, International Development, Geographic Education

**Peter Combs**, Assistant Professor; PhD, Arizona State; Climate Change, Climate Modeling, Urban Climatology, Mountain Climatology

**Kathleen Crane**, Professor; PhD, Scripps Institute; Geophysics, Marine Geology, Environmental Geoscience, Global Change

**Charles Ehlschlaeger**, Assistant Professor; PhD, California, Santa Barbara; Geographic Information Science, Spatial Analysis, Cartography, Computer Applications

**Victor Goldsmith**, Professor; PhD, Massachusetts; Coastal Processes, Environmental Policy, Metropolitan Coasts, GIS Applications, Crime Pattern Analysis

**Hongmian Gong**, Assistant Professor; PhD, Georgia; Urban Geography, Geographic Information Systems, Quantitative Analysis, China

**Charles A. Heatwole**, Professor; PhD, Michigan State; Cultural Geography, Recreation Geography, Geography of Religion, Geographic Education

**Mohamed Ibrahim**, Assistant Professor; PhD, Alberta; Environmental Studies, Resource Management, Sustainable Development, Rural Water Supply, Africa

**Sara McLafferty**, Professor; PhD, Iowa; Urban Geography, Spatial Analysis, Medical Geography

**Ines Miyares**, Associate Professor; PhD, Arizona State; Population, Migration and Ethnicity, Latin America, Caribbean, Geographic Education

**Jeffrey P. Osleeb**, Professor; PhD, SUNY/Buffalo; Economic Geography, Location Theory, Urban Geography, Transportation Planning, Geographic Information Systems

**Marianna Pavlovskaya**, Assistant Professor; PhD, Clark; Urban Geography, Geographic Information Systems, Gender Studies, Environmental Perception, Russia, Eastern Europe

### MASTER OF ARTS

The Department of Geography offers a master of arts in geography with emphasis on analytical geography. Courses are offered in human geography, physical geography, and geographic techniques and methods. Concentrations are available in four areas: environmental studies, geographic information science, places and cultures, and urban geography studies. The program focuses on geographic skills as they are applied to human, physical, and regional geography and to environmental policy issues. It is designed for students and professionals with backgrounds in engineering, computer science, and 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 SPARCserver

1000E fileserver with over 250-GByte of on-line storage. There are over 60 Sun work stations (28 at the high end) and a Novell network of Pentium PCs connected to the network. Input devices include a high resolution scanner, digital 35mm camera and six 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://geography.hunter.cuny.edu>).

### Admissions Requirements

*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. Students are expected to enter the program with the equivalent of Hunter's GTECH 201 (Mapping Sciences) and STAT 113 (Elementary Probability and Statistics). 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 31 or 36 graduate credits, dependent on the program option chosen, selected from three types of courses: GEOG, PGEOG, and GTECH. GEOG classes cover human, social, and regional geography, while PGEOG classes cover physical geography and environmental issues. 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. Graduate courses outside of the GEOG, GTECH and PGEOG prefixes may be applied to the degree within the parameters listed below.

Students must complete a minimum of credits in one of the following options:

**A. Thesis Option:** A minimum of 31 cr consisting of:

1. A minimum of 30 cr of course work (exclusive of GEOG 799) consisting of
  - a. GEOG 701 and GEOG 702 (4 cr).
  - b. A minimum of 14 additional cr selected from GEOG, GTECH, and PGEOG courses.\*

\*Graduate students entering the program without a geography background will be required to take 6 cr in geography outside their principal track (GEOG, PGEOG or GTECH).



- c. A maximum of 12 cr selected from other than GEOG, GTECH, and PGEOG courses as approved by the graduate advisor.\*\*
  2. At least 1 cr of GEOG 799 leading to a thesis approved by the student's graduate advisors.
  3. A completed thesis.
  4. A formal presentation of the student's thesis research.
- B. Examination Option:** A minimum of 36 graduate cr consisting of:
1. GEOG 701 and GEOG 702 (4 cr).
  2. A minimum of 20 additional cr selected from GEOG, GTECH, and PGEOG courses.\*
  3. A maximum of 12 cr selected from other than GEOG, GTECH, and PGEOG courses as approved by the graduate advisor.\*\*
  4. A passing grade on the comprehensive examination conducted by the student's graduate committee.
  5. A research paper of publishable quality prepared in the format of *The Professional Geographer* or its equivalent.
  6. A formal presentation of the student's research paper.

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 three 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, 365 Fifth Avenue, New York, NY 10016.

### GEOGRAPHIC EDUCATION

The Geography Department 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 department is affiliated with 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. Graduate students interested in geographic education assist in these funded programs and may incorporate learning experiences into their studies.

### 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 evening/fall. Identification of research trends; major schools of thought; scientific method and exceptionalism; reviews of current research.

**GEOG 702 Research Topics in Geography** Offered evening/fall. 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 spring '00, '02. Spatial interaction; diffusion; development; decision making. Methods of spatial analysis; spatial modeling.

**GEOG 703.52 Urban Theory** Offered fall. Spatial analysis of functions of metropolitan areas. Social and economic characteristics of cities and suburbs. Land use and transportation patterns.

**GEOG 703.77 Special Topic: Urban Space and Social Problems** Offered fall. This course will examine the critical perspectives on urban development and internal urban space from a geographic point of view. Issues of class, gender and ethnicity will be discussed as well as how people perceive and interact with their urban environment.

**GEOG 705 Cultural and Social Geography** Prereq: GEOG 347 and 341 or equiv or perm instr. Offered spring '00. Review of recent work in cultural and social geography; emphasis on literature, critiques.

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

**GEOG 705.72 GIS Law.** GTECH 361 or 732 or equivalent background is recommended. Offered fall '99. This course in Geographic Information Systems Law will acquaint students with legal issues raised by GIS. The course is organized to confront legal issues in the order that they might arise during the life cycle of a typical GIS project.

**GEOG 706\* Latin Americanist Geography** Offered spring '00. Major paradigms, theories and methodologies in geographic research on Latin America. Themes include historical, cultural, social, economic, urban, physical, and environmental geography. Examination of scholars from Latin America, North America and Europe who specialize in the geography of Latin America.

**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 intersession periods.)

**GEOG 709.57 Geography of the New York Metropolitan Area** Offered spring '00. 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 spring '00, fall '01. Inter-relationship of natural systems; environmental crisis; environmental movement; specific problem areas.

**GEOG 711.75 International Pollution** Offered fall '00. Global environmental hazards are covered. Issues ranging from intergovernmental efforts to document pollution, to the policy needed to curtail pollution of the future will be addressed. A focus will be on the former Soviet Union and the transboundary air and water pollution created by its actions.

\*Graduate students entering the program without a geography background will be required to take 6 cr in geography outside their principal track (GEOG, PGEOG or GTECH).

\*\*Graduate students entering the program without a geography background will be limited to 6 cr taken outside the program. Students who were undergraduate majors in geography can appeal to the Graduate Committee to take more than 12 cr outside the program.

**GEOG 712\* Sustainable Development in Developing Countries** Offered spring '00. This course will address issues pertaining to the sustainable development in a changing environment. Community participation, agriculture, energy, urbanization, water supply, drought, and desertification will be discussed as critical elements of the problem and proposed solutions.

**GEOG 713\* Rural Water Supply in Developing Countries** Offered fall '00. This course highlights the sources of water supply, usage, perception and problems associated with it, and operation and maintenance in the rural areas of developing countries. It also covers sanitation problems.

**GEOG 741 Population Geography** Offered fall. Theoretical and empirical analyses of spatial distribution of population. Particular emphasis is on processes and impacts of migration, residential mobility, and immigration.

**GEOG 742 International Migration and Ethnicity** Offered spring. Quantitative examination of historic and contemporary international migration patterns. Spatial demographic impacts of immigration policy in the United States with a focus on major urban centers. Comparative analyses of ethnic and racial minorities in the United States.

**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 fall. 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 fall. Multivariate analysis of spatial data; prediction, analysis and explanation of spatial and environmental phenomena; statistical software packages; lab exercises.

**GTECH 703.52 Mapping Sciences** Offered spring. A survey of the principles of cartography and map design, geographic information science (GIS), air photograph interpretation and remote sensing, and data analyses will be presented. The use of computers for geoscience applications will be stressed.

**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 705\* Spatial Data Analysis** Prereq: One course in statistics and one course in mapping science or GIS, or permission of instructor. Methods for analyzing point, surface, and area spatial data. Topics include point pattern analysis, spatial clustering methods, spatial autocorrelation, and kriging.

**GTECH 711 Principles of Photogrammetry and Air Photo Interpretation** 90 hrs (2 lec, 4 lab weekly), 4 cr. Offered on demand. 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 fall. 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 spring. 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 721 Advanced Cartography** 105 hrs (1 lec, 6 lab weekly), 4 cr. Prereq: a basic cartography course. Offered on demand. 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 spring. 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 spring. 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 fall. Prereq: GEOG 701 and 702 and perm grad advisor; mapping sciences recommended. 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 733 Geographic Information Science: Modeling and Problem Solving** Prereq: GTECH 732 and permission of graduate advisor. Theory and applications of Geographic Information Science (GIS). Data models and advanced techniques of GIS to solve problems through the analysis of research articles and the application of spatial models in the laboratory.

**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 701.72 Oceans and Earth Environment** Offered fall '99. The course will review the basic concepts in oceanography, including physical properties and dynamics with emphasis placed on environmental aspects and the role of oceans in global climate change. Illustrations of the use of technology, especially satellite monitoring, will be shown.

**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 fall. Quantitative focus on the dynamic processing affecting the coast and the resulting varied geomorphology. Map exercises; field work.

**PGEOG 704 Urban & Metropolitan Coasts** Offered spring. Physical and quantitative rationale for planning coastal constructions with emphasis on urban coasts.

**PGEOG 732\* Global Climatic Change** Offered fall. 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 spring. 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). See department for appropriate course numbers.**

## German

**Chair Annette Kym, 1406 West Building; 772-4985**

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. In most semesters the Hunter College German Department offers one course (a "bridge course") which may be taken by undergraduates who are about to enter graduate school, as well as by beginning graduate students, for graduate credit in the Doctoral Program in German in GSUC. For information on these courses, please consult Professor K.E. Kuhn-Osius.

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, 365 Fifth Avenue, New York, NY 10016.



## History

**Chair and Graduate Advisor** Barbara Welter, 1512 West Building; 772-5480

### FACULTY

**Richard Belsky**, Assistant Professor; PhD, Harvard; East Asian History, Modern Chinese Social and Political History  
**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  
**Thomas Head**, Professor; PhD, Harvard; Medieval History, History of Pre-Modern Christianity  
**Michael M. Luther**, Associate Professor; PhD, Columbia; European History, History of Russia and Soviet Union, International Relations, Soviet Foreign Policy, Russian Intellectual History  
**Bernadette McCauley**, Associate Professor; PhD, Columbia; 20th-century US, Immigration, Ethnicity, Health Care  
**Edward O'Donnell**, Assistant Professor; PhD, Columbia; US Urban and Labor History  
**Marta Petrusiewicz**, 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. Siraisi**, 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 one language is required, to be determined by a written examination. The choice of language must have the approval of the graduate advisor.

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 two faculty scholars in the appropriate field of history. Guidelines for the writing of the master's essay are available from the graduate advisor.

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.

### 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 course work 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.
4. 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 nonmatriculant 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.
5. One year of college-level study of a language other than English.
6. 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 either be met on the undergraduate level, taken prior to admission to the graduate program, or taken 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 is required 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.

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 preindustrial 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** Socioeconomic, 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

**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.

#### Internship

**HIST 798 Internship** 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**

**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.

## Mathematics and Statistics

**Chair** Ada Peluso, 919 East Building; 772-5300

**Graduate Advisor** Edward Binkowski, 914 East Building; 772-4715

### FACULTY

**Alberto Balder**, 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**, Professor; PhD, Georgetown; Partial Differential Equations

**Daniel S. Chess**, Associate Professor; PhD, Princeton; Structure Theorems for Diffeomorphisms

**Richard C. Churchill**, Professor; PhD, Wisconsin; Dynamical Systems

**Sandra P. Clarkson**, 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

**Monnie McGee**, Assistant Professor; PhD, Rice; Time Series Analysis, Biostatistics

**Ada Peluso**, Professor; PhD, NYU; Group Theory

**Joseph Roitberg**, 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 two 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, the department offers, jointly with the School of Education, a master of arts in teaching, and a combined BA/MA in teaching. The MA program is designed for individuals without provisional certification in mathematics. Individuals who already have provisional certification in mathematics should pursue either the MA in pure mathematics or the MA in applied mathematics.

### 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 two 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 two useful computer languages. This replaces the foreign language requirement.

### PROGRAM FOR THE PREPARATION OF TEACHERS OF MATHEMATICS, GRADES 7-12

Two program sequences are available for the preparation of teachers of mathematics in grades 7-12, each of them designed for a different group of students. Track I is a 32-34 credit MA designed for individuals who completed an undergraduate major in mathematics but who have little or no background in teacher education. Track II is a 30½-32 credit MA program designed for individuals who have certification in an area other than mathematics and are currently teaching mathematics in a secondary school. A BA/MA program of at least 141 credits is also offered; this program is described in the undergraduate catalog.



**Track I: 32-34 Credit MA in Teaching****Admission Requirements**

1. 24 or more credits in mathematics approved by the graduate mathematics advisor, including a year of calculus and a course in linear algebra. Applicants may be admitted on the condition that they complete up to 12 credits of additional coursework in mathematics.
2. An overall grade point average of 2.7 or better in undergraduate work
3. An average of at least 2.7 in mathematics courses

Students who meet criteria 1 and 3 but whose cumulative GPA is below 2.7 may be considered for admission to nonmatriculant status. The student so admitted will be directed to take a specific sequence of courses in education totaling 9 credits, must achieve an index of 3.0 or better in these 9 credits, and must then reapply for admission as a matriculant.

**Course Sequences****Education: 17-19 credits**

See School of Education section of the catalog for specification of courses.

**Mathematics: 15 credits**

MATH 620	Sequential Mathematics from an Advanced Standpoint I	3 cr
MATH 630	Sequential Mathematics from an Advanced Standpoint II	3 cr
MATH 640*	Topics in Calculus	3 cr
MATH 661**	History of Mathematics	3 cr
STAT 720**	Advanced Probability Theory I	3 cr

**Comprehensive Examination**

The comprehensive examination will have two parts: one part will deal with mathematics, the other part with methodology in mathematics education.

**Track II: MA in Teaching — 30½-32 credits****Admission Requirements**

1. At least 18 credits in mathematics approved by the graduate mathematics advisor, including a year of calculus and a course in linear algebra. Applicants may be admitted on the condition that they complete up to 12 credits of additional coursework in mathematics.
2. An overall grade point average of 2.7 or better in undergraduate studies
3. An average of at least 2.7 in mathematics courses
4. NYS teacher certification in an area other than mathematics and assignment as a teacher of mathematics in a secondary school

\*Required unless a student has had both multivariate calculus and experience with calculus using graphing calculators and computer packages such as MAPLE and MATHEMATICA. Students who do not need to take this course may substitute another 3-credit course or two seminars of 1½ credits each with approval of the graduate advisor.

\*\*With approval of the graduate mathematics advisor, students who have had substantial coverage of a given area within an undergraduate curriculum may be allowed to replace a course or courses in this category with electives, preferably elective courses at a more advanced level in the same area.

**Course Sequences****Education: 5 credits**

See School of Education section of the catalog for specification of courses.

**Mathematics: 25½-27 credits****Core: 6 credits**

MATH 620	Sequential Mathematics from an Advanced Standpoint I	3 cr
MATH 630	Sequential Mathematics from an Advanced Standpoint II	3 cr

**Additional Core: 3 credits**

MATH 640*	Topics in Calculus	3 cr
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**Other Required Areas\*\***

MATH 621	Introduction to Abstract Algebra	3 cr
MATH 623	Theory of Numbers	3 cr
MATH 661	History of Mathematics	3 cr
STAT 720	Advanced Probability Theory I	3 cr

**Electives: 4½-6 credits**

Courses in mathematics and statistics (1½ or 3 credits) or in such areas as computer science, with the approval of the graduate mathematics advisor.

**Comprehensive Examination**

The comprehensive examination will have two parts: one part will deal with mathematics, the other part with methodology in mathematics education.

**COURSE LISTINGS**

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

**Pure Mathematics**

**MATH 620 Sequential Mathematics from an Advanced Standpoint I** A study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with special focus on algebra, geometry, and statistics. Open only to Teacher Education Program students.

**MATH 621 Introduction to Abstract Algebra** Prereq: a course in linear algebra. Introduction to the 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 630 Sequential Mathematics from an Advanced Standpoint II** A study, from an advanced standpoint, of the mathematics involved in the new sequential mathematics high school curriculum, with specific focus on geometry, and both algebraic and transcendental functions. Open only to Teacher Education Program students.

**MATH 634 Geometries I** Prereq: a course in linear algebra. Topics in affine and projective geometry and/or topics in differential geometry.

\*Required unless a student has had both multivariate calculus and experience with calculus using graphing calculators and computer packages such as MAPLE and MATHEMATICA. Students who do not need to take this course may substitute another 3-credit course or two seminars of 1½ credits each with approval of the graduate advisor.

\*\*With approval of the graduate mathematics advisor, students who have had substantial coverage of a given area within an undergraduate curriculum may be allowed to replace a course or courses in this category with electives, preferably elective courses at a more advanced level in the same area.

**MATH 640 Topics in Calculus** An examination of topics in single and multi-variable calculus from an advanced standpoint and incorporating use of graphing calculators and such computer packages as MAPLE and MATHEMATICA. Open only to Teacher Education Program students.

**MATH 641 Advanced Calculus I** Prereq: MATH 260 and either MATH 254 or 255. Offered fall. 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 spring. 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** A survey of the history of mathematics and statistics to the present including roots in non-Western culture and contributions of women and minorities.

**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. Continuation of MATH 721.

**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 spring '00. 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 fall '99.

**STAT 712 Statistical Decision Theory II** Prereq: STAT 711. Offered spring '00. 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 fall. Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics. In fall '99 topic will be regression analysis.

**STAT 714 Topics in Statistical Inference II** Offered spring. Topics selected as in STAT 713. In spring '00 topic will be experimental design.

**STAT 720 Advanced Probability Theory I** Prereq: a course in multivariate calculus (MATH 250 or equivalent) or or permission of department. Offered fall. 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 fall '99. Topics selected as in STAT 713. In fall '99 the topic will be time series analysis.

**STAT 725 Topics in Applied Mathematics II** Prereq: perm dept. Offered spring '00. Topics selected as in STAT 713. In spring '00 the topic will be analysis of variance.

**Courses offered only if student demand is sufficient**

**MATH 625 Introduction to Linear Algebra**

**MATH 628 Number Systems**

**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**



## Music

**Chair** Paul F. Mueller, 416A North Building; 772-5020

**Director of Graduate Studies** L. Poundie Burstein, 414 North Building;  
772-5152

### FACULTY

**Peter Basquin**, Professor; MMus, Manhattan School of Music; Performance  
**Anthony Branker**, Professor; MMus, Miami (Florida); Jazz Performance and  
Jazz Studies

**L. Poundie Burstein**, Assistant Professor; PhD, CUNY; Theory

**Ruth DeFord**, Professor; PhD, Harvard; Music History

**Susan Gonzalez**, Associate Professor; DMA, Eastman School of Music;  
Performance

**L. Michael Griffel**, Professor; PhD, Columbia; Music History

**Barbara L. Hampton**, Professor; PhD, Columbia; Ethnomusicology

**Shafer Mahoney**, Assistant Professor; PhD, Eastman School of Music;  
Composition

**Paul F. Mueller**, Professor; DMA, Indiana; Performance

**Mark Spicer**, Lecturer; MA, Yale; Theory

**George B. Stauffer**, Professor; PhD, Columbia; Music History

**Jewel Thompson**, Professor; PhD, Eastman School of Music; Theory

**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 Kliftonoff (piano), Norma Newton (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. Students whose interests include more than one area may pursue mixed programs with the approval of the graduate advisor.

### 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 two semesters of music history, four semesters of music theory, and two semesters of solfège. 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 must submit to the department a sample of work in the area in which they plan to concentrate: an audition for performers, a portfolio of compositions for composers, and a research paper on a musical subject for music historians and ethnomusicologists. Students who plan to pursue mixed programs must submit a sample of work in their strongest area. The Graduate Record Examination is not required.

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

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.

#### Core courses required of all students:

MUS 700 (Bibliography and Research Techniques)	3 cr
MUS 724 (Advanced Studies in Music Theory 1)	3 cr
MUS 725 (Advanced Studies in Music Theory 2) OR	
MUS 753 (Transcription and Analysis in Ethnomusicology)	3 cr
MUS 751, 752 (Advanced Studies in Music History 1-2)	6 cr
MUS 775 OR 776 (Seminar in Ethnomusicology 1 or 2) OR	
779 (World Music Education)	3 cr

#### Recommended courses for each concentration (may be modified with permission of the graduate advisor):

<i>Composition:</i> MUS 731, 732 (Composition), 799 (Thesis in Composition)	9 cr
<i>Ethnomusicology:</i> MUS 776 (Seminar in Ethnomusicology 2), ANTH 701 (Ethnology), MUS 798 (Thesis in Ethnomusicology); MUS 775 must be included in core	9 cr
<i>History:</i> MUS 742 (Seminar in Style Criticism), 760 (Seminar in Music History), 798 (Thesis in Music History)	9 cr
<i>Performance:</i> MUS 781-3 (Private Lessons)	9 cr

#### Electives in all concentrations:

3 cr

**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 two 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 or Final Project** A final project consisting of a thesis (MUS 798 or MUS 799), a public recital, or another approved piece of work (such as a research project in music education, a lecture-recital, or an internship plus a written report) is required of each student. This project may receive 0-3 credits, depending on the nature and scope of the work involved. A written proposal must be approved by the Music Department before a student may begin work on the project. Approval of the completed project requires the agreement of two faculty members.



## 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 course work 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 two semesters of music history, four semesters of music theory, and two 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 nonmatriculant 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 reapply for admission as a matriculant.

### Departmental Requirements for the Degree

#### Graduate Course Requirements in Music for Teachers, K-12 (18-22 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.)	4
	MUS 724	3
	MUS 725 OR 753	3
	MUS 751, 752	6
	MUS 779	3
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 two 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.

**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 22.5 hrs, 1 cr, unless otherwise noted*

**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.

**MUS 681, 682, 683, 684 Private Instruction in Instrument or Voice** 15 hrs, 1 cr. For students not concentrating in performance.

**MUS 700 Music Bibliography and Research Techniques** 45 hrs, 3 cr. Study of sources and bibliographical methods as applied to musical material.

*Each course 30 hrs, 1 cr*

**MUS 710 Hunter Symphony** May be taken four times for credit.

**MUS 711 Hunter College Choir** May be taken four times for credit.

**MUS 712 Hunter Wind Ensemble** May be taken four times for credit.

**MUS 713 Chamber Music** May be taken four times for credit.

**MUS 714 Collegium Musicum** May be taken four times for credit.

**MUS 715 Jazz Band** May be taken four times for credit.

**MUS 716 Jazz Workshop** May be taken four times for credit.

**MUS 717 Piano Performance Class** May be taken four times for credit.

**MUS 718 Vocal Performance Class** May be taken four times for credit.

**MUS 719 Special Topics in Music Performance** May be taken four times for credit.

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

**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 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. For performance concentrators.

**MUS 785 Private Lessons in Composition**

**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** 15 hrs, 1 cr. May be taken 4 times for credit.

**MUS 792** 30 hrs, 2 cr. May be taken 4 times for credit.

**MUS 793** 45 hrs, 3 cr. May be taken twice for credit.

**MUS 794** 60 hrs, 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.

*Each course 45 hrs, 2 cr*

**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 choral program; overview of content and materials of the non-performing general music curriculum.

## Philosophy

**Chair** Frank M. Kirkland, 1413 West Building; 772-4970;  
fkirklan@shiva.hunter.cuny.edu

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 Executive Officer, PhD Program in Philosophy, CUNY Graduate School and University Center, 365 Fifth Avenue, New York, NY 10016-4309.

## Physics and Astronomy

**Chair** Steven Greenbaum, 1224 North Building; 772-5248;  
steven.greenbaum@hunter.cuny.edu

**Graduate Advisor** Marten denBoer, 1237 North Building; 772-5258;  
marten.denboer@hunter.cuny.edu

**Department Web Site:** www.ph.hunter.cuny.edu

### 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 degree, either separately or as part of the BA/MA program. The MA in physics may also, with the approval of the CUNY Graduate School and University Center, form part of the degree work required for the CUNY PhD degree. Thesis research toward the CUNY PhD 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 two semesters at Hunter College. Courses taken as a nonmatriculant 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 fall/spring. Study of the basic mathematical techniques used in physics.

**PHYS U711 Analytical Dynamics** Prereq or coreq: PHYS U701. Offered spring. Study of advanced classical mechanics.

**PHYS U715, U716 Electromagnetic Theory** Prereq or coreq: PHYS U701. Offered fall/spring. Advanced concepts of static and time-dependent electromagnetic fields.

**PHYS U725, U726 Quantum Mechanics** Prereq or coreq: PHYS U701. Offered fall/spring. 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 1999-2002:

**PHYS U611 Analytical Mechanics**  
**PHYS U615 Electromagnetic Theory**  
**PHYS U624 Plasma Physics**  
**PHYS U757 Astrophysics**

### Political Science

**Chair** Kenneth Sherrill, 1724 West Building; 772-5500;  
 kenneth.sherrill@hunter.cuny.edu

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, 365 Fifth Avenue, New York, NY 10016.



## Psychology

**Chair** Vita Rabinowitz, 611 North Building; 772-5550

**MA Program Director and Advisor** Virginia Valian,  
514 Thomas Hunter Hall; 772-5558

**Program Head for Biopsychology (CUNY PhD Program)** Peter Moller,  
611 North Building; 772-5621

**Web Site:** <http://maxweber.hunter.cuny.edu/psych/maprog.htm>

### 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; Personality/Social Psychology: Coping with Stress, Psychology of Women, Social Networks, Black Psychology, Culture and Psychology
- Roseanne Flores**, Assistant Professor; PhD, CUNY; Developmental Psychology: Language Acquisition, Cognitive Development, Children and Poverty, Children and Culture
- Robert Fried**, Professor; PhD, Rutgers; Psychophysiology: Biofeedback Behavior Physiology, EEG
- James Gordon**, Professor; PhD, Brown; Sensory Psychology: Color Vision, Visual Neuropsychology, Vision in Infants
- Cheryl Harding**, Professor; PhD, Rutgers; Behavioral Endocrinology: Hormone-Behavior Interactions, Sexual Differentiation of the Brain and Behavior, Brain Neurochemistry and Learning
- Rebecca F. Huselid**, Associate Professor; PhD, Kansas; Social Psychology: Gender Roles and Health, Stress and Coping, Adolescent Substance Use and Mental Health
- Ellen Tobey Klass**, Associate Professor; PhD, Chicago; Clinical Psychology: Guilt, Morality, Honesty
- Herbert Krauss**, Professor; PhD, Northwestern; Personality/Clinical: Health, Rehabilitation, Stress and Stress Management
- 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 and Elderly Subjects, Alzheimer's Disease
- Peter Moller**, Professor; PhD, Free University of Berlin; Animal Behavior: Multisensory Integration, Electrollocation and Electrocommunication in Electric Fish, Behavioral Physiology, Behavioral Endocrinology
- Helen M. Newman**, Associate Professor; PhD, CUNY; Communication within Intimate Relationships, Information-processing and Social Cognition, Psychoanalytic Theory, Mind-Body Therapies
- Vanya Quiñones-Jenab**, Assistant Professor; PhD, Rutgers; Molecular and Neuro-endocrinological Bases of Behavior: Drug Abuse Effects on Maternal Behaviors and CNS/Endocrine Mechanism, Ovarian Hormones and Pain Pathways
- Vita C. Rabinowitz**, Associate Professor; PhD, Northwestern; Experimental Social Psychology: Attribution Theory, Justice and Helping, Health
- Salomon Rettig**, Professor; PhD, Ohio State; Social Psychology: Therapeutic Group, the Kibbutz, Risk-taking, Philosophy and Sociology of Science
- Bonnie Seegmiller**, Associate Professor; PhD, NYU; Developmental Psychology: Intrafamily Abuse, Family Interactions, Cross-cultural Research, Second Language Acquisition
- Joyce Slochower**, Associate Professor; PhD, Columbia; Clinical/Social Psychology: Psychotherapy, Psychoanalysis

- Howard Topoff**, Professor; PhD, CUNY; Animal Behavior: Social Insects, Animal Communication, Orientation, Social Organization
- Gerald Turkewitz**, Professor; PhD, NYU; Developmental Psychology: Lateral Differentiation, Perceptual Functioning, Effects of Malnutrition
- Virginia Valian**, Professor; PhD, Northeastern; Cognitive and Developmental Psychology: Language Acquisition, Sex Differences in Cognition and Achievement
- Jason Young**, Assistant Professor; PhD, Minnesota; Social Psychology: Attitudes and Persuasion, Political Psychology, Personality and the Self Concept
- H. Philip Zeigler**, Professor; PhD, Wisconsin; Physiological Psychology: Brain Mechanisms and Feeding Behavior, Motivation

### MASTER OF ARTS

The MA degree is in general psychology, but students may focus their courses, independent study, and thesis research in one of three content areas: (1) *applied and evaluative psychology*; (2) *social, cognitive, and developmental psychology*; (3) *biopsychology and comparative psychology*. While the department offers theoretical courses on clinical topics, it does not offer supervision in counseling or therapy.

1. *Applied and evaluative psychology*. Faculty research interests include topics in personality, psychopathology, theories of therapeutic methods, group dynamics, biofeedback, health and gender, stress and stress management, substance use, tests and measurements.
2. *Social, cognitive, and developmental psychology*. Faculty research interests include multicultural issues, cognitive and linguistic development, discursive social psychology, gender and cognition, attitudes, political psychology, psycholinguistics, decision-making, memory function in different populations.
3. *Biopsychology and comparative psychology*. Faculty research interests include hormonal influences on and neural control of avian and mammalian behavior, opiate effects, color vision, evolution of behavior, animal orientation and communication, cerebral specialization of function.

### Research Opportunities and Facilities

Research involving human participants and a wide variety of animal species is a major activity of the psychology faculty. Students are encouraged to engage in research under faculty supervision in areas such as those already listed. Facilities include specialized equipment for studies on human and animal physiology, speech analysis, human and animal learning, and developmental and social psychology. Students have access to the department's microcomputers and the college's academic computing services.

In addition to conducting their research in their laboratories at the college, many faculty members have 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, the New York State Psychiatric Institute, the Rockefeller University, the New York University Medical Center, and the New York University Center for Neural Science.

### Departmental Requirements for Admission\*\*

Applicants are evaluated on the basis of their undergraduate grade point average, general GRE scores, background in psychology, two letters of recommendation (which, ideally, will be from college instructors), and a statement of intellectual and research interests. The psychology background requirement is 12 undergraduate credits in psychology, including one course in statistics and one laboratory course in experimental psychology.

\*\*Pending approval of the Board of Trustees.



Students who have a high undergraduate grade point average and high general GRE scores but lack a full psychology background may apply for admission. Students admitted without the psychology background requirement may be required to take preparatory statistics and experimental courses.

### Departmental Requirements for the Degree\*\*

Each candidate is required to complete an approved program of study of at least 30 credits (plus necessary background courses). The program involves:

1. One course from each of the following categories:
  - a. Proseminar in Psychology (PSYCH 702)
  - b. Statistical Methods in Psychology (PSYCH 705)
  - c. Experimental Psychology (PSYCH 701 or 747)
  - d. Thesis Research (PSYCH 707 or 707.2)
2. A breadth requirement: one course in each of the three content areas: (1) *applied and evaluative psychology*; (2) *social, cognitive, and developmental psychology*; (3) *biopsychology and comparative psychology*. Students may declare a focus by taking three courses in a single area
3. The MA thesis: a report of individual research prepared in conjunction with PSYCH 707 under the supervision of a faculty member in the Hunter College Department of Psychology. The thesis must be approved by the student's thesis committee, consisting of the supervisor plus another faculty member, and by the graduate advisor.
4. A comprehensive examination: an oral examination in the area of the MA thesis, conducted by the thesis committee.

\*\*Pending approval of the Board of Trustees.

The inclusion of graduate courses in other departments within the College or the University requires the approval of the graduate advisor.

### Financial Assistance

The college offers some financial aid programs through the financial aid office. Students should consult that office for information. In addition, some individual faculty have research grants on which students can work as research assistants. Small grants and awards for funding MA research are sometimes available.

*Note:* There is no foreign-language requirement for the MA in psychology. The GRE advanced test in psychology is not required for admission.

### BIOPSYCHOLOGY SUBPROGRAM OF THE 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.

The biopsychology subprogram sponsors two colloquium series. The fall series is varied in subject matter. The spring series is thematic and often takes the form of mini-symposia. Colloquium speakers include psychologists and other scientists from CUNY campuses and other universities. All graduate students are encouraged to attend. Colloquia provide opportunities for an exchange of ideas on current research and theory in psychology.

Information on the PhD subprogram in biopsychology can be obtained from the subprogram in Room 611 HN, 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, 365 Fifth Avenue, New York, NY 10016. The biopsychology Web site is: <http://maxweber.hunter.cuny.edu/psych/finalbr.htm>



## COURSE LISTINGS

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

**600-level** Open to both matriculated and nonmatriculated students with permission of the graduate advisor. 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 630 Theories and Methods of Psychotherapy**

**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 both matriculated and nonmatriculated students with permission of the 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 702 Proseminar in Psychology**

**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. Written permission of sponsor required.

**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 and 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 Attitudes 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 and Biopsychology** 30 hrs, 1 cr.

**PSYCH U785 Advanced Physiological Psychology III\***

**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 and 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.

## Romance Languages

**Chair** Giuseppe Di Scipio, 1310 West Building; 772-5108

**Graduate Advisors** Marlene Barsoum, 1320 West Building and Julia Przybos, 1308 HW (French); Xoán González-Millán, 1323 West Building, and Diana Conchado, 1349 West Building (Spanish); Paoli Fasoli, 1346 West Building, and Maria Paynter, 1312 West Building (Italian)

### FACULTY

#### FRENCH

**Marlene Barsoum**, Assistant Professor; PhD, Columbia; Francophone Literature

**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

**Sylvie Weil**, Professor; Agrégée de l'Université de Paris; French Women Writers, Style and Stylistics

#### ITALIAN

**Giuseppe Di Scipio**, Professor and Chair; PhD, CUNY; Middle Ages, Dante and the Renaissance

**Paolo Fasoli**, Assistant Professor; PhD, Toronto; Late Renaissance and Baroque Literature

**Maria Paynter**, Professor; PhD, Toronto; 19th Century to Contemporary Italian Literature

#### SPANISH

**Marta Bermúdez**, Assistant Professor; PhD, Arizona; Comparative Hispanic Literature

**Diana Conchado**, Assistant Professor; PhD, Brown; Literature of the Golden Age

**Marithelma Costa**, Professor; PhD, CUNY; Medieval Spanish Literature, Modern Latin-American Literature

**Xoán González-Millán**, Professor; PhD, CUNY; Modern Spanish Literature, Galician Literature, Theory

**Carlos R. Hortas**, Professor; PhD, Yale; 19th-century Spanish Literature

**James O. Pellicer**, Professor; PhD, NYU; Latin-American Literature

**Michael Perna**, Associate Professor; PhD, Duke; Literature of the Golden Age

**Julius O. Purczynsky**, 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 include 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 who elect to write master's essay (3 cr).
2. A high degree of competence in the language of specialization is required as well as a reading knowledge of one of the following: a second Romance language, German, or Latin.
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 of 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 is below 2.7 may be considered for admission to nonmatriculant 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 32-40 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. A sequence of 11-19 cr in teacher education courses (See the School of 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 aesthetic 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 aesthetic 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 Lamartine's *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 aesthetic movements of the period.

**FREN 753 Balzac and Stendhal** Major novels of Balzac and Stendhal. Comparative analysis of their themes, psychology, and narrative techniques. Some study of relevant intellectual, social, and political trends of the period.

**FREN 754 Flaubert, Zola, and Maupassant** Analysis of selected works. Collateral study of origins of Realism and Naturalism and their role in shaping of French novel from mid-century onwards.

**FREN 755 French Fiction from Romanticism to the Decadence** Selected works by Hugo, Sand, Mérimée, Nerval, Gautier, Fromentin, Barbey D'Aurevilly, Huysmans, Villiers de l'Isle-Adam. Emphasis will be on impact of antipositivistic thought and aesthetics 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-aesthetic 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 Vulgari Eloquentia*, *Monarchia* Literary-historical-philosophical analysis of principal prose works of Dante.

**ITAL 721 Ariosto *Orlando Furioso*, *Le Rime*, *Satire*.**

**ITAL 722 Machiavelli: Political Theorist and Moralist** Study of *Istorie Fiorentine*, *Correspondence*, *Mandragola*, *Il Principe*, and *Discorsi*.

**ITAL 725 *Gerusalemme Liberata*** Thorough study of Tasso's *Gerusalemme Liberata* and related linguistic, historical, and philosophical problems.

**ITAL 726 Italian Theatre I—From Machiavelli to Alfieri** Study of theatre from Renaissance through *commedia dell'arte*, comedies of Goldoni up to tragedies of Alfieri.

**ITAL 727 Italian Theatre II—From Manzoni to Contemporaries** Study of theatre from Risorgimento to Pirandello and theatre of post-World War II Italy. Particular study of contemporaries.

**ITAL 752 Art of Humanism of Manzoni** *I Promessi Sposi*, *Morale Cattolica*; poetic, dramatic, and critical works.

**ITAL 753 Foscolo and Leopardi** Foscolo's *Jacopo Ortis*, *Sepolcri*, *Grazie* and Leopardi's *Canzi*, *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 Neoclassic Tradition from Parini to D'Annunzio** Continuity and change in main poetical works of Parini, Foscolo, Carducci, D'Annunzio.

#### ITAL 760 Independent Research in Italian Literature

**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 793.00 Special Topics in Italian Literature

**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 Nonfictional 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 Pérez Galdós.

**SPAN 750 Contemporary Spanish Poetry** Trends in Spanish poetry from Generation of 1898 to Existentialism.

**SPAN 751 Romantic Poetry from Rivas to Bécquer** 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 essays 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 Neoclassicism.

**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 Neoclassicism 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 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 777 Spanish-American Thought I** The development of the key ideas which led to Spanish-American independence, the formation of its nations, and the principles which characterized their evolution and their identity up to the late 19th century.

**SPAN 778 Spanish-American Thought II** Continuation of SPAN 777. Study of the main currents of thought that led to the present characteristics of Spanish America from the end of the 19th century to the present.

**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 from the 19th Century to the Present**

**SPAN 723 Theatre Before Lope de Vega**

## Social Research

**Chair** Charles Green, 1622 West Building; 772-5585

**Program Director and Advisor** Robert Carter, 1601 West Building; 772-5581

## FACULTY

**Juan Battle**, Associate Professor; PhD, Michigan; Sociology of Education, Stratification, Survey Research, Race/Ethnic/Minority Relations; Joint Appointment with Graduate Center

**Robert Carter**, Assistant Professor and Program Director, GSR; PhD, Columbia; Law and Society, Theory, Race/Ethnic/Minority Relations

**Charles Green**, 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**, Professor; PhD, NYU; Urban Sociology, Race/Ethnic/Minority Relations, Theory; Joint Appointment with Graduate Center

**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

**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**, Professor; PhD, Brandeis; Family, Social Policy

**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; PhD, Johns Hopkins;

Work and Labor Markets, Sex and Gender, Occupations/Professions

**Peter Tuckel**, 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 three 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 three (full-time) or six (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 two 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 an 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.

**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. Completion by matriculated student of 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 Film and Media Studies provided they are directly related to media analysis and research.*

### Research and Policy Analysis/Nonprofit Sector

**GSR 741 Social Policy 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 760 (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 U.S. 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.

## Theatre

**Chair** Mira Felner, 401 North Building; 772-5148

**Graduate Advisors** Mira Felner or Jonathan Kalb, 336 or 525 North Building; 772-5148 or 5149

### FACULTY

**Barbara Bosch**, Associate Professor; PhD, California, Berkeley; American Theatre, Acting, Directing

**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 Kauffmann**, Visiting Professor; BA, NYU; Dramatic Criticism

**Claudia Orenstein**, Assistant Professor; PhD, Stanford; Theatre History, Asian Theatre

**Vera Mowry Roberts**, Professor Emeritus; PhD, Pittsburgh; Theatre History

**Michael E. Rutenberg**, Professor; DFA, Yale; Directing, Acting, 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 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 nonmatriculated to matriculated status.

**Examination** The student is required to pass a comprehensive examination consisting of three hours covering general knowledge in theatre history, criticism, and production. 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 two 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. All Hunter's Theatre MA Program courses are accepted toward the CUNY PhD.

## 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 in the Loewe Theatre.

## 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, tragicomedy, 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 additional hrs for on-site visits, 3 cr. Prereq: perm instr. Techniques of drama therapy with institutionalized and/or outpatient 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** Stanley Moses, 1611 West Building; 772-5517

### Graduate Program in Urban Planning

**Program Director and Advisor** William J. Milczarski,  
1614 West Building; 772-5601; wmilczar@hejira.hunter.cuny.edu

### Graduate Program in Urban Affairs

**Program Director and Advisor** Elaine M. Walsh, 1606 West Building;  
772-5595; ewalsh@shiva.hunter.cuny.edu

## FACULTY

**Jill Simone Gross**, Assistant Professor; PhD, CUNY; Comparative International Urban Planning, Policy and Development, Citizen Participation

**Steven J. Johnston**, AICP, Assistant Professor; BArch, PhD, Columbia; Urban Design, Land Use Planning

**Peter Kwong**, Professor; PhD, Columbia; Asian-American Studies, Immigration

**Lynn E. McCormick**, Assistant Professor; PhD, MIT; Regional Economics and Planning, Community Development

**Susan Turner Meiklejohn**, Assistant Professor; PhD, University of Michigan; Urban and Regional Planning, Urban Poverty, Workplace and Residential Segregation, Planning Theory, Housing

**William J. Milczarski**, AICP, Assistant Professor; PhD, Michigan; Transportation, Environmental Policy, Methodology

**Stanley Moses**, Professor; PhD, Syracuse; Education, Employment, Planning Theory

**Sigmund C. Shipp**, Assistant Professor; PhD, Cornell; Economic Development, Urban Theory, Development Planning

**Elaine M. Walsh**, CSW, Associate Professor; PhD, Fordham; Director, Urban Affairs Program, and Director, Public Service Scholar Program; Social Policy, Strategic Planning, Nonprofits, Philanthropy, Youth, Women and Leadership

## 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, urban education, 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, the James Felt Scholarship, and the Hans Spiegel Scholarship, awarded to selected students pursuing a master's degree in urban affairs or urban planning.

For information write to: Chair, Department of Urban Affairs and Planning, Hunter College, 695 Park Avenue, New York, NY 10021.

## MASTER OF URBAN PLANNING

The master of urban planning program has four integrated components: a core curriculum, an area of concentration, an internship, 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 subfield of general planning practice. The studio (6 credits) provides experience in applied planning. Unrestricted electives (12 credits) allow for the exploration of a range of planning topics.

The program encourages students to undertake internships or independent research. Each student must take at least one 3-credit internship. As interns, students may work for city and suburban planning agencies, neighborhood development groups, banks, municipal housing or budgeting units, planning journals, and other groups approved by the department. 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 impact of specific public investments.

In organizing their programs, students work closely with faculty advisors. Prior to the first semester, students outline their proposed two-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 two degrees in four 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, except for the Graduate Record Examination, which is not required.\* These requirements include the submission of transcripts and two letters of recommendation, along with a completed application form obtained from the Office of Admissions. 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 computer-literate will be directed to appropriate resources to aid their achieving this goal by completion of their first year of study. Credits are distributed as follows:

**Core Curriculum (27 cr)**  
**Area of Concentration (12 cr)**  
**Planning Studio (6 cr)**  
**Unrestricted Electives (12 cr)**  
**Internship (3 cr)**

### The Core Curriculum

The core curriculum has four sections. Students must take required courses within each section 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 6 cr; 3 cr if URBG 710 is waived)*

URBG 710 Urban Data Analysis  
 (qualified students may apply for a waiver)

URBP 712 Planning Methods of Analysis and Forecasting

### Areas of Concentration

The graduate program offers the following areas of concentration: housing and real estate, economic development, land use and design, transportation and environment, human services, and general practice. In general, each concentration is designed to give the student a working knowledge of a broad functional area. To fulfill the concentration requirement students select four 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 6-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.

\*Pending approval by the Board of Trustees.

### 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 nonprofit, 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 nonprofit 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 nonprofit sector. The curriculum offers the opportunity to focus on the nonprofit 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, nonprofit, 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, nonprofit and private sectors. They hold jobs as government managers; policy analysts for municipalities; executive directors of local economic development corporations, Business Improvement Districts, social service and child welfare agencies, and nonprofit organizations; bank officials; community organizers; program directors of

nonprofits; elected officials; university professors; program planners; fund raisers; consultants; and police officers, among many others.

### Requirements for Admission to the Master of Science in Urban Affairs Program

Applicants must meet Hunter's general graduate admission requirements. The Graduate Record Examination is proposed for elimination, pending Board of Trustees approval June, 1999. 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 nonprofit or public agencies. This hands-on experience immerses students in actual issues that they 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 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 775 Internship
  - URBG 790 Urban Development Workshop I (6 credits)
  - URBG 791 Urban Development Workshop II
  - 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, and nonprofit. 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 credits. Such courses are not limited to the Department of Urban Affairs and Planning or even the School of Arts and 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 two formal reports in writing, in lieu of a master's thesis, in connection with two of the required courses. These reports will be used to evaluate the student's competence in urban problem-solving and in articulating career objectives.

### Areas of Concentration

At present, there are three 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 Analysis  
 URBG 710 Urban Data Analysis  
 URBP 714 Computer Applications in Planning and Urban Affairs  
 URBP 741 Employment Planning and Policies  
 URBG 743 Economic Planning and Policy  
 URBP 747 Planning in the Budget Process  
 URBG 748 Management Control of Nonprofit Organizations  
 URBG 750 Social Policy and Planning  
 URBG 751 Educational Planning and Policies  
 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 Nonprofit Organizations  
 URBG 749 Strategic Planning for Nonprofit Organizations  
 URBG 750 Social Policy and Planning  
 URBG 755 Planning for Community Development and Implementation  
 URBG 756 Citizen Participation in Planning and Development

With the advice and approval of the 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 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 nontraditional 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 multifunctional 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 intraregional location of economic activity.

**URBP 746 Planning and Public Finance** Analysis of state and local financial structures within which planners operate. Examination of state constitutional limitations on government functions, structure and fiscal aspects of metropolitan government, and political framework of financial decision-making.

**URBP 747 Planning in the Budget Process** Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

**URBG 748 Management Control of Nonprofit Organizations** Examination of techniques used by nonprofits to implement plans by managing more effectively. Emphasis on budgeting, management by objectives, performance auditing, and organizational analysis.

**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-à-vis development professionals, governmental agencies, and the private sector.

**URBP 760 Health Planning and Policy Issues** Focus on current health issues. Examination of health care costs, delivery, national health insurance, and patient-provider relations.

**URBG 762 Health Regulation** URBG 760 recommended but not required. Study of health regulation issues and their impact on health service programs and populations they serve. Focus on regulation of hospitals, health care facilities, professional licensing, and quality assurance.

**URBG 775, 776, 777, 778 Internship** Participation in public, nonprofit, or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

**URBP 780, 781, 782, 783 Independent Research** Supervised study of topics of special interest to advanced students. Students may not take more than 3 cr of Independent Research per semester.

**URBP 784 Independent Study** 1 cr. Supervised study of topics of special interest to advanced students. Students may not take more than 3 cr of Independent Study per semester.

**URBP 785 Independent Study** 2 cr. Supervised study of topics of special interest to advanced students. Students may not take more than 3 cr of Independent Study per semester.

#### **URBG 787 Selected Topics in Urban Planning and Urban Affairs**

**URBG 790 Urban Development Workshop I** 6 cr, perm instr. Analysis of local communities and urban issues by engaging in field research. Students undertake projects commissioned by public and private organizations and employ community and issue analysis, impact assessment, and program evaluation techniques.

**URBG 791 Urban Development Workshop II** Perm instr. Focus on problem-solving skills used to resolve crucial issues in urban community; program development procedures including program planning, strategizing, implementation, administration, and funding. Students work with selected organizational and community concerns as consultants-in-training.

**URBG 792 Urban Affairs Seminar** Review of contemporary urban issues and problems as the concluding course in the graduate program in urban affairs.

**The following courses will be offered in 2000-2003 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.





# School of Education

**Dean** Hugh J. Scott, 1000 West Building

**Assistant Dean** Shirley Cohen, 1000 West Building

**Director, Grants** Mario Kelly, 1000 West Building

**Office of Educational Services** Doreen D'Amico, Director;

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

**Teacher Placement** Sally-Anne Milgrim, 926 West Building; 772-4662

**Teacher Certification** 1000 West Building; 772-4623

## Departmental Chairs

**Curriculum and Teaching** Alene Smith, 1023 West Building; 772-4686

**Educational Foundations and Counseling Programs** Sherryl Browne Graves, 1016 West Building; 772-4710

**Special Education** Marsha H. Lupi, 913 West Building; 772-4701

## FACULTY

### Curriculum and Teaching

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

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

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

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

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

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

**Anne M. Ediger**, Associate Professor; PhD, UCLA; Applied Linguistics

**Deborah Eldridge**, Assistant Professor; EdD, Boston; Language, Literacy, and Cultural Studies

**Terrie Epstein**, Assistant Professor; EdD, Harvard; Education

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

**Francis Gardella**, Associate Professor; EdD, Rutgers; Mathematics Education

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

**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 and Language Arts

**Sally-Anne Milgrim**, Professor; PhD, NYU; English and English Education

**John Niman**, Professor; PhD, Columbia; Math and Math Education

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

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

**Janet Patti**, Associate Professor; EdD, Northern Arizona; Education

**Herbert Perr**, Professor; MA, Hunter; Art and Art Education

**Anthony Picciano**, Professor; PhD, Fordham; Educational Administration; Technology

**Migdalia Romero**, Professor; PhD, NYU; Linguistics and Bilingual Education

**Hugh J. Scott**, Professor and Dean, School of Education; EdD, Michigan State; Administration

**Arlene Seguire**, Associate Professor; EdD, Teachers College, Columbia; Interdisciplinary

**Alene Smith**, Associate Professor and Chair; EdD, Columbia; Curriculum and 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

**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 and Public Practice

**Priscilla Hambrick-Dixon**, Assistant Professor; PhD, Michigan; Education and Psychology

**Calliope Haritos**, Assistant Professor; PhD, CUNY; Developmental Psychology

**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; Counseling Psychology

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

**Linda Perkins**, Associate Professor; PhD, Illinois; History and Education and Higher Education

**Ruth Rose**, Lecturer; MA, Southern Illinois; Linguistics/EFL

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

### Special Education

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

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

**Katherine Garnett**, Professor; EdD, Columbia; Assessment and 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 and Behavior Disorders

**Sara Schley**, Assistant Professor; EdD, Harvard; Human Development

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

**Nivia Zavala**, Associate Professor; PhD, Fordham; Curriculum and Instruction

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.

Most graduate courses in education begin either at 4:20 or 7:00 pm to meet the needs of students who are employed during the day.

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 and Training 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 secondary math and science, educational technology, 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. Prior to acceptance for matriculation, applicants to teacher certification programs in elementary education, secondary education, bilingual education, special education, and TESOL (Teaching English to Speakers of Other Languages) must submit a passing score on the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations.

Applicants who have not passed the LAST but have met all other admission criteria may be admitted as nonmatriculants. Such nonmatriculants may take up to 12 credits, allowing them time to take and pass the exam before reapplying for matriculation. Credits earned with grades of "B" or higher will count toward the degree upon matriculation. Applicants whose native language is not English must take the TOEFL, and in some cases the TWE and TSE (see paragraph on International Students in section on Admission to Graduate Programs). 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 in bilingual programs).

Work to remove conditions must begin in the first semester and be completed in no more than three consecutive semesters. A course taken as a condition of matriculation will not be credited toward the master's degree.

### Nonmatriculated Status

Qualified students who apply for matriculation but do not initially meet matriculation requirements may, in some programs, be permitted to take 9 to 12 designated cr on a nonmatriculated basis. Admission to nonmatriculant status does *not* imply approval to take any specific course.

\*Due to changes in the New York State teacher certification requirements, program requirements may be modified in 2000-2001. Therefore, students who enter after January 2000 and any students who will be graduating in the fall of 2003 or later should check with their faculty advisor or the Office of Educational Services (1000HW) for any program modifications that may have been made after this catalog was printed.

Students who have been admitted as nonmatriculants should reapply for admission at the beginning of the semester in which they take the ninth nonmatriculant credit. In the second admission review, the grades of the courses taken at Hunter as a nonmatriculant will be reviewed as evidence of academic capability for admission. Any course taken as a nonmatriculant 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. To be considered for matriculation, the student must have an overall GPA of 3.0.

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

### Changing Programs

Students who have been matriculated for one master's degree in the School of Education must formally apply through the Office of Admissions if they wish to change programs. TESOL students wishing to change from the Adult to the K-12 Program (or vice versa) must submit a completed "Application to Change TESOL Program" form, available in Room 1000 HW.

### Readmission

Students should apply for readmission in April for the fall semester and November for the spring semester (check the Admissions Office for deadlines). A student with a GPA below 3.0 must apply for special permission for readmission on probation in Room 1000 HW.

### 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 undergraduate 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.

Comprehensive examinations are required in special education and secondary education. TESOL students either take a comprehensive examination or write a master's essay (thesis). 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 Credit

Students who have taken graduate-level courses at another college may, with written approval, apply those courses to their program in two ways: "Transfer of Credit" or "Permit Credit."

Graduate courses taken prior to matriculation are considered "Transfer of 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 transcripts and catalog course descriptions, and then be reviewed, approved by program coordinators, and sent to the admissions office.



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.
- The MA-in-TESOL Program allows only 6 credits of transfer credit
- Such courses for which transfer and approval of credit is sought must have been completed within five 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.

### Permit Credit

Graduate courses taken after matriculation are considered "Permit" credit. The student should obtain the appropriate form in Room 1000 HW; attach course descriptions and obtain appropriate signatures from the department office; and return the completed form to room 1000 HW.

**Time Limit** Candidates for a master's degree in the School of Education must complete the program within a maximum of five 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 may be required to take more than the number of credits normally required for the degree. Course credits more than five years old when the degree is to be awarded are not applicable to the degree unless a time extension is granted.

**Readmission** (See previous page.)

### 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 should take no more than 6 credits of graduate work in any semester, except with the coordinator's permission, based on academic achievement.

### Progress Standards

Students at Hunter College must maintain a cumulative GPA of 3.0. A student whose cumulative GPA falls below 3.0 at the end of any semester will be placed on probation. If the student fails to raise his/her cumulative GPA to 3.0 after one semester on probation, the student will be debarred and will not be allowed to continue at Hunter College.

**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. All field placements are designated by Hunter College in New York City public schools and require a negative TB test.

**Master's Thesis** In curricula where a thesis is required, the student must file two approved copies with the program coordinator. The thesis is to be printed on good-quality paper, 8½ x 11 inches, and bound in 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 potential graduates must apply for graduation within the first two weeks of the semester in which they plan to graduate. A graduation audit form may be obtained in the Office of the Registrar. Completed applications must be returned to Room 1000 HW for signature.

**The Office of Educational Services** 1000 West Building; 772-4624

This office provides support services to students enrolled in classes offered by the three teacher-education departments of the School of 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 1000HW.

**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 obtain certification the student must complete the approved program of study, pass the NYSTCE exams, file an application in 1000HW, 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). Noncitizens must submit a Declaration of Intent to become a U.S. citizen. This



certificate permits the holder to teach for five years before seeking permanent certification.

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, although other states do not accept the NYSTCE examinations. 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** 926 West Building; 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, which includes assistance with improving skills in resume writing, job searching, and interviewing.

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. Preparation workshops are provided two times a year, usually in October and March.

### Graduate Programs

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

The school 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, Pre-K-6.

Program 2 33 credits

For students who do have provisional NY State certification, Pre-K-6.

Program 3 30 credits

A second master's degree for students who have either permanent NY State certification, Pre-K-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, Pre-K-6.

Program 2 33-37 credits

For students who do have provisional NY State certification, Pre-K-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)
Chemistry*	Physics*
English (35-46 cr)	Social Studies (30-46 cr)
French (32-40 cr)	Spanish (30-46 cr)
Italian (32-40 cr)	
Latin (30 or 35-37 cr track)	

### MA in Music Education

K-12 30-46 credits

### MA in Art Education

K-12 (not currently being offered)

### MA in Teaching English to Speakers of Other Languages

Program 1 (35-37 cr)

For students seeking NYS certification K-12

Program 3 (36 cr)

For students seeking to teach adults

### Advanced Certificate: School Administrator and Supervisor 30 credits

### MSEd in Guidance and Counseling (School Counselor) 48 credits

### MSEd in Rehabilitation Counseling 50 credits

### MSEd: Special Education

Program 1 41-48 credits

For students who do not have NY State provisional certification, Pre-K-6.

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

(continued on page 69)



## A GUIDE TO PROGRAMS IN EDUCATION (Cont.)

### MSEd: Special Education (Cont.)

Program 2 32-39 credits

For students who do have provisional NY State certification, Pre-K-6.

Certificate programs in special education include the following:

1. Teacher of special education with concentrations in learning disorders, behavior disorders, and severe disabilities including deafblindness
2. Special education-learning disorders with a bilingual extension
3. Deaf and hard of hearing
4. Blind and visually impaired

In addition, there is a program for students interested in rehabilitation teaching with blind and visually impaired adults that does not lead to NYS certification.

## TEACHER EDUCATION PROGRAMS

### MS IN ELEMENTARY EDUCATION, N-6

There are three 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.

**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:** To be considered for matriculation in Program 1 or Program 2, applicants must have a cumulative grade point average of 2.7 or better in their undergraduate work as calculated by Hunter College. (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 liberal arts and science major or concentration acceptable to the college 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.

**Nonmatriculated Status:** Students who apply for matriculation but do not have the required grade point average may be considered for nonmatriculated 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 GPA of 3.0 or

better in these nine credits to be admitted to matriculation. Any course taken as a nonmatriculant 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 12 credits as nonmatriculants. These credits must be chosen from courses designated for this purpose. At the beginning of the term in which the 12 credits will be completed, students *should reapply for matriculation*.

**Program 1:** 35 to 49 credits

**Coordinators** Ruth Rose and Rose Boone 1005 West Building; 772-4667

Program 1 is designed for students who do not have NYS certification in elementary education and 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
EDF 706	Social, Historical, Philosophical Foundations of Education: The American School	3
EDF 709	Child Development	3
EDF 710	Educational Psychology (prereq: EDF 709)	3
EDC 700	Art of Effective Teaching: Emphasis on the Social Studies	3
EDC 703	Teaching Science in the Elementary School	3
EDC 704	Teaching Developmental Reading	3
EDC 705	Mathematics Curricula and Methodology	3
HED 714	Health Education for the Classroom	3
One of the following:		
EDC 706	Music in the Elementary School	3
or		
EDC 707	Art in the Elementary School	3

One of the following:

EDC 708 Supervised Student Teaching in the Elementary School 4

or

EDC 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 1000HW) and attend an application conference. Application is required one semester prior to enrollment. 2

Students in Program 1 are advised to take **EDC 708 (Supervised Student Teaching in the Elementary School)** or **EDC 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:

EDF 706, EDF 709, EDF 710;  
EDC 700, EDC 704, EDC 705, and EDC 706 or 707

#### Program 1—Basic Core

		Credits
EDC 730	Advanced Studies in Teaching Reading (prereq: EDC 704)	3
EDF 715	Diversity in American Education (prereq: EDF 706)	3
EDF 716	Evaluation and Assessment of Children (prereq: EDF 710)	3
Two of the following:		
EDC 712	Critical/Analytical Thinking in Math (prereq: EDC 705)	3
EDC 713	Critical/Analytical Thinking in Science (prereq: EDC 703)	3
EDC 714	Educational Technology in Elementary Education (Students with an undergraduate equivalent of this course should take EDC 712 and 713.)	3

#### Program 1—Integrative Seminar

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

		Credits
EDF 792	Integrative Seminar in Educational Foundations, Teaching and Learning (prereq: EDF 716)	3
or		
EDC 792**	Integrative Seminar in Curriculum, Teaching and Learning	3

\*\*Not currently offered

#### 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	EDC 711	35-37
18	EDC 711	35-37
	plus a 3-credit elective*	
21	EDC 711	35-37
	plus two 3-credit electives*	

#### Designated Courses for Nonmatriculant Students—Program 1

Nonmatriculants may enroll only in the courses indicated below.

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

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

#### Program 2: 33 credits

**Coordinator** Kimberly Kinsler, 1002 West Building; 772-4690

Program 2 is a 33-credit program designed for students who enter the MS degree program with NYS provisional certification in elementary education. 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
EDF 715	Diversity in American Education	3
EDF 716	Evaluation and Assessment of Children	3
EDC 711	Oral and Written Language in the Elementary School Curriculum	3
EDC 710	Studies in Curriculum and Instructional Pedagogy	3

\*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).



**Two of the following:**

EDC 712	Critical/Analytical Thinking in Mathematics	3
EDC 713	Critical/Analytical Thinking in Science	3
EDC 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. 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 advisor for program planning.

**Arts and Humanities (12 credits) (Not currently offered)****Early Childhood Education (15 credits)**

Required		Credits
EDC 720	Curriculum Theory and Practice in Early Childhood Education (pre- or coreq: EDF 729)	3
EDF 729	Child Study: Cognitive and Affective Development of Children, Birth to Age Eight (pre- or coreq: EDF 716)	3
EDC 739	Integrative Seminar in Early Childhood Education (final course in sequence)	3

**and**

6 credits to be chosen from the following:

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

**Education of the Gifted and Talented (15 credits) (Not currently offered)****Mathematics Education (12 credits)**

Required		Credits
EDC 740	Contemporary Mathematics in the Elementary School	3
EDC 741	The Development of Mathematical Concepts in Children	3
EDC 742	Workshop in Elementary School Mathematics	3
EDC 743	Research Seminar in Elementary School Mathematics	3

**Multicultural Education (12 credits) (Not currently offered)****Reading Teacher Specialization (15 credits)\***

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

Required		Credits
EDC 731	Reading Instruction in Elementary Schools: Backgrounds and Research	3
EDC 733	Diagnosis of Reading Difficulties	3
EDC 734	Practicum in the Remediation of Reading Difficulties	3
EDC 735	Integrative Seminar: Research and Practice in Remedial Reading	3
<b>Required (to be taken at any point)</b>		
EDC 737	Literature in the Elementary School	3

**Science Education (12 credits)**

Required		Credits
EDC 776	Biological Science Background for Elementary Teachers	3
EDC 777	Physical Science Background for Elementary Teachers	3
EDC 778	Methods of Teaching Environmental Science	3
EDC 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 3-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 (Prereq: 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
EDC 710	Studies in Curriculum and Instructional Pedagogy	3
<b>or</b>		
EDC 711	Oral and Written Language in the Elementary School Curriculum	3
EDF 715	Diversity in American Education	3

**And one of the following:**

EDC 712	Critical/Analytical Thinking in Mathematics	3
EDC 713	Critical/Analytical Thinking in Science	3
EDC 714	Education and Technology in Elementary School (Students who took the undergraduate equivalent of this course must take one of the other two.)	3

\*The specialization in reading within the MS in elementary education leads to Reading Teacher Certification.

At least one EDC course and one EDF 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 NYS permanent teacher certification and 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, 1019 West Building, 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 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).

### 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 as calculated by Hunter College and must demonstrate proficiency in both oral and written English and Spanish.

Students applying to Program 1 must have passed the Liberal Arts and Sciences Test (LAST) of the NYS Certification Examinations (booklet applications are available in 1000 HW). 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.

\*Not currently offered

For admission to Program 2 students must have New York State provisional certification in elementary education (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.

**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 9-12 credits of required courses from the appropriate MS program (Program 1 or Program 2). Students must have a GPA of 3.0 or better in these credits to be admitted to matriculation. Any course taken as a nonmatriculant in which a grade of C is earned will not count toward the degree unless a special waiver is granted by the dean. Students will not be allowed to take more than 12 credits as nonmatriculants. Grades of "IN" must be changed to letter grades before an applicant is considered for matriculation.

### 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
EDF 706	Social, Historical, Philosophical Foundations of Education: The American School	3
EDF 709	Child Development	3
EDF 710	Educational Psychology (prereq: EDF 709)	3
EDC 703	Teaching Science in the Elementary School	3
EDC 704	Teaching Developmental Reading	3
EDC 705	Mathematics Curricula and Methodology	3



HED 714 Health Education for the Classroom Teacher 3

**And one of the following:**

EDC 706 Music in the Elementary School 3

or

EDC 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 New York City bilingual elementary school setting)

or

BILED 782 Supervised Student Teaching in a Bilingual Setting 4

Subtotal 26-28 credits

**Basic Core**

EDC 730.50\*\* Advanced Studies in Teaching Reading (prereq: EDC 704) 3

BILED 779 Multicultural Education 3

EDF 716.50\*\* Evaluation and Assessment of Children (prereq: EDC 710) 3

**(and one of the following)**

EDC 712 Critical/Analytical Thinking Through Math (prereq: EDC 705) 3

or

EDC 713 Critical/Analytical Thinking Through Science (prereq: EDC 703) 3

or

EDC 714 Education and Technology in the Elementary School 3

Subtotal 12 credits

**Bilingual Specialization:**

BILED 701 Principles and Practices in Bilingual Education 3

BILED 771 Psychology of Language Learning and 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

Subtotal 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.

\*Students intending to take BILED 781 must submit an "Application for Teaching Practicum" available in room 1000 HW 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.

**Pre-Core Exemptions and Program 1 Requirements**

Equivalent Coursework	Additional Course Requirements	Total No. of 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	EDC 711.50	41-43
18	EDC 711.50	41-43
	plus a 3 credit elective*	
21	EDC 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, 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
EDC 711.50** Oral and Written Language in the Elementary School	3
EDF 715 Diversity in American Education	3
EDF 716.50** Evaluation and Assessment of Children	3

**Two of the following:**

EDC 712 Critical/Analytical Thinking Through Math	3
EDC 713 Critical/Analytical Thinking Through Science	3
EDC 714 Education and Technology in the Elementary School	3
(Students with a prior equivalent course should take EDC 712 and EDC 713)	
Subtotal	15 credits

**Bilingual Specialization**

BILED 701 Principles and Practices in Bilingual Education	3
BILED 771 Psychology of Language Learning and Teaching	3
BILED 778 Native Language Instruction for the Bilingual Classroom: Spanish	3
EDESL 783 Teaching English as a Second Language	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 EDESL 700 (Issues and Practices in Educating Persons with Disabilities).

\*\*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.

BILED 779	Multicultural Education	3
BILED 780	Bilingual Education Inquiry: Research and Evaluation Integrative Seminar	3
	Subtotal	18 credits

## MA—SECONDARY EDUCATION

**Coordinator:** Rena Subotnik 1001A West Building; 772-4677

### MA—TEP PROGRAMS IN ART (Not currently offered)

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

**Advisement for Education Requirements:** Sally-Anne Milgrim, 926 West Building; 772-4662

**Advisement for English Requirements:** Sylvia Tomasch, 1231 West Building; 772-5079

Offered with the English Department. The applicant must be admitted by both the School of 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 passed the Liberal Arts and Sciences Test (LAST) of the NYS Teacher Certification examinations, and 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. *Note:* LAST application booklets are available in Room 1000 HW.

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 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 reapply 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 courses.

EDFS 700\* Advanced Study of Human Development: Focus on Adolescents in Secondary Education (taken with EDFs 701)

EDFS 701*	Advanced Study of Social Issues for Teachers in Secondary Schools (taken with EDFs 701)
EDFS 702*	Educational Psychology: Applications to Secondary Education (pre- or coreq: EDFs 700-701)
EDCS 710	Advanced Study of Secondary School Learning Environments (pre- or coreq: EDFs 702)

### Advanced Courses: 6 credits

EDCS 711	Young Adult Literature in Our Diverse Society (offered spring only)
EDCS 712	Advanced Study of Methods of Teaching English in Secondary Schools (offered fall only)

### 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 English Department graduate 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 the methods course and prior to student teaching.

### 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.

EDCS 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
<b>or</b>		
EDCS 761	Supervised Practicum in the Teaching of English in Secondary Schools (offered spring only)	2 cr 1 hr weekly seminar (and full-time 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 fieldwork in the public schools.



## MA—THE TEACHING OF FOREIGN LANGUAGE

**Advisement for Education Requirements:** Virginia Tong  
903 West Building; 772-4687

**French Advisor:** Cecile Nebel, 1307 West Building; 772-5096

**Italian Advisor:** Giuseppe C. Di Scipio, 1318 West Building; 772-5104

**Spanish Advisor:** Xoán González-Millán, 1349A West Building; 772-5131

Offered with the Department of Romance Languages. The applicant must be admitted by both the School of Education and the Department of Romance Languages.

### 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, have passed the Liberal Arts and Sciences Test (LAST) of the NYS Teacher Certification Examinations, and 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 Department of Romance Languages section of the catalog for specific course requirements in French, Italian, or Spanish equivalent to the Hunter College major.) *Note:* LAST application booklets are available in 1000 HW.

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 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 reapply 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 Department of Romance Languages 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 courses.

- EDFS 700\* Advanced Study of Human Development:  
Focus on Adolescents in Secondary Education  
(taken with EDFs 701)
- EDFS 701\* Advanced Study of Social Issues for Teachers  
in Secondary Schools (taken with EDFs 700)
- EDFS 702\* Advanced Study of Educational Psychology:  
Applications to Secondary Education  
(pre- or coreq: EDFs 700-701)
- EDCS 710 Advanced Study of Secondary School  
Learning Environments  
(pre- or coreq: EDFs 702)

### Methods: 3 credits

- EDCS 722 Advanced Study of Methods of Teaching  
a Foreign Language in Secondary Schools  
(offered fall only)

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

## 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 advisors 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 the methods course and prior to student teaching.

### 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 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.

EDCS 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
or		
EDCS 762	Supervised Practicum in the Teaching of Foreign Language in Secondary Schools (offered spring only)	2 cr 1 hr weekly seminar (and full-time teaching)

### Foreign Language Department Subject Area Requirement: 21 credits

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

## MA—THE TEACHING OF LATIN (7-12)

**Advisement for Education Requirements:** Rena Subotnik  
1000A West Building; 772-4677

**Advisement for Classics Requirements:** Ronnie Ancona  
1401 West Building; 772-4960

Offered with the Classics Department. The applicant must be admitted by both the School of 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 but who have passed the Liberal Arts and Sciences Test (LAST) of the NYS Teacher Certification Examination. *Note:* LAST application booklets are available in 1000HW.

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 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 reapply for admission as a matriculating student.

At the completion of all course work, candidates are required to take 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 courses.

- EDFS 700\* Advanced Study of Human Development: Focus on Adolescents in Secondary Education (taken with EDFS 701)
- EDFS 701\* Advanced Study of Social Issues for Teachers in Secondary Schools (taken with EDFS 700)
- EDFS 702\* Educational Psychology: Applications to Secondary Education (pre- or coreq: EDFS 700-701)
- EDCS 710 Advanced Study of Secondary School Learning Environments (pre- or coreq: EDFS 702)

#### 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.)

### Comprehensive Examination

The culminating experience for students in this Teacher Education Program in Latin is a comprehensive examination. At the completion of all coursework, candidates are required to take examinations in Latin translation, Latin grammar and classical culture.

\*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 Professor 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<br>1 hr weekly seminar<br>plus 275 clock hours of fieldwork |
|---|--|

or

- |  |                             |
|--|-----------------------------|
| LATED 741**Supervised Practicum in the Teaching of Latin in Secondary Schools (and full-time teaching) (offered spring only) | 2 cr<br>1 hr weekly seminar |
|--|-----------------------------|

### Latin Department Subject Area Requirement: 18 credits

### Total Number of Credits Required for the Degree: 38-51

### MA-TEP PROGRAM IN TEACHING OF MATHEMATICS (7-12)

Advisement for Education Requirements: Frank Gardella, 902 West Building; 772-4676

Advisement for Mathematics Requirements: William Williams, 904 East Building; 772-4656

Offered with the Department of Mathematics and Statistics. The applicant must be admitted by both the School of Education and the Department of Mathematics and Statistics.

Two program sequences are available for the preparation of teachers of mathematics in grades 7-12, each of them designed for a different group of students. Track I is a 32-34 credit MA program designed for individuals who completed an undergraduate major in mathematics but who have little or no background in teacher education. Track II is a 30½-32 credit MA-in-teaching program designed for individuals who have certification in an area other than mathematics and are currently teaching mathematics in a secondary school. A BA/MA program of 141 credits is also offered; this program is described in the undergraduate catalog.

### TRACK I: 32-34 CREDIT MA IN TEACHING

#### Admission Requirements

- 24 or more credits in mathematics approved by the graduate mathematics advisor, including a year of calculus and a course in linear algebra. Applicants may be admitted with up to 12 credits of conditions in mathematics.
- An overall grade point average of 2.7 or better in undergraduate work.
- An average of at least 2.7 in mathematics courses
- A passing score on the Liberal Arts and Sciences Test (LAST) of the NYS Teacher Certification examinations. Application booklets are available in 1000HW.

Students who meet criteria 1 and 3 but whose cumulative GPA is below 2.7 may be considered for admission to nonmatriculant status. The student so admitted will be directed to take a specific sequence of courses in education totaling 9 credits, must achieve an index of 3.0 or better in these 9 credits, and must then reapply for admission as a matriculant.



**TRACK II: MA in Teaching — 30½-32 credits****Admission Requirements:**

1. At least 18 credits in mathematics approved by a graduate mathematics advisor including a year of calculus and a course in linear algebra. Applicants may be admitted with up to 12 credits of conditions in math.
2. An overall GPA of 2.7 or better in undergraduate studies.
3. An average of at least 2.7 in mathematics courses.
4. New York State teacher certification in an area other than mathematics and assignment as a teacher of mathematics in a secondary school.

**COURSE SEQUENCES****Track I: 32-34 Credit MA in Teaching****Education: 17-19 credits**

EDFS 700*	Advanced Study of Human Development: Focus on Adolescents in Secondary Education (taken with EDFs 701)	3 cr
EDFS 701*	Advanced Study of Social Issues for Teachers in Secondary Schools (taken with EDFs 700)	3 cr
EDFS 702*	Advanced Study of Educational Psychology: Applications to Secondary Education (pre- or coreq: EDFs 700-701)	3 cr
EDCS 710	Advanced Study of Secondary School Learning Environments (pre- or coreq: EDFs 700-701)	3 cr
EDCS 713	Advanced Study of Methods of Teaching Mathematics	3 cr
EDCS 753	Advanced Supervised Student Teaching of Mathematics: Grades 7-9 and 10-12	4 cr 15 hrs of seminar plus conferences and 275 hrs of field placement
<b>or</b>		
EDCS 763	Supervised Practicum in the Teaching of Mathematics in the Secondary Schools	2 cr 15 hrs of seminar plus conferences

**Mathematics: 15 credits**

For course specifications see the Department of Mathematics and Statistics section of the catalog.

**Comprehensive Examination**

The comprehensive examination will have two parts: one part will deal with mathematics, the other with methodology in mathematics education.

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

**Track II: 30-30½ Credit MA in Teaching****Education: 5 credits**

EDCS 713	Advanced Study of Methods of Teaching Mathematics	3 cr
EDCS 763	Supervised Practicum in the Teaching of Mathematics in Secondary Schools	2 cr 15 hours of seminar plus conferences

**Mathematics: 25½-27 credits**

For course specifications see the Department of Mathematics and Statistics section of the catalog.

**Comprehensive Examination**

The comprehensive examination will have two parts: one part will deal with mathematics, the other with methodology in mathematics education.

**MA—THE TEACHING OF MUSIC (K-12)**

**Advisement for Education Requirements:** Rena Subotnik  
1001A West Building; 772-4677

**Advisement for Music Requirements:** L. Poundie Burstein  
414 North Building; 772-5152

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

**Matriculation Requirements: Teacher Education Program in Music**

The master of arts 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 passed the Liberal Arts and Sciences Test (LAST) of the NYS Teacher Certifications Examinations, and have a cumulative grade point average of 2.7 or better, and a major subject index of at least 3.0. *Note:* LAST application booklets are available in 1000 HW. Students must have completed 24 credits of course work in music with at least two semesters of music history, four semesters of music theory, and two 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 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 reapply 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 courses.

- EDFS 700\* Advanced Study of Human Development: Focus on Adolescents in Secondary Education (taken with EDFs 701)
- EDFS 701\* Advanced Study of Social Issues for Teachers in Secondary Schools (taken with EDFs 700)
- EDFS 702\* Educational Psychology: Applications to Secondary Education (pre- or coreq: EDFs 700-701)
- EDCS 710 Advanced Study of Secondary School Learning Environments (pre- or coreq: EDFs 702)

**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.

- EDCS 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. (EDCS 766)

- EDCS 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.

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

**MA-TEP PROGRAMS IN SCIENCE** (Not currently offered)**MA-DEGREE FOR THE PREPARATION OF SECONDARY EDUCATION TEACHERS OF SOCIAL STUDIES** (Grades 7-12)

**Advisement for Education Requirements:** Terri Epstein,  
1025 West Building; 772-4675

**Advisement for History Requirements:** Barbara Welter,  
1506 West Building; 772-5487

Offered with the History Department. The applicant must be admitted by both the School of 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 passed the Liberal Arts and Sciences Teacher Certification Examinations (LAST), and 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. *Note:* LAST application booklets are available in 1000 HW.

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 reapply 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.

- EDFS 700 Advanced Study of Human Development: Focus on Adolescents in Secondary Education (taken with EDFs 701)
- EDFS 701 Advanced Study of Social Issues for Teachers in Secondary Schools (taken with EDFs 700)
- EDFS 702 Advanced Study of Educational Psychology: Applications to Secondary Education (pre- or coreq: EDFs 700-701)
- EDCS 710 Advanced Study of Secondary School Learning Environments (pre- or coreq: EDFs 702)

**Methods:** 6 credits

- EDCS 715 Advanced Study of Methods of Teaching Social Studies in Secondary Schools (offered fall only)



## 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 three 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 the methods course and prior to student teaching.

## 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.

EDCS 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
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or

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

EDCS 765	Supervised Practicum in the Teaching of Social Studies in Secondary Schools (offered spring only)	2 cr 1 hr weekly seminar (and full-time teaching)
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**Education Requirement:** 11-19 credits

**Subject Area Requirement:** 18-27 credits

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

## MA—TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

**Coordinator** Donald R. H. Byrd, 1025 West Building; 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 (36 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 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 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 cumulative undergraduate GPA of 2.7 from an accredited bachelor's degree program to include:
  2. A major or concentration in one liberal arts or science area; and
  3. 2 credits of foreign-language study documented on the transcript or equivalent credits on a standardized proficiency test like the College Level Examination Program (CLEP) or the NYU Proficiency Test in Foreign Language; and
  4. Proof of a passing score on the Liberal Arts Sciences Test (LAST) of the NYS Certification exams.
- Note:* LAST application booklets are available in 1000 HW.

## 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 (EDES 780)\*

**Sequence of Courses**

	Credits
LING 701 Introduction to General Linguistics	3
EDES 783 Methodology of Teaching English to Speakers of Other Languages	3
EDES 705 Structure of English: A Pedagogical View	3
LING 773 Theory and Research of Second Language Acquisition	3
ANTH 777 Language and Culture	3
EDES 787 Workshop: TESOL for Children (Pre-K-12)	3
EDES 781 Workshop in Curriculum and Materials in TESOL	3
BIED 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:	
EDES 785 Supervised Pre-service Practicum: Pre-K-12	4
EDES 788 Supervised In-service Practicum in the Public Schools	2

**(2) TESOL ADULT TRACK (36 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 cumulative undergraduate GPA of 2.7 from an accredited bachelor's degree program to include
2. 12 credits of foreign-language study documented on the transcript or equivalent credits on a standardized proficiency test like the College Level Examination Program (CLEP) or the NYU Proficiency Test in Foreign Language; and
3. A major or concentration in one liberal arts or science area.

**Requirements for the Degree**

1. A minimum of 36 credits beyond the baccalaureate degree as outlined below
2. Comprehensive examination or master's essay (EDES 780)

\*Students in the Pre-K-12 Track who choose to take the master's essay (EDES 780) will take an additional 3 credits unless they have been waived from a 3-credit core course.

**Course Requirements (36 Credits)**

	Credits
LING 701 Introduction to General Linguistics	3
EDES 783 Methodology of Teaching English to Speakers of Other Languages	3
EDES 786 Phonetics of American English	3
EDES 705 Structure of English	3
LING 773 Theory and Research in Second Language Acquisition	3
ANTH 777 Language and Culture	3
EDES 781 Workshop in Curriculum and Materials	3
EDES 782 Workshop: TESOL in Adult Education	3
EDES 784 Fieldwork in TESOL	3
<i>9 cr electives from:</i>	
EDES 780 Master's Essay	3
EDES 789 Selected Topics in TESOL	3
EDES 790 Technology in TESOL	3
BIED 779 Multicultural Education	3
ENG 615 Rhetoric and Composition	3
THC 778 Sociodrama	3

**ADVANCED CERTIFICATE IN EDUCATIONAL ADMINISTRATION AND SUPERVISION**

Coordinator Janet Patti, 1000 West Building; 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 three 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 which include letters of professional reference.

**Method of Initiating Candidacy** Applications for matriculation are due in April and November. 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 four semesters of part-time study. All courses must be completed in five 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.

## COUNSELING PROGRAMS\*

**Coordinator:** John O'Neill, 1121 West Building; 772-4755

Hunter College offers two specialized graduate-level counseling programs to qualified students. Enrollment by nonmatriculated students must be approved by the program coordinator.

The **School Counselor Program** primarily prepares graduates for careers in a variety of school settings, including elementary schools, junior high schools, senior high schools, and colleges. School counselors can also be employed by organizations that are not primarily educational, such as correctional facilities, hospitals, and a wide variety of community-based organizations. The **Rehabilitation Counseling Program** prepares students to assist people with disabilities to realize personal goals and maximize their physical, emotional, social, intellectual, and vocational potential. Rehabilitation counselors work with youth and adults in a variety of community-based settings such as hospitals, rehabilitation centers, colleges, chemical dependency agencies, and career/vocational counseling programs.

Each program leads to a different external certification. Those students specializing in school counseling, at the completion of 30 credits and a school-based practicum experience, may apply individually for the New York State provisional certificate for school counselor. Permanent certification recommendation is made after graduation.

Students in rehabilitation counseling may take the national certification examination for the Certified Rehabilitation Counselor (CRC) status after completing 75% of their coursework. Students may complete requirements for both programs and become eligible for both certifications.

In addition, school counseling students fluent in Spanish and English have the option of obtaining a State Department of Education Bilingual (Spanish/English) Extension in Pupil Personnel Services.

## Philosophy of the 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 that counselors 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.

## Minimum Requirements for Admission

1. Minimum undergraduate grade point average of 2.7; the Graduate Record Examination is not required.
2. 15-25 cr of approved courses from the following fields: anthropology, economics, education, guidance, health sciences, political science, psychology, sociology, and related areas
3. Evidence of oral and written expression consonant with graduate-level study.
4. Interviews with faculty members, alumni, or currently enrolled students. Central purposes of these interviews include assessing 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 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 GPA 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 51 cr of course work to graduate.
2. Students must demonstrate counseling knowledge and skills as defined by the faculty and community-agency supervisors.
3. Active 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 programs: COCO 701 (Counseling Skills), COCO 706 (Group Counseling), COCO 718 (Practicum), and COCO 725 and 726 (Internship).
5. The faculty may require that a student gain additional experience in counseling skills and competencies before permission is granted to complete the program.
6. Six courses — COCO 701, 706, 707, 718, 725, 726 — cannot be taken at other colleges or universities. These courses must be taken within the Hunter College Counselor Education program.

\*Pending approval by New York State Department of Education



### The Curriculum

The curriculum at Hunter includes basic core courses for the two counseling programs; electives; and specialization courses. The curriculum integrates theory and practice through a carefully sequenced series of courses with emphasis on fieldwork in urban settings.

### Sequence of Courses

- |           |  |           |   |
|-----------|--|-----------|---|
| COCO 701  | Counseling Skills and Interviewing Techniques  | COCO 726  | Internship in Counseling II   |
| COCO 703  | Psychosocial, Cultural and Political Aspects of Disability: Rehabilitation and Special Education | COCO 708  | Measurement and Appraisal   |
| COCO 709  | Research Methods   | COUNS 701 | Culminating Seminar in School Counseling or (depending on specialization) |
| COCO 702  | Theories of Counseling   | COUNR 701 | Medical Aspects of Disability   |
| COCO 707  | Multicultural Aspects of Counseling  | COCO 711  | Supervision and Administration  |
| COCO 718  | Practicum in Counseling  | COCO 735  | Seminar in Chemical Dependency or (electives)                             |
| COCO 717  | Chemical Dependency or (electives)   | COCO 715  | Family Counseling   |
| COCO 716  | Transition from School to Adult Life for Students with Disabilities                              |           |   |
| COUNS 700 | Life Stage Development or (depending on specialization)  |           |   |
| COUNR 700 | Resources and Foundations of Rehabilitation  |           |   |
| COCO 725  | Internship in Counseling I   |           |   |
| COCO 712  | Career Counseling, Assessment and Placement  |           |   |
| COCO 706  | Group Counseling   |           |   |

### Bilingual (Spanish/English) Extension in Pupil Personnel Services

Students in the School Counselor Program at Hunter College may obtain a Bilingual (Spanish/English) Extension in Pupil Personnel. Students who elect to take this option will be evaluated for written and oral proficiency in both Spanish and English. Students who are determined to be bilingually proficient will take the following four courses:

- |           |   |
|-----------|---|
| BILED 701 | Principles and Practices in Bilingual Education |
| BILED 779 | Multicultural Education                         |
| COCO 707  | Multicultural Aspects of Counseling             |
| COCO 718  | Practicum in Counseling (100 hrs)               |



## SPECIAL EDUCATION

### General Information

**Special Education Department Office** 912 West Building;  
772-4701; FAX 650-3542

**Advisors** — All on 9th floor, West Building

**Chair and General Advisement** Marsha H. Lupi, 913 West Building;  
650-3796

**Early Childhood Special Education** Shirley Cohen, 914 West Building;  
772-4708

**Learning Disorders** Katherine Garnett, 918 West Building; 772-4700

**Learning Disorders/Bilingual (Spanish)** Nivia Zavala, 913 West Building;  
772-4701

**Behavior Disorders** Ellis Barowsky, 919 West Building; 772-4704; and  
Thomas McIntyre, 917 West Building; 772-4706

**Deaf Sara Schley**, 918 West Building; 772-4702

**Visual Impairment; Visual Impairment: Rehabilitation Teacher;  
Severe Disabilities Including Deaf-Blindness** Rosanne Silberman,  
911 West Building; 772-4740/1

**Chair** Marsha H. Lupi, 913 West Building; 772-4701

**Ombudsperson** Thomas McIntyre, 919 West Building; 772-4706

The special education program prepares teachers to work with special needs students in public and private schools, hospitals, clinics, health agencies, home programs, 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 cross-categorical core courses, disability-area concentrations, including practica, and an integrative seminar. The 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 early childhood, elementary, or secondary focus.

### MSEd—Special Education

Students may be admitted to one of two programs in special education. Program 1, 41-48 credits, is designed for students who do not have a teacher education background and certification. Program 2, 32-39 credits, is designed for those with New York State teacher certification.

#### Program 1

This 41-48 credit program is open to individuals who do not have a Certificate of Qualification/Provisional Teaching Certificate from New York State. Program 1 requires that students be college graduates with a BA/BS from an approved college and with an acceptable grade point average (GPA).

**Program 1—Matriculated Status** Applicants are considered for matriculation in Program 1 who have a cumulative grade point average of 2.7 or better in their undergraduate work and have passed the Liberal Arts and Sciences Test (LAST) of the NYS Teacher Certification Examinations.

**Program 1—Nonmatriculated Status** Applicants to Program 1 who have not passed the LAST, but who have an undergraduate GPA of at least 2.7 will be considered for nonmatriculated status. If admitted as nonmatriculants, they should reapply for matriculation as soon as they register to take the LAST, as application deadlines are in November (spring) and April (fall). In addition, they must have achieved at least a 3.0 GPA in special education courses completed at Hunter. Nonmatriculants are limited to 9-12 credits.

**Program 1** applicants with a GPA of 2.5-2.69 may be considered for nonmatriculated status. If admitted as nonmatriculants, they should reapply for matriculation at the start of the semester in which they will complete 9-12 credits of special education required courses—but only if they have passed the LAST. They must also have achieved a GPA of at least 3.0 in special education courses completed at Hunter.

**Program 1** applicants whose undergraduate GPA is below 2.5, but who have completed another graduate degree with a GPA of at least 3.5, may be considered for nonmatriculated status.

#### Program 2

This 32-39 credit program is open to individuals who have a Certificate of Qualification/Provisional Teaching Certificate from New York State. Program 2 requires that students be college graduates with a BA/BS from an approved college and with an acceptable grade point average (GPA).

**Program 2—Matriculated Status** Applicants are considered for matriculation in program 2 who have a cumulative grade point average of 2.7 or better in their undergraduate work and who have a Certificate of Qualification/Provisional Teaching Certificate from New York State. Applicants who are not certified in elementary education, Pre-K-6, and who have not completed a course in teaching reading and a course in mathematics methods, will be "conditioned" in six credits. These "conditions" can be met by completing appropriate methods courses in elementary reading and mathematics. *Note:* courses taken to remove "conditions" do not count toward the master's degree.

**Program 2—Nonmatriculated Status** Applicants to Program 2 with a GPA of 2.5-2.69 may be considered for nonmatriculated status. If admitted as nonmatriculants, they should reapply for matriculation at the start of the semester in which they will complete 9-12 credits of special education required courses. They must also have achieved a GPA of at least 3.0 in special education courses completed at Hunter College.

**Program 2** applicants whose undergraduate GPA is below 2.5, but who have completed another graduate degree with a GPA of at least 3.5, may be considered for nonmatriculated status.

#### Notes on BOTH Program 1 and 2

**Note 1:** Meeting the above requirements does not guarantee admission to the graduate program in special education. Admission is based, by necessity, on available space and resources.

**Note 2:** Students may not take more than 12 credits as nonmatriculants. A course taken as a nonmatriculant for which a student receives a grade of C will not count toward the degree, unless a special waiver is granted by the Dean.

**Note 3:** Applicants who have teacher certification from a state other than New York may be admitted to nonmatriculated status. To be considered for matriculation in Program 2, they must apply for New York State teacher certification before the end of their first semester.

**Note 4:** Those applicants admitted as nonmatriculants in Program 1 who have not yet passed the LAST will be offered advisement and assistance in developing study plans. In particular, intensive assistance at no extra cost to the students will be made available to strengthen writing skills.

**Note 5:** Applicants for the Visual Impairment: Rehabilitation Teaching program, which does not lead to NYS teacher certification, are currently exempt from the admission requirement of a passing score on the LAST. This may change in the near future.

**Requirements for the Degree: Program 1 (41–48 credits)**

## 1. Special Education courses:

- 33 cr Learning Disorders
- 39 cr Learning Disorders: Bilingual (Spanish) Focus
- 32–33 cr Behavior Disorders
- 34–37 cr Hearing Impairment
- 32–35 cr Vision Impairment
- 33–34 cr Severe Disabilities Including Deaf-Blindness

and

## 2. 12 credits of general education courses, as indicated below (except for Bilingual Special Education):

- |         |   |      |
|---------|---|------|
| EDF 706 | Social, Historical, Philosophical Foundations of Education: The American School | 3 cr |
| EDF 709 | Advanced Child Development  | 3 cr |
| EDC 704 | Teaching Developmental Reading  | 3 cr |
| EDC 705 | Mathematics Curricula and Methodology   | 3 cr |

or

## 2a. 9-credits of general education courses for Learning Disabilities/Bilingual (Spanish):

- |         |                                       |      |
|---------|---------------------------------------|------|
| EDC 704 | Teaching Developmental Reading        | 3 cr |
| EDC 705 | Mathematics Curricula and Methodology | 3 cr |

and

- |         |   |      |
|---------|---|------|
| EDC 714 | Education and Technology in Elementary School | 3 cr |
|---------|---|------|

or

- |         |   |      |
|---------|---|------|
| EDC 703 | Teaching Science in the Elementary School | 3 cr |
|---------|---|------|

**Note:** Students who have completed one or more courses of equivalent content on the undergraduate level may request a waiver of the course(s) from the Office of Educational Services. However, a waiver does not reduce the minimum total number of credits required, except in Program 1 Learning Disorders/Bilingual (Spanish), which may be reduced by up to 6 credits through waivers. Equivalent courses taken on the graduate level at other institutions may be submitted for transfer of credits to satisfy these requirements.

**Requirements for the Degree: Program 2**

## Special Education courses:

- 33 cr Learning Disorders
- 39 cr Learning Disorders: Bilingual (Spanish) Focus
- 32–33 cr Behavior Disorders
- 34–37 cr Hearing Impairment
- 32–35 cr Vision Impairment
- 33–34 cr Severe Disabilities Including Deaf-Blindness

**Further Requirements for the Degree:  
Both Program 1 and Program 2**

1. A passing grade on a comprehensive examination. Students are afforded one opportunity to retake this exam, should they not pass it the first time.
2. Demonstrations of consistently satisfactory written English.

3. Satisfactory performance in at least one supervised practicum. To be waived out of the advanced (2nd) practicum, students must apply for a written waiver, have completed one year or more of successful teaching in a special education setting prior to their last fall or spring semester, and have received a grade of at least B in their first practicum.

**Note:** Students in deaf education must have taught in a program for students with hearing impairments and students in the visual impairment concentration must have taught in a program for students with visual impairments.

**Learning Disorders (33 credits)****Cross-Categorical Core Courses (12 credits)**

		Credits
EDSPC 700	Issues and Practices in Educating Persons with Disabilities	3
EDSPC 710	Assessment of Students with Mild/Moderate Disabilities	3
EDSPC 715	Classroom Management of Students with Mild/Moderate Disabilities	3
EDSPC 706	Integrative Seminar	3

**Learning Disorders Concentration (12 credits)**

EDSPC 780	The Study of Learning Disorders	3
EDSPC 781	Methods for Teaching Students with Learning Disorders: Part A	3
EDSPC 782	Methods for Teaching Students with Learning Disorders: Part B	3
EDSPC 783	Supervised Clinical Teaching Practicum: Learning Disorders	3

**Learning Disorders Age Focus****Select one: Early Childhood/Elementary/Secondary (6 credits)****Early Childhood**

EDSPC 711	Development Problems of Students with Learning Disorders	3
EDSPC 774	Early Childhood Special Education: Models and Methods	3

**Elementary — Select 2 of 3:**

EDSPC 717	Inclusive Instruction in General Education Classrooms for Students with Mild/Moderate Learning and Behavior Disorders	6
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EDSPC 719	Family Involvement in the Education of Students with Disabilities	
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EDSPC 750	The Study of Behavior Disorders	
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**Secondary**

EDSPC 762	Functional Curriculum for Adolescents and Adults with Mild/Moderate Disabilities	3
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**Plus, select 1 of 2** 3

EDSPC 717	Inclusive Instruction in General Education Classrooms for Students with Mild/Moderate Learning and Behavior Disorders	
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EDSPC 763	Transition from School to Adult Living for Youth with Disabilities	
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**Learning Disorders Advanced Practicum**

Early Childhood/Elementary/Secondary (3 credits)

**Select 1 of 2**

EDSPC 777.54\* Advanced Practicum: LD and BD Early Childhood/Elementary Focus 2

or

EDSPC 777.55\* Advanced Practicum: LD and BD Secondary Focus

and

EDSPC 728.51\* Independent Study in Special Education 1

**Total number of credits in Learning Disorders****Concentration = 33****Learning Disorders/Bilingual (Spanish) (39 credits)****Cross-Categorical Core Courses (12 credits)**

	Credits
EDSPC 700.50	Issues and Practices in Educating Persons with Disabilities 3
EDSPC 710.50	Assessment of Students with Mild/Moderate Disabilities 3
EDSPC 715	Classroom Management of Students with Mild/Moderate Disabilities 3
EDSPC 706	Integrative Seminar 3

**Learning Disorders/Bilingual (Spanish)****Concentration (27 credits)**

EDSPC 780	The Study of Learning Disorders 3
EDSPC 781	Methods for Teaching Students with Learning Disorders: Part A 3
EDSPC 783	Supervised Clinical Teaching Practicum: Learning Disorders 3
EDSPC 784	Curriculum Planning in Bilingual Education 3
EDSPC 777.53	Learning Disorders/Bilingual Practicum (Spanish) 3
BILED 701	Principles and Practices 3
BILED 771	Psychology of Language Learning and Teaching 3
BILED 779	Multicultural Education 3
EDESL 783	Methodology of Teaching English to Speakers of Other Languages 3

**Behavior Disorders (33 credits)****Cross-Categorical Core Courses (12 credits)**

	Credits
EDSPC 700	Issues and Practices in Educating Persons with Disabilities 3
EDSPC 710	Assessment of Students with Mild/Moderate Disabilities 3
EDSPC 715	Classroom Management of Students with Mild/Moderate Disabilities 3
EDSPC 706	Integrative Seminar 3

**Behavioral Disorders Concentration (12 credits)**

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

EDSPC 781.50 Methods for Teaching Students with Learning Disorders 3

EDSPC 756.52/53 Practicum: Behavior Disorders 2 or 3

**Behavior Disorders Age Focus****Select one: Early Childhood/Elementary/Secondary (6 credits)****Early Childhood**

EDSPC 711 Developmental Problems of Students with Disabilities 3

EDSPC 774 Early Childhood Special Education: Models and Methods 3

**Elementary — Select 2 of 3: 6**

EDSPC 717 Inclusive Instruction in General Education Classrooms for Students with Mild/Moderate Learning and Behavior Disorders

EDSPC 719 Family Involvement in the Education of Students with Disabilities

EDSPC 780 The Study of Learning Disorders

**Secondary**

EDSPC 762 Functional Curriculum for Adolescents and Adults with Mild/Moderate Disabilities 3

**And one of the following:**

EDSPC 717 Inclusive Instruction in General Education Classrooms for Students with Mild/Moderate Learning and Behavior Disorders

EDSPC 763 Transition from School to Adult Living for Youth with Disabilities

**Behavior Disorders Advanced Practicum****Early Childhood/Elementary/Secondary (3 credits)****Select 1 of 2**

EDSPC 777.54\* Advanced Practicum: LD and BD Early Childhood/Elementary Focus 2

or

EDSPC 777.55\* Advanced Practicum: LD and BD Secondary Focus

and

EDSPC 728.51\* Independent Study in Special Education 1

**Total number of credits in Behavior Disorders****Concentration = 33****Hearing Impairment (34-37 credits in total)****Cross-Categorical Core Courses (12 credits)**

	Credits
EDSPC 700	Issues and Practices in Educating Persons with Disabilities 3
EDSPC 710	Assessment of Students with Mild/Moderate Disabilities 3
EDSPC 715	Classroom Management of Students with Mild/Moderate Disabilities 3
EDSPC 706	Integrative Seminar 3

\*Students in Program 2 who are waived out of EDSPC 777.54/55 will take a 3-credit elective in lieu of the combination of the 2-credit advanced practicum and the 1-credit independent study.

**Hearing Impairment Concentration (22-23 credits)**

		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	2
or		
EDSPC 736.54	Practicum in Hearing Impairment: Supervised Field Placement	3
EDSPC 736.55	Hearing Impairment Advanced Practicum*	2
EDSPC 737	American Sign Language: Introduction	2

**Visual Impairment (32-35 credits in total)****Cross-Categorical Core Courses (6 credits)**

		Credits
EDSPC 700	Issues and Practices in Educating Persons with Disabilities	3
EDSPC 706	Integrative Seminar	3

**Visual Impairment Concentration (26-29 credits)**

EDSPC 709	Assessment of Students with Severe/ Multiple Disabilities	3
EDSPC 791	Curriculum for Learners with Severe/ Multiple 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	3
or		
EDSPC 746.54	Practicum in Visual Impairment: Supervised Field Placement	2
EDSPC 746.55	Visual Impairment Advanced Practicum*	2
EDSPC 747	Principles of Orientation and Mobility for Teachers of Learners with Visual Impairments	3

\*Not required of students in this sequence who provide proof of having completed (before their last fall or spring semester) one year or more of successful teaching as a teacher of hearing impaired children and have received a grade of at least B in either EDSPC 736.52 or 736.54.

Note: must apply for waiver in writing.

**Visual Impairment: Rehabilitation Teaching (40 credits in total)****Cross-Categorical Core Courses (3 credits)**

		Credits
EDSPC 700	Issues and Practices in Educating Persons with Disabilities	3

**Visual Impairment: Rehabilitation Concentration (37 credits)**

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 (33-34 credits)****Cross-Categorical Core Courses (6 credits)**

		Credits
EDSPC 700	Issues and Practices in Educating Persons with Disabilities	3
EDSPC 706	Integrative Seminar	3

**Severe Disabilities Including Deaf-Blindness Concentration (23-24 credits)**

		Credits
EDSPC 709	Assessment of Students with Severe/ Multiple Disabilities	3
EDSPC 791	Curriculum for Learners with Severe/ Multiple Disabilities	3
EDSPC 737	American Sign Language: Introduction	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	Credits 2
EDSPC 796.51	Practicum II: Severe/Multiple Disabilities	2
1 elective selected in conjunction with the advisor		2 or 3

## SPECIAL EDUCATION ELECTIVES

Courses listed below may be taken as electives when not required within the student's selected concentration. Courses from the Elementary Education Program may also be taken as electives, if they were not conditions of admission or requirements to Program 1.

		Credits
EDSPC 712	Language Development for Learners with Severe/Multiple Disabilities	3
EDSPC 716	Topics in Special Education	3
EDSPC 717	Inclusive Instruction in General Education Classrooms for Students with Mild/Moderate Learning and Behaviors	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 the Deaf	1, 2, or 3
EDSPC 740	Educational Implications of Visual Impairments	3
EDSPC 741	Education and Rehabilitation of Individuals with Visual Impairments	3
EDSPC 750	The Study of Behavior Disorders	3
EDSPC 753	Methods for Teaching Students with Behavior Disorders	3
EDSPC 762	Functional Curriculum for Adolescents	3
EDSPC 763	Transition from School to Adult Living for Youth with Disabilities	3
EDSPC 780	The Study of Learning Disorders	3
EDSPC 790	Foundations and Educational Implications of Severe/Multiple Disabilities	3

## SCHOOL OF EDUCATION COURSE LISTINGS

*Each course 45 hrs, 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 Legal Issues in Education** An introduction to the law and legal issues pertaining to education with a historical perspective on the evolution of the American legislative and judiciary systems as they apply to school law.

**ADSUP 707 Field Experience Seminar in Administration and Supervision I, II** Two-sem 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 710 Planning and Implementing Technology in K-12 Schools** Theoretical and practical considerations for planning and implementing technology in schools. Basic concepts of technology and planning using systems theory.

**ADSUP 713 School Finance and Budgeting** A study of school finance and budgeting. Processes and cases from New York State, New York City, local school district, and building level management as examples of current practice.

**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.

**ANTH 777 Language and Culture** Prereq: LING 701 or permission of TESOL advisor. 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.

**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 and 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.

**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 Psychosocial, Cultural, and Political 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 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** Course foci include developing self-awareness of cultural values and biases, awareness of differing world views, and knowledge of appropriate intervention strategies.

**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 ethnic diversity and disability.

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

**COCO 710 Chemical Dependency: Issues in Counseling** This course is designed to introduce students to the various aspects of alcoholism and substance drug abuse in order to increase their understanding and awareness of the multifaceted problems involved and the implications for counseling.

**COCO 711 Supervision and Administration in Counseling** Knowledge and skills in the basic process of supervision of beginning counselors and others in human service professions as well as organization and administration of human service programs. Assignments based on student needs.

**COCO 712 Career Counseling, Assessment and Placement** 60 hrs, 4 cr. Application of principles of career development, vocational choice, work adjustment, job seeking skills, worksite analysis, and worker traits including special problems of people with disabilities. Sources and uses of occupational information and labor market trends. Emphasis on vocational evaluation, job development and follow-up.

**COCO 715 Family Systems and Counseling Issues** Family systems, dynamics, transitions, and crises are the foci of this course designed to help counselors become more effective in understanding and working with individuals in the context of and interaction with the family unit.

**COCO 718 Practicum in Counseling** 100 hrs. To be arranged in selected field settings. Experience in applying techniques of counseling with selected populations in a variety of settings depending upon specialization. Weekly seminars to discuss clients, roles, and responsibilities of the counselor. Students seeking the bilingual extension will do this practicum in a setting in which they can work with Spanish-speaking clients.

**COCO 723 Transition from School to Adult Living for Youth with Disabilities** Services, programs, and processes for facilitating the transition of youth with disabilities and youth at risk from school to work, postsecondary education, independent living, and adult roles.

**COCO 725 Internship in Counseling I** Each 300 hrs to be arranged in selected field settings. 4 cr for 2 semesters. Prereq: 24 cr in required courses or the approved equivalent; permission of college field work supervisor required. Continued experience in applying techniques of counseling with selected populations in a variety of settings depending upon specialization. Weekly seminars to discuss clients, roles, and responsibilities of the counselor.

**COCO 726 Internship in Counseling II** As above, the second half.

**COCO 727, 728 Special Topic in Counseling** Study of significant issues, problems, and emerging trends in counseling.

**COCO 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 that serve people with chemical dependencies.

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

**COCO 742 Independent Study 30 hours (supervised)** 2 cr. Students will carry out independent project approved by faculty and supervised by a staff member.

**COCO 743 Independent Study 45 hours (supervised)** 3 cr. Students will carry out independent project approved by faculty and supervised by a staff member.

**COUNR 716 Resources and Foundations of Rehabilitation** History, philosophy, and principles of the vocational rehabilitation process. Economic, legal, ethical, and social issues influencing rehabilitation services. Observation of services available in state, city, and private agencies.

**COUNR 720 Medical Aspects of Disability** Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

**COUNR 730 Counseling with the Aging** Implications for personal adjustment of the aging. Complex issues inherent in the aging process. Areas of counseling skills and techniques suitable to the older person.

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

**COUNS 720 Culminating Seminar in School Counseling** With the permission of the supervising faculty member, the culminating experience in counseling provides the student with an opportunity to (a) participate as an integral member of a team involved in a research project, or (b) design an original evaluation or research project, or (c) complete a creative scholarly paper such as an extensive literature review.

**EDC 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.

**EDC 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.

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

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

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

**EDC 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.



**EDC 708 Supervised Student Teaching in the Elementary School** 4 cr. Prereq or coreq: EDF 706, EDF 710, EDF 709, EDC 700, EDC 704, EDC 705, EDC 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.

**EDC 709 Supervised Practicum in the Elementary School** 2 cr. 15 hours of seminar plus conferences. Prereq or coreq: EDF 706, EDF 710, EDF 709, EDC 700, EDC 704, EDC 705, EDC 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.

**EDC 710 Advanced Studies in Curriculum and Instructional Pedagogy** Focuses on the development of reflective skills and abilities that lead to higher levels of effective teaching.

**EDC 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.

**EDC 712 Critical and Analytical Thinking in Mathematics** Prereq: EDC 705. 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.

**EDC 713 Critical/Analytical Thinking in Science** Prereq: EDC 703. 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.

**EDC 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.

**EDC 717 Independent Study in Curriculum and Teaching** 1 cr. Permission of faculty advisor and chairperson required. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

**EDC 718 Independent Study in Curriculum and Teaching** 2 cr. Permission of faculty advisor and chairperson required. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

**EDC 719 Independent Study in Curriculum and Teaching** 3 cr. Permission of faculty advisor and chairperson required. Independent study in the areas of curriculum or teaching methodology. A maximum of 6 credits of independent study may be counted toward the degree.

**EDC 720 Curriculum Theory and Practice in Early Childhood Education** Prereq or coreq: EDF 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.

**EDC 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.

**EDC 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.

**EDC 730 Advanced Studies in the Teaching of Reading** Prereq: EDC 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.

**EDC 731 Reading Instruction in Elementary Schools: Backgrounds and Research** Prereq: EDC 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.

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

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

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

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

**EDC 739 Integrative Seminar in Early Childhood Education** Prereq and coreq: EDC 720, EDF 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.

**EDC 740 Contemporary Mathematics of the Elementary School** Prereq or coreq: EDC 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.

**EDC 741 Development of Mathematical Concepts in Children** Prereq or coreq: EDC 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.

**EDC 742 Workshop in Elementary School Mathematics** Prereq or coreq: EDC 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.

**EDC 743 Research Seminar in Elementary School Mathematics** Prereq or coreq: EDC 712, EDC 740 and EDC 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.

**EDC 776 Biological Science Background for Elementary Teachers** Prereq or coreq: EDC 710, and either EDC 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.

**EDC 777 Physical Science Background for Elementary Teachers** Prereq or coreq: EDC 710, and either EDC 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.

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

**EDC 779 Research Seminar in Science Education** Prereq: EDC 776, EDC 777, EDC 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.

**EDC 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.

**EDC 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.



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

**EDCS 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 multicultural backgrounds. Includes reading strategies to promote better comprehension of literature and to assist reluctant readers.

**EDCS 712 Advanced Study of Methods of Teaching English in Secondary Schools** Prereq: EDFS 700, 701, 702. Coreq: EDCS 710, 711. Familiarizes prospective English teachers with curriculum materials, instructional approaches, innovative teaching techniques and evaluative procedures. Offered fall only.

**EDCS 713 Advanced Study of Methods of Teaching Mathematics in Secondary Schools** Prereq: EDFS 700, 701, 702. Pre- or coreq: EDCS 710. Prospective mathematics teachers will focus on the content of a sequential mathematics program through experiences with instructional approaches based on NCTM Curriculum Standards and Teaching Standards. Offered fall only.

**EDCS 715 Advanced Methods of Teaching Social Studies in Secondary Schools** Prereq: EDFS 700, 701, 702. Prereq or coreq: EDCS 710. Rational, methodology and resources for teaching social studies based on current theories of the nature of students, social studies and secondary schooling. Offered fall only.

**EDCS 722 Advanced Methods of Teaching a Foreign Language** Prereq: EDFS 700, 701, 702. Coreq: EDCS 710. Theory and research in proficiency-based second language teaching and their practical applications. Offered fall only.

**EDCS 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: EDFS 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.

**EDCS 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: EDFS 700, 701, 702. Pre- or coreq: EDCS 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.

**EDCS 753 Advanced Supervised Student Teaching of Mathematics in Grades 7-9 and 10-12.** 4 cr. 15 hours of seminar plus 275 hours of fieldwork. PREQ: EDFS 700, 701, 702. Pre- or coreq: EDCS 710, 713. Supervised observation and student teaching in grades 7-9 and 10-12 in a New York City junior or senior high school for 275 clock hours, plus 15 hours of seminar. Offered spring only. Applicants for student teaching in spring must apply during the previous October. Note announcements of application conference in 1000 West Building.

**EDCS 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: EDFS 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.

**EDCS 761 College Supervised Practicum in the Teaching of English in Secondary Schools** 2 cr. 15 hours of seminar plus conferences. Prereq: EDFS 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.

**EDCS 762 College Supervised Practicum in the Teaching of a Foreign Language in Secondary Schools** 2 cr. 15 hours of seminar plus conferences. Prereq: EDFS 700, 701, 702. Pre- or coreq: EDCS 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.

**EDCS 763 College Supervised Practicum in the Teaching of Mathematics in Secondary Schools** 2 cr. 15 hours of seminar plus conferences. On-the-job supervision for students who are employed as teachers of mathematics in secondary schools in New York City, plus seminar to refine teaching skills, and individual conferences. Offered spring only. Please note announcements of application conference.

**EDCS 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.

**EDESL 705 Structure of English: A Pedagogical View** Prereq: LING 701 or permission of TESOL advisor. 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 780 Seminar in Educational Research (Master's Essay)** Prereq: Completion of 24 credits or permission of TESOL advisor. 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 advisor, are exempt from taking the comprehensive examination. Registration by advisor's approval only.

**EDESL 781 Workshop in Curriculum and Materials in TESOL** Prereq: LING 701 or permission of TESOL advisor. 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 advisor. A treatment of effective TESOL practices appropriate to the adult classroom.

**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.

**EDESL 784 Fieldwork in TESOL** Prereq: completion of 24 credits or permission of TESOL advisor. 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 advisor. 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.

**EDESL 787 Workshop: TESOL for Children (Pre-K-12)** Prereq: EDESL 783, LING 701 or permission of TESOL advisor. Applications of methods, techniques, and approaches for teaching English as a second/foreign language to children.

**EDESL 788 Supervised In-service Practicum in the Public Schools** 2 cr. Prereq: completion of 24 credits or permission of TESOL advisor. 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.

**EDF 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.

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



**EDF 710 Educational Psychology** Prereq: EDF 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.

**EDF 715 Diversity in American Education** Prereq: EDF 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.

**EDF 716 Evaluation and Assessment of Children** Prereq: EDF 710. 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.

**EDF 717 Independent Study in Educational Foundations** 1 cr. Permission of faculty advisor and chairperson required. 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.

**EDF 718 Independent Study in Educational Foundations** 2 cr. Permission of faculty advisor and chairperson required. 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.

**EDF 719 Independent Study in Educational Foundations** 3 cr. Permission of faculty advisor and chairperson required. 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.

**EDF 729 Child Study: Cognitive and Affective Development of Children, Birth to Age Eight** Prereq or coreq: EDF 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.

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

**EDF 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.

**EDFS 700 Advanced Study of Human Development: Focus on Adolescents in Secondary Education** Coreq: EDF 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.

**EDFS 701 Advanced Study of Social Issues for Teachers in Secondary Schools** Coreq: EDF 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.

**EDFS 702 Advanced Study of Educational Psychology: Applications to Secondary Education** Prereq or coreq: EDF 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.

**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 psycho-educational 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 Delays and Disorders in Young Children** Pre- or coreq: EDSPC 700. Study of typical development and developmental deviations in children from birth through age 8. Educational implications for teaching young children with special educational needs.

**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 717 Inclusive Instruction in General Education Classrooms for Students with Mild to Moderate Learning and Behavior Disorders** Coreq: Current employment as a teacher in special education, in elementary education or enrollment in a school-based classroom practicum. Explores curriculum adaptations and intensified instruction for learners with diverse special education needs. Emphasizes practical application of instructional strategies, classroom change and collaborative processes. Open to both special education and elementary education graduate students.

**EDSPC 719 Family Involvement in the Education of Students with Disabilities** Prereq: EDSPC 700 and current practicum placement or teaching position. The effects of a disabled child on family members. Strategies for communication with culturally diverse family groupings. Planning with parents, effecting change, and securing support from community resources.

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

**EDSPC 730 Language Development for the Deaf Child** Study of language acquisition in hearing and deaf children. Theoretical and practical aspects of the deaf child's receptive and expressive language skills. Contemporary trends and methods used to facilitate language acquisition in deaf children.

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

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

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

**EDSPC 734 Aural Rehabilitation** Pre- or coreq: 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: Supervision 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 736.54.

**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 736.55.

**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 American Sign Language: Introduction** 30 hrs, 2 cr. Pre- or coreq: EDSPC 700. Introduction to American Sign Language. Students acquire basic receptive and expressive competence in ASL and fingerspelling.

**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 I** 45 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 746.54 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 746.55.

**EDSPC 746.55 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 756.52 Practicum in Behavior Disorders: Supervision On-the-Job** 30 hrs plus conferences, 2 cr. Pre- or coreq: EDSPC 750, 753. Supervised teaching in programs for children with behavior disorders, 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 complete EDSPC 777.54 or .55.

**EDSPC 756.53 Practicum in Behavior Disorders: Supervised Field Placement** 30 hrs plus 150 hour field placement. 3 cr. Pre- or coreq: EDSPC 750, 753. Supervised field placement in programs for children who demonstrate various types and degrees of behavior disorders; 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 complete EDSPC 777.54 or .55.

**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.

\*Not currently offered



**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 777.53 Practicum: Learning Disorders (Bilingual/Spanish)** 40 hrs 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 777.54 Learning/Behavior Disorders Advanced Practicum: Elementary Focus** 150 hour field placement plus conferences, 2 cr. Prereq: EDSPC 756.52 or .53; or pre- or coreq: EDSPC 783. Supervised field placement plus individual conferences in elementary school programs for students with learning disabilities, behavior disorders, and/or mild to moderate mental retardation. A student who obtains a grade of "F" may not continue in the program. A student who obtains a grade of "C" must repeat this practicum.

**EDSPC 777.55 Learning/Behavior Disorders Advanced Practicum: Secondary Focus** 150 hr field placement + conferences, 2 cr. Prereq: EDSPC 756.52 or .53; or pre- or coreq: EDSPC 783. Supervised field placement plus individual conferences in secondary school programs for students with learning disabilities, behavior disorders, and/or mild to moderate mental retardation. A student who obtains a grade of "F" may not continue in the program. A student who obtains a grade of "C" must repeat this practicum.

**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** Coreq: 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. *For students in the Learning Disorders Concentration.*

**EDSPC 781.50 Methods for Teaching Students with Learning Disorders: Part A** Pre- or coreq: EDSPC 750. 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. *For students in the Behavior Disorders Concentration.*

**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 ongoing 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 ongoing 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 784 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 hour 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 hour 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.

**HED 714 Health Education for the Classroom Teacher** Preparation of the elementary educator to assist schoolchildren 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.

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

**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.





# The Schools of the Health Professions

Hunter College's Schools of the Health Professions comprises two prestigious units of the College: The Hunter-Bellevue School of Nursing and the School of Health Sciences. Restructured under a single dean in 1997, each school can now coordinate and enhance efforts to carry out a shared mission: the education of a new generation of nursing and health care professionals.

## History

Nursing education began at Hunter in 1943, when courses for registered nurses were added to its curriculum. In 1955, a four-year collegiate program that was a pioneer for its time — the Hunter College Program in Nursing — was launched. When the Bellevue School of Nursing closed in 1969, Hunter absorbed it to create the Hunter-Bellevue School of Nursing, now located at the College's Brookdale Health Science Center at 425 East 25th Street in Manhattan, near Bellevue Hospital.

Hunter's Institute of Health Sciences, dedicated to the educational preparation of a range of health care professionals, opened its doors on East 106th Street in 1968. Six years later, the Institute became the School of Health Sciences and moved downtown to join the nursing school at the Brookdale campus.

The reorganization of the two schools allows them to be more innovative academically — and more influential in the delivery of modern urban health care. Their administrative functions have been unified under the leadership of the first Dean of the new Schools of the Health Professions, Professor Evelyn Gioiella.

## The Schools of the Health Professions

<b>Administrative Offices</b>	6th Floor, West Building 212-481-4314
<b>Student Advisor</b>	Room 628, West Building 212-481-4773
<b>Helen Fuld Media Center</b>	Mezzanine, West Building 212-481-5129
<b>Brookdale Health Science Center</b>	425 East 25th Street New York, NY 10010

## The Hunter College School of Health Sciences

**Main Office** 1010 West Building, 481-4324  
**Student Information** 481-4320  
**Brookdale Health Science Center**  
 425 East 25th Street  
 New York, NY 10010

**School Director** Lynne W. Clark

## FACULTY

**Marilyn Auerbach**, Associate Professor, Community Health Education/Urban Public Health; DrPH, Columbia; Women's Issues, Chronic Illness, HIV/AIDS  
**Suzanne Babyar**, Assistant Professor, Physical Therapy; PhD, NYU; Physical Mobility  
**Deborah Blocker**, Assistant Professor, Nutrition/Urban Public Health; ScD, Harvard; Nutritional Epidemiology and Biochemistry, Nutrition and Minorities

**Jack Caravanos**, Assistant Professor, Environmental and Occupational Health Sciences/Urban Public Health; DrPH, Columbia; Industrial Hygiene, Environmental Assessments, Hazardous Wastes  
**Thelma Carter**, Professor, Medical Laboratory Sciences; PhD, SUNY Downstate Medical Center; Immunology, Biotechnology Business Development  
**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, Urban Public Health; DrPH, Columbia; Urban Public Health, HIV Prevention, Public Health Policy  
**Mark Goldberg**, Associate Professor, Environmental and Occupational Health Sciences/Urban Public Health; PhD, NYU; Industrial Hygiene, Exposure Assessment, Construction Health and Safety  
**Thomas Holland**, Assistant Professor, Physical Therapy; PhD, NYU; Adult Rehabilitation and Kinesiology  
**Dean Johnston**, Associate Professor, Medical Laboratory Sciences, PhD, Wayne State U; Cancer and Tumor Immunology, Cell Cultures  
**David Kotelchuck**, Associate Professor, Environmental and Occupational Health Sciences/Urban Public Health; PhD, Cornell; Occupational Health, Industrial Hygiene, Epidemiology  
**Gary Krasilovsky**, Associate Professor, Physical Therapy; PhD, NYU; Parkinson's Disease and Neurological Rehabilitation  
**Soo-Kyung Lee**, Assistant Professor, Nutrition/Urban Public Health; MPH, Cornell; Acculturation, Diet and Health, Immigration and Health  
**Regina Linder**, Professor, Medical Laboratory Sciences; PhD, NYU; Bacterial Pathogenesis, Role of Cytotoxins  
**Milo Lipovac**, Associate Professor, Physical Therapy; PhD, U of Belgrade; Neuroanatomy and Physiology, Pharmacology  
**Martha Macht-Sliwinski**, Lecturer, Physical Therapy; MA, NYU; Clinical Education, Diversity Issues  
**Khursheed Navder**, Associate Professor, Nutrition/Urban Public Health; PhD, Kansas; Lipid Metabolism, Food Science and Nutrition  
**Irwin Oreskes**, Professor, Medical Laboratory Sciences; PhD, CUNY; Clinical Biochemistry, Immunology, Protein Antigenicity and Conformation, Autoantibodies  
**Robert Orlikoff**, Associate Professor, Communication Sciences; PhD, Columbia; Speech Physiology, Voice and Vocal  
**Lynn Roberts**, Assistant Professor, Community Health Education/Urban Public Health; MPH, Cornell; Adolescent Health, Violence and Prevention, Minority Health  
**Kathryn Rolland**, Associate Professor, Community Health Education/Urban Public Health; EdD, Fairleigh Dickinson University; Child and Adolescent Health, HIV/AIDS, School Health  
**Elaine Rosen**, Associate Professor, Physical Therapy; Department of Physical Therapy, Institute of Physical Therapy, MS, LIU; Orthopaedic Management of Extremities and Spine  
**Dorothy Ross**, Assistant Professor, Communication Sciences; PhD, CUNY; Speech Science, Fluency and Speech Disorders  
**Janet R. Schoepflin**, Assistant Professor, Communication Sciences; PhD, CUNY; Pediatric Audiology, Hearing Science  
**Brenda Seals**, Associate Professor, Community Health Education/Urban Public Health and Director of Center for AIDS, Drugs and Community Health; PhD, University of Iowa, MPH, Emory; HIV Prevention and Evaluation, Family Health  
**Carol R. Silverman**, Professor, Communication Sciences; PhD, NYU; Diagnostic and Rehabilitative Audiology  
**Arlene Spark**, Associate Professor, Nutrition/Urban Public Health; EdD, Columbia; Pediatric Nutrition, Nutrition Education, Cardiovascular Health and Promotion  
**Dava Waltzman**, Assistant Professor, Communication Sciences; PhD, CUNY; Preschool and School Age Language Development and Disorders, Cultural and Linguistic Diversity

The Hunter College School of Health Sciences offers graduate and undergraduate programs in the 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 and media facilities, a speech and hearing clinic, and a library, as well as recreational facilities, a cafeteria, and an on-site dormitory.

As a principal unit of The City University of New York for allied health education, Hunter's School of Health Sciences prepares liberally educated professionals to enter and advance in health related careers. These professionals will provide health maintenance and promotion, disease prevention, evaluation and clinical management of health related conditions. The School's programs of study provide unique educational, research, and clinical and community service-oriented opportunities to students.

The graduate programs offered at the Hunter College School of Health Sciences are designed for the working health professional.

MS	Communication Sciences (Speech-Language Pathology and Audiology)
MPH	Urban Public Health with Specializations: Community Health Education Environmental and Occupational Health Public Health Nutrition
MS	Environmental and Occupational Health Sciences
MS*	Physical Therapy

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

### Admission

Students planning for admission to one of the graduate programs offered at the School of Health Sciences should contact their program of choice for admission and degree requirements. These programs offer prospective student sessions each semester. See individual program listings in the catalog or visit the College's graduate Web Site (<http://www.hunter.cuny.edu>). Prospective students apply directly to the program of their choice through the College's Office of Admissions (695 Park Ave., Room 203 North, New York, NY 10021, 212-481-4490).

*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 graduate courses not credited toward the degree (i.e., 500- and 600-level courses for students who are deficient in certain graduate level skills). These additional requirements vary from program to program.

All applicants for matriculant admission must satisfy the College's general admission requirements.

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 two 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.

### COMMUNICATION SCIENCES—MS

**Program Director** Dava Waltzman, Brookdale Center, 1306 North Building; 212-481-4467

**Director, Center for Communication Disorders** Florence Edelman, Brookdale Center, 133 North Building; 212-481-4464

**Coordinator, Audiology Program** Carol A. Silverman, Brookdale Center, 1306 North Building; 212-481-4467

**Matriculant Graduate Advisors** Lynne W. Clark, Florence Edelman, Robert Orlikoff, Dorothy Ross, Janet R. Schoepflin, Carol A. Silverman, Dava Waltzman; 212-481-4467

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. Clinical practicum and associated research experience are obtained through the Program's Center for Communication Disorders and Speech, Language, and Hearing Sciences Laboratory, as well as its more than 55 external affiliations.

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, an advanced clinical externship practicum is obtained at affiliated facilities in the New York metropolitan area.

The Communication Sciences Program is accredited by the American Speech-Language-Hearing Association (ASHA) 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 Communication Sciences Program's Center for Communication Disorders is located at the Brookdale Health Sciences Campus, 425 East 25th St., Room 133 North. The Center provides diagnostic and therapeutic services for a wide variety of speech, voice, fluency, swallowing, language, and/or 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 212-481-4464.

\*Students should contact the Physical Therapy Program; It is anticipated that their new MS degree program will begin admitting students fall 2001.



## THE PROGRAMS

Two curricula are offered leading to the MS degree in Communication Sciences. 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 teacher of the Speech and Hearing Handicapped curriculum prepares students as above and also provides special preparation as a teacher of speech and hearing-handicapped children 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 (CODE 556)

### Requirements for Admission

1. General admission requirements to the graduate programs in the arts and sciences are observed.
  - a. Baccalaureate degree from an accredited institution acceptable to Hunter College
  - b. Aptitude section of the Graduate Record Examination
  - c. Statement of intent
  - d. Two letters of reference
  - e. 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. Background Course Work:

Students with a background in communication sciences and disorders who wish to matriculate into the MS degree program in Communication Sciences, Arts and Sciences curriculum, must file for matriculated status.

Students without a background in communication sciences and disorders must complete at least 15 of the required 21 credits of prerequisite course work in communication sciences and disorders as nonmatriculant students before they can apply for matriculation into the MS degree program in Communication Sciences, Arts and Sciences curriculum. These courses are available at the 600 level and are not credited toward the MS degree. These courses are also available to COMHE students in the pathway track.

Alternatively, those students without a background in communication sciences and disorders who have outstanding application credentials (3.80 or greater GPAs, 600+ GREs, and exceptional letters of reference) may apply directly for matriculated status. Students selecting this option must maintain a B+ average in all 600-level prerequisite course work in order to continue in the program.

4. The prerequisite credits in acceptable course work include the following (or their equivalents):

COMSC 604 — Introduction to Language Science  
 COMSC 607 — Phonetics of American English  
 COMSC 609 — Anatomy & Physiology of the Auditory and Vestibular Mechanisms and Hearing Science  
 COMSC 610 — Anatomy & Physiology of Speech Production

COMSC 611 — Introduction to Speech Science  
 COMSC 620 — Introduction to Speech-Language Pathology  
 COMSC 640 — Introduction to Audiology

### Requirements for the Degree (55 credits)

#### Communication Sciences: Speech-Language Pathology Majors

- A. Core curriculum (31 credits): COMSC 700, 701, 705, 711, 712, 729.01, 729.02, 729.03, 732, 733, 734, 735, 749.01, 750, 781 or 782.
- B. Language Disorders (6 credits): COMSC 703, 715, 717, 718, or 726
- C. Speech Disorders (12 credits): COMSC 716, 722, 724, 727, 730, 731, or 790
- D. Hearing Disorders (3 credits): COMSC 741 or 745
- E. Aural Rehabilitation (3 credits): COMSC 740 or 744

#### Communication Sciences: Audiology Majors

- A. Core curriculum (46 credits): 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 or 782; EDSPC 737 (Total Communication: Sign Language).
- B. Speech and Language Science (3 credits): COMSC 705, 711, or 712
- C. Language Disorders (3 credits): COMSC 703, 715, 717, or 718
- D. Speech Disorders (3 credits): COMSC 716 or 727

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, at least 150 must be obtained on the graduate level and must include satisfactory performance in (a) clinical practicum within the Communication Sciences Program's 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 a minimum of 12-15 program credits. Students must present evidence of 25 hours of clinical observation prior to practicum registration.

Students on academic probation are not eligible for externship placement.

The major emphasis in clinical practicum is placed in the area of ASHA certification. Students must complete all academic and clinical requirements in order to be awarded the MS degree and to become eligible for certification by ASHA and licensure in NY State. In addition to the MS degree requirements, students must complete 6 credits in basic sciences 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 PRAXIS examination in the area for which certification is sought in order to graduate.

**Research Project/Thesis** Candidates for the master's degree may elect to write a thesis (COMSC 799). 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.

## TEACHER OF THE SPEECH AND HEARING HANDICAPPED CURRICULUM (CODE 130)

### Requirements for Admission

1. General admission requirements to the graduate programs in the arts and sciences are observed.
  - a. Baccalaureate degree from an accredited institution acceptable to Hunter College
  - b. Aptitude section of the Graduate Record Examination
  - c. Statement of intent
  - d. Two letters of reference
  - e. 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. Background Course Work

Students with a background in communication sciences and disorders who wish to matriculate into the MS degree program in Communication Sciences, Teacher of the Speech and Hearing Handicapped curriculum, must file for matriculated status.

Students without a background in communication sciences and disorders must complete at least 15 of the required 21 credits of prerequisite course work in communication sciences and disorders as nonmatriculant students before they can apply for matriculation into the MS degree Program in Communication Sciences, Teacher of the Speech and Hearing Handicapped curriculum. These courses are available at the 600 level and are not credited toward the MS degree.

Alternatively, students without a background in communication sciences and disorders who have outstanding application credentials (3.80 or greater GPAs, 600+ GREs, and exceptional letters of reference) may apply directly for matriculated status. Students who select this option must maintain a B+ average in all 600-level prerequisite course work in order to continue in the program.

4. The prerequisite credits in acceptable course work include the following (or their equivalents):

COMSC 604 — Introduction to Language Science  
 COMSC 607 — Phonetics of American English  
 COMSC 609 — Anatomy & Physiology of the Auditory and Vestibular Mechanisms and Hearing Science  
 COMSC 610 — Anatomy & Physiology of Speech Production  
 COMSC 611 — Introduction to Speech Science  
 COMSC 620 — Introduction to Speech-Language Pathology  
 COMSC 640 — Introduction to Audiology

5. The candidate for matriculation must have satisfactorily completed 12 undergraduate/graduate credits in the professional study of education in such areas as:

Social foundations of education  
 Psychological foundations of education  
 Methods of teaching mathematics, sciences, or social studies  
 Special Education

The candidate for matriculation (with a background in communication sciences and disorders) who has completed at least 9 credits in the professional study of education may be matriculated with the condition that 3 credits in the professional study of education are satisfactorily completed on the graduate level.

### Requirements for the Degree (58 credits)

Each candidate in the Teacher of the Speech and Hearing Handicapped curriculum with a specialization in either speech-language pathology or audiology must complete an approved program comprising the 55-credit Arts and Sciences curriculum, and additionally: (1) take COMSC 703: Professional Practice in Educational Settings; (2) complete a school-based practicum as one of the clinical practicum requirements; and (3) complete a child abuse identification and prevention course.

For candidates with a specialization in speech-language pathology, the approved course of study must include:

- A. Core curriculum (34 credits): COMSC 700, 701, 703, 705, 711, 712, 729.01, 729.02, 729.03, 732, 733, 734, 735, 749.01, 750, 781 or 782.
- B. Language Disorders (6 credits): COMSC 715, 717, 718, or 726
- C. Speech Disorders (12 credits): COMSC 716, 722, 724, 727, 730, 731, or 790
- D. Hearing Disorders (3 credits): COMSC 741 or 745
- E. Aural Rehabilitation (3 credits): COMSC 740 or 744

Candidates with a specialization in audiology must present an approved course of study to include:

- A. Core curriculum (49 credits): 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 or 782; EDSPC 737 (Total Communication: Sign Language).
- B. Speech and Language Science (3 credits): COMSC 705, 711, or 712
- C. Language Disorders (3 credits): COMSC 715, 717, or 718
- D. Speech Disorders (3 credits): COMSC 716 or 727

Students in the Teacher of the Speech and Hearing Handicapped 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 who maintain 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, at least 150 must be obtained on the graduate level and must include satisfactory performance in (a) clinical practicum within the Communication Sciences Program's Center for Communication Disorders, and (b) at least 2 externship placements at different affiliated settings, one of which must be in an educational setting. It is strongly recommended that students register for clinical practicum (speech-language pathology or audiology) upon completion of a minimum of 12-15 program credits. Students must present evidence of 25 hours of clinical observation prior to practicum registration.

Students on academic probation are not eligible for externship placement.



The major emphasis in clinical practicum is placed in the area of ASHA certification. Students must complete all academic and clinical requirements in order to be awarded the MS degree and to become eligible for certification by ASHA and licensure in New York State. In addition to the MS degree requirements, students must complete 6 credits in basic sciences 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.

### Bilingual (Spanish-English) Extension Option

A Bilingual (Spanish-English) Extension Option, requiring an additional 12 credits of course work, is also available to students in the Teacher of the Speech and Hearing Handicapped curriculum. The courses are:

- EDESL 783 — Methodology of Teaching English to Speakers of Other Languages
- BILED 701 — Principles and Practices in Bilingual Education
- BILED 771 — Psychology of Language and Learning
- BILED 778 — Native Language Instrumentation for the Bilingual Classroom (Spanish)

In addition, students must complete a school-based language practicum (1 credit) in which they work with Spanish-speaking children.

### National Examination in Speech Pathology and Audiology

Students are required to pass the PRAXIS examination in the area for which certification is sought in order to graduate.

**Research Project/Thesis** Candidates for the master's degree may elect to write a thesis (COMSC 799). 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.

### 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 at least 15 of the required 21 credits of preprofessional course work in order to apply for matriculation. These courses are offered at the 600 level and are not credited toward the MS degree.

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.

Students whose applications for matriculation have been denied will not be granted permission to take COMSC courses as nonmatriculants.

### Course Offerings for Undergraduate Students

Upper level Hunter College undergraduate students are eligible to enroll in the 600-level Communications Sciences courses as electives upon permission of their undergraduate advisor and the Commu-

nications Sciences Program. Those Hunter College undergraduate students majoring in Community Health Education are eligible to enroll in the 600-level Communication Sciences courses as a minor area of study upon permission of their undergraduate advisor.

### 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 a description of the PhD program, see the *Bulletin of the Graduate School*.

### COURSE LISTINGS

*Each course 45 hours, including conferences, 3 credits, unless otherwise noted. These courses are not offered every year.*

**COMSC 604 Introduction to Language Science** An introduction to the nature of language and communication. Topics include components of the linguistic system, relationship 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 609 Anatomy & Physiology of the Auditory and Vestibular Mechanisms and Hearing Science** 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 610 Anatomy & Physiology of Speech Production** Normal anatomy and physiology of the respiratory, laryngeal, supralaryngeal and orofacial mechanisms; the relationship between physiology and speech production and perception.

**COMSC 611 Introduction to Speech Science** Acoustical and perceptual variables of speech.

**COMSC 620 Introduction to Speech-Language Pathology** prereq: COMSC 610. 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 hearing.

**COMSC 642 Clinical Observation of Communication Disorders** 30 hours, 1 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 Teacher of the Speech and Hearing Handicapped Curriculum must also attend a 2-hour state-approved seminar on child abuse identification and prevention.

**COMSC 705 Advanced Speech Science: Clinical Instrumentation** prereq: COMSC 611, 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 apraxia and dysarthria, 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 hours, 1 credit. prereq: for 1st credit of COMSC 729 (SLP majors): COMSC 620, 642, 711, 716, 732; pre- or coreq: COMSC 717, 718 or 703; 2nd credit prereq: COMSC 733; 3rd and 4th credit prereq: COMSC 724, 726, 731 or 790.1, 790.2. (Audiology majors 1 credit 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** 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 and Procedures in Speech-Language Pathology** 30 hours, 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 hours, 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 hours, 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 hours, 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. pre- 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** pre- 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 prereq: 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 hours, 1 cr. prereq for 1st credit (Audiology Majors): COMSC 640, 642, 741 (or 745); coreq: COMSC 740 (or 744), 750; (SLP Majors): 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** Min. 30 hours, 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 Audiology** 20 hours, 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 modifications; functional hearing-impaired test procedures.





**COMSC 754 Advanced Clinical Practicum in Audiology** Min 60 hours, 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 hours, 1 cr. prereq: COMSC 640; pre- or coreq: COMSC 741. The nature of various hearing disorders in adults and considerations relating to audiological assessment and management.

**COMSC 781, 782 Independent Study** Hours to be arranged; 2 cr. prereq: Completion of 24 credits minimum. Limited research review or research study to permit in-depth exploration of single area; with faculty supervision.

**COMSC 790.01 Dysphagia, Tracheostomy, and Ventilator Dependent**

**COMSC 790.02 Assessment and Management of Dysphagia**

**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** Hours to be arranged; 3 cr. Individual research under supervision.



## PHYSICAL THERAPY

**Director and Advisor** Gary Krasilovsky, Room E 007 Brookdale Center; 212-481-4469

**Associate Professors** Krasilovsky, Rosen, Lipovac

**Assistant Professors** Babyar, Holland

**Academic Coordinator of Clinical Education** Macht-Sliwinski

The program is preparing a transition to a post-baccalaureate master's degree curriculum. Implementation is planned for the incoming class of September, 2000. The proposed curriculum is currently being reviewed for approval by the Hunter College Senate. Pending approval by the Hunter College Faculty Senate, the information contained in this catalog is subject to revision. Contact the Physical Therapy Program for updated information on prerequisites and admission for this new program. Our Web site is <http://www.hunter.cuny.edu/health/pt>

Physical therapists, as essential members of the health care team, address health maintenance and the prevention of disabilities, the identification and assessment of impaired motor function and rehabilitation toward optimal health and function. The physical therapist provides therapeutic services to individuals of all ages with musculoskeletal, neurological, sensorimotor, cardiovascular, and other physiological dysfunctions. Physical therapists may be employed in hospitals and extended care facilities, ambulatory clinics, school systems and sports medicine centers. They may also be self-employed professionals in private practice.

The present undergraduate program is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. This proposed graduate program will be reviewed for initial accreditation the year it initiates admissions. Graduates are prepared for the National Licensing Examination in Physical Therapy.

### Admission Requirements

Admission requirements for entry into the proposed master's degree program are described below.

The bachelor's degree requirement for entry is based upon the CAPTE criteria that mandates that physical therapy programs are "built on a balance of course work in social sciences, humanities, and natural sciences, which is appropriate in depth and breadth, to develop the ability in students to think independently, to weigh values, to understand fundamental theory, and to develop skill for clinical practice, including critical thinking and communication." \*

The pathway will require the following prerequisite coursework and admissions procedures. Students will enter the graduate Physical Therapy Program in the fall semester; it is designed for full-time study during the day.

1. Students must have completed a bachelor's degree from an accredited four-year institution by the end of the summer semester prior to entry.
2. Two semesters of biology for science majors with lab
3. Two semesters of physics for science majors with lab

\* Commission on Accreditation in Physical Therapy Education (1996). *Evaluative Criteria for the Accreditation of Education Programs for the Preparation of Physical Therapists, Effective January, 1998*. Alexandria, VA: American Physical Therapy Association.



4. Two semesters of chemistry for science majors with lab
5. Two semesters of psychology
6. One semester of mathematics (e.g., minimum level pre-calculus)
7. One semester of statistics
8. One semester of English composition (e.g., Expository Writing)
9. Cardiopulmonary Resuscitation Certification by the American Heart Association or the Red Cross
10. An undergraduate grade point average (GPA) calculated from all college courses of 3.0 or above
11. Documented clinical experience of at least 75 hours in the United States under the supervision of a licensed physical therapist, with a minimum of 50 hours in a hospital-based setting. Applicants may inquire at any hospital or other facility about volunteering in its physical therapy department as a means of gaining access to clinical experience. A Clinical Experience Form will be provided by the Physical Therapy Program. The completed documentation should be provided by the supervising physical therapist by the deadline of January 1st prior to the fall semester for which admission is sought.
12. Filing of a Graduate Admissions Application, available from the CUNY College Office, the Hunter College Admissions Office, or the Hunter College Physical Therapy Program by the deadline date for submission, including transcripts and two letters of recommendation
13. A personal essay statement as determined by the Physical Therapy Program faculty
14. An interview may be required with faculty of the Hunter College Physical Therapy Program.
15. For applicants who have not studied in English-speaking countries, a score of at least 550 on the TOEFL examination
16. Students who have not completed up to 6 credits of prerequisites may be conditionally accepted for the incoming class; but all requirements must be met prior to the starting date of the program in the fall semester.

A listing of all eligible applicants will be provided to the Physical Therapy Program from the Hunter College Admissions Office. Documents submitted by eligible applicants will be reviewed for clinical experience and other relevant experience in health care to identify those eligible for interviews. Subsequent to the interviews, a standardized scoring form will be used to evaluate each applicant, based on GPA, TOEFL scores, clinical experience, essay quality, and interview scores.

Meeting these minimum requirements does not guarantee acceptance to the program, which is based, by necessity, on the limitations of space and resources. The Hunter College Physical Therapy Program is dedicated to equal opportunity for all applicants who meet admission requirements.

### Requirements for Graduation

**Specialization** (Courses designated PT) 89 credits.

#### First Year

(First Semester) PT 500, 505, 515, 520, 530  
(Second Semester) PT 550, 555, 560, 565, 570, 575

#### Second Year

(First Semester) PT 600, 610, 615, 620, 625, 630,\*  
635\*\*  
(Second Semester) PT 650, 655, 660, 665, 670, 675,  
680, 685  
(Summer Semester) PT 690

#### Third Year

(First Semester) PT 700, 705, 710, 715, 720, 725, 730,  
735  
(Second Semester) PT 750, 760

### GRADING POLICY

Students are required to maintain an overall GPA of 3.0 or above to remain in good academic standing. Students earning a grade below "C" in any required course in the Physical Therapy Program will not be permitted to continue the sequence of physical therapy courses. A meeting with the faculty will be scheduled to discuss whether the student should retake the course and re-enter the program the following year. This will not prevent the student from continuing at Hunter College in another major area.

If a student repeats a failed course, it is required that a grade of C will be earned in the repeated course and that the student's GPA must remain above 3.0. If the student earns below a C grade in the repeated course, the student will be offered counseling toward another major area. Students are permitted to repeat one course only once while enrolled in the Physical Therapy Program. If a student withdraws from a course, permission to repeat the course and re-enter the program is based upon the criteria described above.

The grading policy in courses which include a practical (laboratory) examination or checkout as part of their grades is as follows: Students must earn a grade of C or better on the practical component of the course. Obtaining a grade lower than C will require a re-take of each practical exam in order to pass the course successfully.

\* These courses are scheduled during the first nine weeks of the semester.

\*\*PT 635 is a six-week, full-time clinical externship, which is scheduled for the last six weeks of the fall semester.



## COURSE LISTINGS

**PT 500 Introduction to Functional Training and Physical Agents** 4 hrs, 2 crs. An introduction to the physical therapy profession which includes the history and scope of physical therapy practice and basic medical terminology. Fundamental physical therapy skills are introduced and practiced by students. The course will be a combination of lecture, demonstration and laboratory practice.

**PT 505 Human Anatomy** 6 hrs, 4 crs. This course is an in-depth study of the human body, with emphasis on neuromusculoskeletal systems. Structural interrelationships shall be examined as the basis for normal functions and as a means to understand structural and functional dysfunctions. Directed laboratory experiences are comprised of cadaver dissection as well as study of skeletal materials and anatomical models.

**PT 515 Kinesiology I** 3 hrs, 3 cr. This course is an introduction to the application of anatomy for human movements. The structure and function of joints and muscles will be reviewed for the upper extremities, head, and neck. Clinical applications for functional movement and biomechanical principles are incorporated in the course. Students learn the skills of manual muscle testing (MMT) and goniometry for the upper extremities, head, and neck.

**PT 520 Human Physiology and Exercise Physiology** 4 hrs, 4 crs. Provides an overview of cellular structures and functions which regulate body homeostasis from the point of cell division and genetic control of protein synthesis. Emphasis is placed on the role of the cell membrane in control of cellular events, particularly the presence of membrane resting and action potential and their role in muscle contraction. This course is also a study of physiology at the organ and system levels with studies of the immune, cardiovascular, respiratory, gastrointestinal, renal, urogenital, endocrine and reproductive systems.

**PT 530 Growth and Development** 2 hrs, 2 crs. Principles of development; maturation process from utero to maturity and the influence of environment on growth.

**PT 550 Electrotherapeutic Modalities** 6 hrs, 4 crs, prereq: PT 500, 520. Principles and practical application of electromagnetic and other energies in physical therapy. This course is an introduction and comprehensive review of the mechanical and electrical modalities commonly employed in the physical therapy clinic for evaluation and treatment of various physical dysfunctions.

**PT 555 PT Prevention and Intervention** 6 hrs, 4 crs, prereq: PT 505, 515, 520. Basic concepts of mobility and exercise for prevention and restoration of function. Therapeutic application of basic neurophysiological principles associated with normal and abnormal movement.

**PT 560 Kinesiology II** 3 hrs, 2 crs, prereq: PT 505, 515. The structure and function of joints and muscles will be reviewed for the lower extremities and trunk. Clinical applications for posture and gait evaluation are incorporated in the course. Students learn the skills of manual muscle testing (MMT) and goniometry for the lower extremities and trunk.

**PT 565 Structure and Function of the Nervous System** 3 hrs, 3 crs, prereq: PT 505 and 520. Microscopic, gross, and developmental anatomy of the human nervous system with emphasis on neurophysiological processes, structural and functional relationships. A logical progression of information from molecular and cellular levels; to systems and regions provides a framework for the student's understanding of neural organization.

**PT 570 Clinical Medicine** 3 hrs, 3 crs, prereq: PT 505 and 520. Provides an overview of disease and injury with an emphasis on conditions encountered in physical therapy. Student understanding of altered structural and physiological adaptation processes and how they apply to physical therapy assessment and treatment are the objectives of this course.

**PT 575 Psychosocial Aspects of Clinical Practice** 1 hr, 1 cr, prereq: PT 500, 505, 515, 520, 530. Psychosocial aspects associated with the onset of physical disability and their impact on the patient, family, and patient-therapist relationship. Implications for clinical practice from the onset of a disability throughout the life span will be discussed.

**PT 600 Clinical Education I** 2 hrs, 2 crs, prereq: PT 560, 575. This is the first of three courses in preparation for and followed by clinical externship experiences in which the student implements evaluation and treatment procedures under the supervision of a physical therapist. This course is designed to develop a greater understanding of communication skills and the significant role communication plays in client and health professional interaction.

**PT 610 Clinical Orthopaedics I** 2 hrs, 2 crs, prereq: PT 555, 560; coreq: PT 620. Introduction to the etiology and clinical therapeutic management of selected orthopaedic and rheumatological conditions.

**PT 615 Cardiopulmonary Rehabilitation** 3 hrs, 3 crs, prereq: PT 570. Covers patient problems involving cardiovascular and respiratory dysfunction commonly seen in physical therapy. Physical therapy evaluations and treatment approaches for patients with cardiovascular and respiratory dysfunction serve as the foundation for this course.

**PT 620 Joint Examination and Treatment I** 5 hrs, 2 crs, prereq: PT 555, 560, 570; coreq: PT 610. Basic examination techniques utilizing selective tissue tension testing will be applied to clarify common orthopaedic diagnoses of the upper extremities. Joint and soft tissue mobilization techniques and specific exercises will be applied as the physical therapy interventions for these diagnoses.

**PT 625 Neurological Evaluation** 1 hr, 1 cr, prereq: PT 505, 565. A system of testing peripheral, central and autonomic nervous system function will be presented with an emphasis on specificity and sensitivity of the tests. Assessment of clusters of signs and symptoms are used in clinical problem solving will be addressed.

**PT 630 Research Design** 2 hrs, 2 crs, prereq: PT 550; coreq: PT 600. Literature review, measurement systems, reliability and validity of measurement, sampling and probability theory, hypothesis testing, forms of research design and issues of internal and external validity will be discussed within the framework of systematic scientific inquiry.

**PT 635 Clinical Affiliation I** 2 crs, 60 hours, prereq: All PT coursework preceding PT 635. This is the first of four clinical internships. A six-week, full-time placement is required for this affiliation. The purpose of the affiliation is to provide "hands-on" patient care experience under the supervision of a licensed physical therapist. Clinical faculty serve as instructors, providing students with regular feedback.

**PT 650 Neurological Rehabilitation** 6 hrs, 4 crs, prereq: PT 555, 625, 635. Foundations, assessment procedures, and application of the classical therapeutic exercise with a neurophysiological basis for the treatment of disorders of the central nervous system. Techniques are as taught by the Bobaths (Pediatric and Adult N. D. T.), Brunnstrom, and Carr & Shepherd. The student is also introduced to the concepts of motor-control theories to enhance their application of these techniques within the context of modern movement science.

**PT 655 Adult Rehabilitation** 5 hrs, 3 cr, prereq: PT 555, 615, 620, 635. Principles and practical application of evaluation, therapeutic exercise and adaptive equipment prescription for the rehabilitation of the physically disabled adult with an emphasis on spinal cord injury and traumatic brain injury.

**PT 660 Clinical Orthopaedics II** 1 hr, 1 cr, prereq: PT 610, 620, 635. Etiology and therapeutic management of selected orthopaedic conditions.

**PT 665 Proprioceptive Neuromuscular Facilitation** 1 hr, 1 crs, prereq: PT 555, 575. The historical and theoretical framework of proprioceptive neuromuscular facilitation (PNF) will serve as the foundation for learning these special exercise techniques. Students will apply the principles for training of the trunk and extremity musculature in preparation for treating patients with musculoskeletal, neuromuscular and cardiopulmonary dysfunction. Students will learn to select PNF techniques based on the indications, contraindications and precautions for the patients.

**PT 670 Clinical Neurology** 3 hrs, 3 crs, prereq: 575, 625, 635. This course describes specific neurological systems and presents the clinical implications of disease or injury on each of these systems. The therapeutic management of various neurological conditions and their scientific basis are addressed.

**PT 675 Joint Examination and Treatment II** 5 hrs, 3 cr, prereq: PT 610, 620, 635; coreq: PT 660. This course includes advanced management of hand dysfunction and upper extremity splinting. Basic examination techniques utilizing selective tissue — tension tests will be applied to clarify common lower extremity orthopaedic diagnoses. Joint and soft tissue mobilization techniques and specific exercises will be applied as the physical therapy interventions for these diagnoses. The spine, sports medicine and taping, and radiology will be introduced.

**PT 680 Clinical Education II** 1 hr, 1 cr, prereq: PT 600, 635. Clinical Education II is the second of three clinical education courses designed to prepare students for external clinical placements. The intention of this course is to develop problem-solving skills for clinical decision making to administer effective patient care. This course integrates material from other courses in a problem-based-format. Documentation skills will be reviewed. Communication with the health care team will also be emphasized.

**PT 685 Research Seminar I** 1 hr, 1 cr, prereq: PT 630. Groups of four students will be supervised by a faculty member as they develop a formal research proposal. Critique of the literature and application of material from previous courses will be stressed.

**PT 690 Clinical Affiliation II** 60 hrs, 2 crs, prereq: All PT level courses prior to 690. This is the second of four clinical internships. The purpose of the affiliation is to provide "hands-on" patient care experience under the supervision of a licensed physical therapist. Clinical faculty serve as instructors, providing students with regular feedback. Students are monitored by the Academic Coordinator of Clinical Education and Hunter College physical therapy faculty during this second clinical experience.

**PT 700 Clinical Education III** 1 hr, 1 cr, prereq: PT 680 and 685. Clinical Education III is designed to enable the student to move into the final full-time phase of clinical education. Professional growth, job preparation, ethical issues, and communication skills will be emphasized.

**PT 705 Orthotics and Prosthetics** 2 hrs, 2 crs, prereq: PT 690. This course is designed to orient the student to the role and responsibilities of the physical therapist in the field of prosthetics and orthotics. This course emphasizes advanced evaluation of normal and abnormal gait with implications for treatment intervention and will prepare the student to work in a clinical setting with amputees and patients requiring orthotics.

**PT 710 Seminar in Organization and Management** 3 hrs, 3 crs, prereq: PT 690. This course covers administration, personnel management, interdepartmental relationships, insurance reimbursement as related to the practice of physical therapy, and alternative practice environments and arrangements.

**PT 715 Pharmacology** 3 hrs, 3 crs, prereq: PT 690. This course covers general pharmacology with a focus on drugs and treatments commonly used by patients receiving physical therapy. Instruction in this course will serve as a foundation for the drugs and treatments covered in future courses.

**PT 720 Joint Examination III** 5 hrs, 3 crs, prereq: PT 660, 675, 690. Advanced management of the spine, including selective tissue testing techniques. Selection of appropriate physical therapy interventions for individuals with spinal dysfunction (excluding spinal cord injury); ergonomics, joint and soft tissue mobilization; back exercise; and, industrial preventive programs.

**PT 725 Electrodagnosis and Motion Analysis** 2 hrs, 2 crs, prereq: PT 670, 685, 690. This course provides the student with the physiological basis and techniques of the electrodiagnostic evaluation of the neuromuscular system through the use of nerve conduction studies and needle electromyography. Students learn the application of these techniques to the upper and lower extremities, and the interpretation of results/reports through case studies. Surface and needle kinesiological electromyographic recordings for research application will be examined. Motion analysis systems which include kinematic analysis and force-plate studies will be presented.

**PT 730 Research Seminar II** 1 hr, 1 cr, prereq: PT 630, 685. This seminar will focus on the presentation and critique of research proposals. Four sessions will be dedicated to special topics presented by faculty relating to the ethical implications of research, attainment of funding for research projects, and reporting and presenting the results of research.

**PT 735 Physical Therapy in Health Promotion** 2 hrs, 2 crs, prereq: PT 675, 685, 720. This course defines the role of physical therapy in health prevention, promotion, and wellness. Wellness throughout the life span is emphasized through incorporating the interrelationships between physical activity, stress, mind-body connections and nutritional health. Students are required to examine and explore their own wellness profile. Assessments strategies for developing health and wellness programs for clients will be examined, including community-oriented programs and prevention in special patient populations.

**PT 750 Clinical Affiliation III** 105 hrs, 3.5 crs, prereq: All PT level courses prior to 750. This is the third of four clinical internships. The purpose of the affiliation is to provide "hands-on" patient care experience under the supervision of a licensed physical therapist. Clinical faculty serve as instructors, providing students with regular feedback. Students are monitored by the Academic Coordinator of Clinical Education and Hunter College physical therapy faculty during this third clinical experience.

**PT 760 Clinical Affiliation IV** 105 hrs, 3.5 crs, prereq: All PT level courses prior to and including 750. This is the fourth of four clinical internships. The purpose of the affiliation is to provide "hands-on" patient care experience under the supervision of a licensed physical therapist. Clinical faculty serve as instructors, providing students with regular feedback. Students are monitored by the Academic Coordinator of Clinical Education and Hunter College physical therapy faculty during this final clinical experience.

## PROGRAM IN URBAN PUBLIC HEALTH — MPH and MS

**Program Director** Nicholas Freudenberg, Brookdale Center, 1005 West Building; 212-481-5111; [nfreuden@hunter.cuny.edu](mailto:nfreuden@hunter.cuny.edu)  
**Community Health Education Coordinator** Marilyn Auerbach, Brookdale Center, 1029 West Building; 212-481-5111; [mauerbac@hunter.cuny.edu](mailto:mauerbac@hunter.cuny.edu)  
**Environmental and Occupational Health Coordinator** Jack Caravanos, Brookdale Center, 1007 West Building; 212-481-5111; [jcaravan@hunter.cuny.edu](mailto:jcaravan@hunter.cuny.edu)  
**Public Health Nutrition Coordinator** Arlene Spark, Brookdale Center, 1015 West Building; 212-481-5111; [aspark@hunter.cuny.edu](mailto:aspark@hunter.cuny.edu)

The Program in Urban Public Health offers a master of public health degree in Community Health, with specializations in Community Health Education, Environmental and Occupational Health, and Public Health Nutrition. The program also offers a master of science degree in Environmental and Occupational Health Sciences. With the Hunter-Bellevue School of Nursing, it also offers an MSN/MPH degree in community health nursing. This dual degree program is described in the School of Nursing section of this catalog. The MPH degree is accredited by the Council on Education for Public Health, the national educational accrediting body for public health programs. In April 2000, it is anticipated that this accreditation will change from Community Health Education to Community Health/Preventive Medicine.

The program in Urban Public Health educates public health professionals to promote health and prevent disease among urban populations. It prepares students to work with the diverse populations living in cities, and to serve in a variety of settings in government, nonprofit organizations, businesses and communities. The program provides students with a broad multidisciplinary background in public and urban health and with specific competencies in community health education, environmental and occupational health, or nutrition. It also offers students an opportunity to select concentrations in specific populations, health conditions or public health tasks, allowing them to use elective and field work credits to add additional competencies. The concentrations currently available are listed below.

Each track prepares students for specific job opportunities. Community health education track graduates plan and manage community health programs to reduce social and behavioral threats to health. Environmental and occupational health track graduates identify, assess and reduce community and workplace exposures that jeopardize the health of urban populations. Public health nutrition graduates promote the nutritional well-being of urban populations and manage community nutrition programs.

The public health nutrition specialization within the MPH program includes courses that meet the requirements of the Dietetic Internship (DI), a 900-hour field work and didactic experience accredited by the American Dietetic Association (ADA) to prepare graduates to become registered dietitians. Students who enter the MPH program with a bachelor of science degree in nutrition can simultaneously work toward the master's degree and the DI certificate, two credentials that will increase their skills and employability.

## AFFILIATED CENTERS

Three centers are affiliated with the Program in Urban Public Health and provide opportunities for students to become involved in demonstration projects and research through internships and independent study. (See section on research centers and institutes, pages 16-17.)



**MPH DEGREE****Requirements for Admission**

1. General admissions requirements to the graduate programs in the arts and sciences are observed.
2. Aptitude section of the Graduate Record Examination or a prior master's degree
3. Undergraduate major in natural or social sciences, health studies, nutrition or a related field. Students are expected to present a background in both natural sciences and social sciences. Applicants to specializations in public health nutrition and environmental and occupational health are expected to have a background in science and mathematics, usually at least 18 undergraduate credits, including a course in statistics or calculus. An undergraduate major in nutrition is desirable for the public health nutrition specialization.
4. At least one year of work or volunteer experience related to public health, nutrition, environmental health, social services or community organization.
5. For graduates of universities in non-English-speaking nations, a TOEFL score of 600 is required for admission.

**Academic Requirements**

1. 48 cr chosen as follows:  
All courses (12 cr) in Group A, Public Health Core (see below under Course Distribution)  
All courses (6 cr) in Group B, Urban Health Core  
5 courses (15 cr) in Group C within one of the three specialization areas of community health education, environmental and occupational health, or public health nutrition  
3-9 cr in Group D supervised field work experience within specialty area  
6-12 elective credits, preferably within a single concentration area listed in Group E, chosen in consultation with the faculty advisor.
2. A written comprehensive examination upon completion of course work. This exam will assess the student's skills and competencies in public health, urban health and the specialty area. A list of these outcome competencies for the program as a whole and each specialization is available from the program office.

**Note:** In addition to the degree requirements listed above, depending on their undergraduate preparation and work experience, students may be required to take additional undergraduate courses or independent study to meet program competencies as determined by a faculty advisor. For example, students in the public health nutrition specialization who do not have an undergraduate degree in nutrition may be required to take additional courses to meet the American Dietetic Association's requirements for registered dietitians.

Up to 12 credits of program requirements may be waived for students who demonstrate mastery of specific content required for the degree as evidenced by passing challenge exams or submitting documentation of relevant skills.

**Course Distribution**

Group A- <b>Public Health Core</b> Required	12 cr
PH 700,701,702,703	
Group B - <b>Urban Health Core</b> Required	6 cr
PH 710, 740	
Group C <b>Specialization Track</b> Required 15-18 cr	15-18 cr
in one specialization area	
COMHE 700, 701, 702, 740, 741 or 742	
EOHS 702, 705, 747, 754, 765	
NUTR 710, 720, 730, 733, COMHE 700, 702	
Group D <b>Supervised Field Work</b> Required 3-9 credits	
COMHE 737.1; 737.2	6 cr
EOHS 760	3 cr
NUTR 737.1, 737.2 6 cr or NUTR 701, 702, 703	
(9 cr for students choosing dietetic internship program to become Registered Dietitians (RD)).	

**Group E Electives/Concentrations 6-12 cr**

Students in all three specialization tracks are encouraged to select electives, independent study and field placements within a single topic area in order to develop more advanced knowledge and skills. With faculty advisor approval, students can design their own concentrations using resources of other College departments including nursing, urban affairs and planning, social work, social sciences or others, or with research centers.

Available concentrations include:

**Gerontology**

COMHE 730, 731, 732, 733  
NUTR 733  
NURS 754  
PH 783, 784

**Women's Health/Sexuality/Maternal Child Health/Adolescent Health**

COMHE 714, 721, 722, 723, 724; NURS 725, 726, 727; SSW 792; PH 783, 784

**Immigrant Health**

ANTH 716, 777  
BIED 779  
COMHE 770.76, 770.99  
NUTR 770.10  
PH 783, 784

**Community Health Management and Administration**

COMHE 741, 742, 770.88  
NURS 735, 738, 739, 740  
GSR 723, 746, 767  
PH 720, 783, 784

**Evaluation and Research**

COMHE 742  
PSYCH 620  
PSYCH U 703, 705, 706  
GSR 708, 709, 710, 752  
PH 720, 783, 784

**Public Policy/Planning**

GSR 741, 742  
 URBG 750, 755, 760  
 SSW 701/702  
 EOHS 725  
 HIST 755  
 PH 783, 784

**HIV/Infectious Diseases/Substance Abuse**

COMHE 706/NURS 706  
 COMHE 713, 714, 770.70, 770.71, 770.94  
 NURS 707, 708

**Urban Environmental Health**

COMHE 700, 740  
 EOHS 745, 759, 770.75  
 PH 740  
 PH 783, 784

**Occupational Safety and Hygiene**

COMHE 702, 726  
 EOHS 702, 710, 725, 741, 755, 757, 759, 762  
 PH 740, 783, 784

**Note:** To be eligible for the American Dietetic Association's Dietetic Internship Certificate, a requirement for taking the examination to become a Registered Dietitian, students in the public health nutrition specialization must complete NUTR 700, 701, 702 and 703.

**ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES-MS**

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) 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 office 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 statistics or calculus.

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**

The MS program requires the completion of a minimum of 44 credits of course work, of which 25 credits of core courses are required, as well as a seminar and a comprehensive examination. Full-time students are generally able to complete program requirements in 4 semesters. Students are required to complete an internship project of at least 240 hours.

**Course Distribution for MS****Core (all required)**

PH 700 EOHS702 EOHS741  
 PH 702 EOHS705 EOHS754  
 PH 703 EOHS757



## COURSE LISTINGS FOR MPH AND MS PROGRAMS

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

### Public Health Courses

**PH 700 Biostatistics** Prereq: elementary stat or calculus. Application of statistical methods to health data: demographic concepts, life tables, rates and their use in administration and epidemiology, measurements and distributions, testing of significance, and concepts of sampling.

**PH 701 Principles of Health Care Administration** Interaction of official and voluntary health agencies at local, regional, national levels. Examination of objectives, organization, and administration. Emphasis on impact of managed care on access and quality of care.

**PH 702 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.

**PH 703 Principles of Epidemiology** Prereq: PH 700. 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.

**PH 710 Urban Health Promotion** Examines impact of social and political forces on the health of urban populations and describes roles for public health professionals in promoting health of urban communities.

**PH 720 Computer Applications in Public Health** Prereq: PH 700. Introduces students to the various computer tools available for the analysis of public health data. Topics include: statistical analysis using spreadsheet programs, application of GIS to public health problems, modeling of contaminant releases, toxicological evaluations and creation of Web pages and Web sites.

**PH 740 Public Health and Public Policy** Prereq: At least 30 cr including PH 700, 701, 702, 703, and 710. Through in-depth exploration of major health issues, course examines how government policies and social and economic factors influence the practice of public health in urban settings and how public health professionals can influence policy.

**PH 783/784, 1, 2, 3 Independent Study in Urban Public Health** Hrs to be arranged, 1, 2 or 3 cr. Prereq: perm program director, matriculated status, and completion of at least 12 cr. Directed reading, research or field study designed to permit exploration of a single area related to urban health in depth, with faculty guidance. A faculty sponsor must agree to sponsor independent study prior to registration. Each of the research centers affiliated with the MPH program offers supervised independent study projects.

### Community Health Education Courses

**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, utilizing group discussion techniques, students 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 706 HIV/AIDS for Health Professionals: An Interdisciplinary Perspective** Analyze prevention and care issues related to the HIV pandemic and the response of diverse communities.

**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 aspect 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 730 Introduction to Gerontology** An overview of gerontology covering three broad areas: aging, health and society; social and economic outlook for an aging society; and the life course perspective.

**COMHE 731 Geriatric Community Health Care Systems** Prereq: COMHE 730. An introduction to the continuum of health and human services for elderly persons ranging from home care to long-term care facilities.

**COMHE 732 Issues in Aging for Women and Ethnic Populations** Prereq: COMHE 730. An examination of the health needs of older women and various ethnic populations, with an emphasis on urban communities.

**COMHE 733 Aging and Public Policy** Prereq: PH 701, COMHE 730. Fundamentals of aging and public policy with an emphasis on health care financing systems in relation to insurance, law and entitlement programs.

**COMHE 737.01 Fieldwork** Six weeks 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 two or more agencies. Accompanying seminar.

**COMHE 737.02 Fieldwork** 6 weeks 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 two 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 PH 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 PH 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 770.99 Topics in Community Health Education** Courses on current areas of professional interest, offered periodically. The following courses are expected to be offered in the next two years:

**COMHE 770.46 Geographic Information Systems and Urban Health**

**COMHE 770.49 Urban and Environmental Health**

**COMHE 770.67 Social Marketing**

**COMHE 770.70 Infectious Disease Control**

**COMHE 770.71 Epidemiology of Infectious Diseases**

**COMHE 770.72 Human Resources Management**

**COMHE 770.76 Immigration and Health**

**COMHE 770.80 New Approaches to Adolescent Health Promotion**

**COMHE 770.88 Public Health Law**

**COMHE 770.94 Advanced Topics in HIV Prevention**

**COMHE 770.96 Ethnicity and Disease**

**COMHE 770.98 Social Dimensions of Health**

**COMHE 770.99 Immigrant Health and Law**

#### **Courses in Environmental and Occupational Health**

**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 Environmental Chemistry** Survey of chemical and physical concepts essential for understanding environmental and occupational health sciences, including study of the atmosphere, air and water pollution, and energy resources. Physical principles of heat and energy, and radioactivity will be discussed.

**EOHS 710 Industrial Safety and Safety Management** Fundamental concepts and principles of industrial accident prevention and loss control; safety program organization; hazard recognition and evaluation; accident investigation; machine guarding; tire 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 and occupational 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, and 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; four-fold tables; significance versus magnitude of association, estimation of relative risk, matching cases and controls: determining sample size.

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

**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, ultraviolet, and microwave hazards; the elements of the electromagnetic 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 waste water 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 waste water treatment plant.

**EOHS 747 Hazard Evaluation and Instrumentation** Prereq: PH 700, EOHS 702. An introduction to instrumental methods used to assess environmental and occupational health hazards. Principles and operation of commonly used direct reading instruments and demonstration of their application.

**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 Environment and Occupational Toxicology** Prereq: EOHS 700 and 705. Introduction to principles of toxicology with emphasis on environment 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 Principals 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 site visits to metropolitan NY industrial facilities during working hours.

**EOHS 760 Supervised Fieldwork** Directed field experiences in government, private or not-for-profit environmental or occupational health settings. Students placed in relationship to academic background and career expectations. Emphasis on applying classroom-acquired concepts and skills. 210 hours (1.5 months full time or the equivalent).

**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 765 Environmental Audit and Remediation** Prereq: PH 700 Introduction to environmental investigation and remediation technologies commonly used in professional practice. Presents proper practices for assessing and remediating asbestos, lead-based paint, indoor air quality, and underground storage tanks situations and Phase I site audits.





### Public Health Nutrition Courses

**NUTR 700 Seminar in Dietetics Practice** Discussions and student presentations of topics of current interest in the practice of dietetics and public health nutrition. Open to DI students only.

**NUTR 701 Pre-Professional Practice in Dietetics: Clinical** Supervised externship in clinical dietetics and classroom discussions of readings and field experiences. Open to DI students only.

**NUTR 702 Pre-Professional Practice in Dietetics: Food Service** Supervised externship in food service and personnel management, and classroom discussions of readings and field experiences. Open to DI students only.

**NUTR 703 Pre-Professional Practice in Dietetics: Community** Supervised externship in community nutrition and classroom discussions of readings and field experiences. Open to DI students only.

**NUTR 710 Principles of Public Health Nutrition** Fundamentals of nutrition in public health as they apply to health promotion and disease prevention for individuals and society, with emphasis on urban populations.

**NUTR 720 Nutrition in Health Promotion and Disease Prevention** Relationship of diet and chronic disease. Integration of epidemiologic, clinical, and experimental evidence in the development of nutrition policy to reduce disease risk.

**NUTR 730 Nutritional Assessment of Urban Communities and Populations at Risk** The collection and analysis of data for the purposes of identification of, and designing interventions for, individuals and urban populations at nutritional risk.

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

**NUTR 733 Nutrition and Health Through the Life Cycle** Relation of nutrition to growth and development. Nutritional concerns of the geriatric population. Nutrition requirements throughout the life cycle.

**NUTR 734 Therapeutic Nutrition in the Management of Chronic Disease** Investigation of interrelationships between chronic diseases and the therapeutic modification of food consumption.

**NUTR 737.1 (3 cr, 210 hrs) Public Health Nutrition Fieldwork I** Directed field experiences in public health nutrition agencies and/or programs.

**NUTR 737.2 (3 cr, 210 hrs) Public Health Nutrition Fieldwork II** Directed field experiences in public health nutrition agencies and/or programs.

**NUTR 738 Public Health Nutrition Seminar** In-depth analysis of the literature and research in specific areas of public health nutrition.

**NUTR 751 Nutritional Contribution of Foods** Nutrient and non-nutrient components of foods. Physical and chemical properties of foods and their relationship to health.

**NUTR 752 Food Service and Personnel Management** The organization and administration of food service operations, especially in community settings.

**NUTR 770 Topics in Public Health Nutrition** Courses on current topics in public health nutrition. Offered periodically.

**NUTR 770.10 Cultural Aspects of Food and Nutrition** Study of the ways in which cultural and social factors influence food behaviors and dietary patterns.

**NUTR 770.20 Consumer and Food** Available food supply, world hunger, marketing, and legislation.

### SELECTED FIELD INSTRUCTION CENTERS\*

#### Communication Sciences

Albert Einstein Medical Center — Rose F. Kennedy Center  
 Association for Help of Retarded Children  
 Bacharach Rehabilitation Hospital  
 Bellevue Hospital  
 Beth Abraham Health Services  
 Beth Israel Medical Center  
 Birch Early Childhood Centers  
 Blythedale Children's Hospital  
 Bronx Veterans Administration  
 Brookdale Hospital Medical Center  
 Brooklyn Hospital  
 Central Park East Learning Center  
 Challenge Infant Development Center  
 Clove Lakes Nursing Home  
 Coler-Goldwater Memorial Hospital  
 Columbia Presbyterian Medical Center  
 DC 37 Audiology Service  
 East Orange Veterans Administration Medical Center  
 East River Developmental Center  
 Gillian Brewer School  
 Hebrew Home and Hospital  
 Hebrew Home for the Aged  
 Helen Hayes Hospital  
 Hospital for Special Surgery  
 Jamaica Hospital and Medical Center  
 James Howard Veterans Administration Clinic  
 Jewish Home and Hospital  
 JHS 47 School for the Deaf  
 Lenox Hill Hospital  
 Long Island College Hospital  
 Manhattan Eye and Ear and Throat Hospital  
 Mary Manning Walsh Home  
 MJG Nursing Home  
 Mt. Sinai Medical Center  
 New York City Board of Education  
 New York Eye and Ear Infirmary  
 New York League for the Hard of Hearing  
 New York Veterans Administration Medical Center  
 Orthopedic Institute Preschool Unit, Hospital for Joint Diseases  
 Park Avenue Hearing Services  
 Parkside School  
 Queens General Hospital  
 Rainbow School  
 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. Mary's Hospital for Children  
 St. Vincent's Hospital  
 Sunshine School  
 Transitions of Long Island  
 United Cerebral Palsy — Brooklyn  
 (Hearst Early Instruction Center)  
 Veterans Administration Medical Center  
 Village Child Development Center  
 Westchester County Medical Center, Valhalla  
 YAI NY League for Early Learning  
 Young Adult Institute

\*Field Instruction Centers are subject to change.

**Physical Therapy**

Abilities Health and Rehabilitation Services  
 Accident and Rehabilitation Center in Mesa  
 Advanced Physical Therapy  
 Arizona Back Institute  
 Arizona Physical Medicine and Rehabilitation  
 Associated Therapies - Adults  
 Associated Therapies - Pediatrics  
 Atra Sports Medicine and Physical Therapy  
 Avalanche Physical Therapy and Sports Rehabilitation  
 Bakersfield Regional Rehab Hospital  
 Barrow's St. Joseph Hospital  
 Basset Hospital  
 Bayley Seton  
 Bellevue Hospital  
 Beth Abraham Hospital  
 Beth Israel Medical Center  
 Beth Israel New Jersey  
 Beufort Memorial Hospital  
 Booth Memorial Medical Center  
 Bronx Lebanon Hospital  
 Bronx Municipal Hospital  
 Brookdale Hospital-Schulman Rehabilitation Institute  
 Brooklyn Physical Therapy Services  
 Brunswick Hospital  
 Burger Rehabilitation  
 Burke Rehabilitation Center  
 Cabrini Medical Center  
 Catskill Sports and Rehabilitation Center  
 Center for Multi-Handicapped Children  
 Center for Rehabilitation  
 Center for Sports Medicine and Orthopedics  
 Center for Sports Therapy/J. Cardonne  
 Children's Specialized Hospital  
 Chilton Memorial Hospital  
 City Hospital Center at Elmhurst  
 Clara Maas Hospital  
 Coler-Goldwater Memorial Hospital  
 Columbia Presbyterian Medical Center  
 Columbus Hospital and Rehabilitation  
 Community Physical Therapy  
 Comprehensive Physical Therapy and Rehabilitation  
 Coney Island Hospital  
 Danbury Hospital, Physical Medicine and Rehabilitation  
 Daughters of Jacob Nursing Home  
 Devita/Becker Physical Therapy  
 Desert Hospital  
 Downstate Medical Center Suny Health Sciences  
 Eastside Sports Medicine  
 Einstein-Lubin Rehabilitation  
 Elite Physical Therapy  
 Ellenville Community Hospital  
 FHP Health Care, Inc.  
 Federal Correction Institute Fort Worth  
 Francois Abbink and Raul Klap, PT  
 Functional Abilities  
 Garden State Rehabilitation Center  
 Geisinger-Wyoming Valley Medical Center  
 Good Samaritan Hospital  
 Gouverneur Hospital  
 Grace Hospital  
 Hackensack Community Nursing Home  
 Hackensack Medical Center  
 Hand Surgery Associates  
 Harlem Hospital  
 Healthworks of Brooklyn  
 Health South  
 Hebrew Hospital Home  
 Helen Hays Hospital  
 Henning and Cole Physical Therapy  
 Holy Name  
 Hospital for Joint Diseases  
 Hospital for Special Surgery  
 Huhukam Memorial Hospital  
 Huntington Hospital  
 Institute for Physical Therapy  
 Institute for Rehabilitation Medicine (NYU Medical Center)  
 Interfaith Hospital  
 International Center for the Disabled  
 John F. Kennedy Medical Center  
 Jamaica Hospital  
 Janet Ottaiano  
 Jersey Shore Medical Center  
 Joseph R. Masfield, Jr. Physical Therapy  
 Kaiser Permanente  
 Kateri Residence  
 Kenneth Leacock  
 Kessler Institute for Rehabilitation  
 Kings County Hospital  
 Kingsbrook Jewish Medical Center  
 La Guardia Hospital  
 Larry J. Kopelman, Ph.T., P.C.C  
 Demitrios Kostopoulos  
 Lawrence Hospital  
 Lee Memorial Hospital  
 Lenox Hill Hospital  
 Lincoln Hospital  
 Long Beach Memorial Hospital  
 Long Island College Hospital  
 Long Island Jewish Medical Center  
 Luckman Therapy Clinic  
 Lutheran Medical  
 MJG Nursing Home Company, Inc.  
 Madison Avenue Physical Therapy and Sports Training Center  
 Madonna Residence  
 Magic Valley Regional Medical Center  
 Maimonides Medical Center  
 Marathon Physical Therapy  
 Mather Hospital  
 Memorial Sloan-Kettering Cancer Center  
 Mercy Hospital  
 Meridian Point  
 Meridian Rehabilitation Services  
 Mesa Lutheran (Rehabilitation)  
 Methodist Hospital  
 Missouri River Medical Center  
 Montefiore Hospital  
 Mount Sinai Hospital  
 Nassau County Medical Center  
 New Horizon's Physical Therapy  
 New Rochelle Hospital  
 New York Downtown Hospital  
 New York Foundling Hospital  
 New York Hospital  
 North Shore Physical Therapy Services  
 Norwalk Hospital  
 Novacare  
 Orthopedic and Sport Injury Rehabilitation  
 Orthopedic and Sports Therapy of Queens  
 Our Lady of Mercy Medical Center  
 Pain Alleviation Center  
 Park South Physical Therapy Group  
 Parker Jewish Geriatric Institute  
 Peninsula Hospital  
 Performing Arts Physical Therapy  
 Phelps Memorial Hospital  
 Phoenix Indian Medical Center  
 Physical Therapy Sports Rehabilitation  
 Physician's Physical Therapy Service  
 Physio Fitness  
 Physio Rehabilitation Institute of New York  
 Pineland Physical Therapy  
 Plus One  
 Presbyterian Intercommunity Hospital  
 Putnam Hospital  
 Queens Hospital Center  
 Rehabilitation Institute



Rehabilitation Center of Fairfield  
 Ronkonkoma Sports Medicine  
 Roosevelt Hospital  
 S.S. Lamm  
 Scottsdale Osmore Hospital  
 Seaview Hospital and Home  
 Sells Indian Hospital  
 Southern Arizona Rehabilitation Hospital  
 Southern Vermont Medical Center  
 Sports and Physical Therapy Center  
 Sports Physical Therapy Center of Bergen  
 Sports Training Institute  
 Sports Training Physical Therapy  
 St. Joseph's Hospital  
 St. Agnes Hospital  
 St. Agnes Hospital - Pediatrics  
 St. Barnabas Hospital  
 St. Charles Hospital - Adult  
 St. Charles Hospital - Pediatrics  
 St. John's Episcopal Hospital  
 St. John's Queens Hospital Division  
 St. John's Riverside  
 St. Joseph's Medical Center  
 St. Luke's Hospital  
 St. Mary's Hospital  
 St. Mary's Hospital for Children  
 St. Peter's Medical Center  
 St. Vincent's Hospital  
 St. Vincent's Medical Center of Richmond  
 Staten Island University Hospital - North  
 Staten Island University Hospital - South  
 Stepping Stone Day School  
 Straub Clinic and Hospital  
 Sullivan Diagnostic Treatment Center  
 Sutter Memorial Hospital  
 Terrence Cardinal Cooke Health Care Ctr.  
 The Brooklyn Hospital Center  
 The Shield Institute  
 The Sinai Rehabilitation Center  
 The St. Charles Rehabilitation Center  
 These Our Treasures Tots  
 Turner Physical Therapy  
 UC Davis Medical Center  
 UCP Brooklyn  
 UCP Middletown  
 UCP of Greater Suffolk  
 UCP of Nassau  
 Union Square Sports Medicine & Rehab  
 United Cerebral Palsy - Queens  
 United Hospital  
 United Presbyterian Home  
 United States Public Health Service  
 University Hospital at Stonybrook  
 University Pain Center  
 V.A. Hospital  
 V.A. Hospital - Bronx  
 V.A. Hospital - Queens  
 V.A. Hospital - Brooklyn  
 V.A. Medical Center - Northport  
 VNS Home Care Manhattan  
 Valdes Hospital  
 Visiting Nurse Service New York  
 Westchester County Medical Ctr.  
 Western Queens Community Hospital  
 Westside Dance Physical Therapy  
 Westside Sports P.T.  
 White Plains Medical Ctr.  
 Whitestone School for Child Development  
 Windgate Nursing Home  
 Workmen's Circle Multicare Center  
 Yale New Haven Hospital  
 Yonkers General

## Urban Public Health Community Health Education

AIDS and Adolescents Network  
 American Cancer Society  
 American Diabetes Association  
 American Lung Association  
 Arthur Ashe Institute for Urban Health  
 Brooklyn Teen Pregnancy Network  
 Caribbean Women's Health Association  
 Children's Aid Society  
 Columbia Presbyterian Medical Center  
 Young Adult Clinic  
 Cornell University Medical Center  
 Department of Obstetrics and Gynecology  
 District Council 37 Health & Safety  
 The Door - A Center of Alternatives  
 Gay Men's Health Crisis, Inc.  
 Hunter College Brookdale—  
 Center on AIDS, Drugs and Community Health  
 Hunter College Brookdale—  
 Center on Aging  
 Hunter College Brookdale—  
 Center for Occupational and Environmental Health  
 Institute for Urban Family Health  
 March of Dimes  
 Memorial Sloan-Kettering Hospital  
 Cancer Information Service  
 Mt. Sinai Medical Center  
 Department of Health Education, Department of Emergency Medicine  
 NYC Department of Health, Health Resource Training Center  
 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 U.S. Congress  
 Planned Parenthood of NYC  
 United Nations Fund for Population Activities

## Urban Public Health Environmental and Occupational Health Sciences

Amalgamated Clothing and Textile Workers Union (ACTWU)  
 Ambient Labs  
 ATC Environmental, Inc.  
 Center for Occupational and Environmental Health  
 Hunter College  
 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 Medical Center, Health and Safety Division  
 U.S. EPA, Region II  
 U.S. Dept of Labor, Occupational Health and Safety Administration

## Urban Public Health Public Health Nutrition

Coler-Goldwater Memorial Hospital  
 Health Insurance of Greater New York (HIP)  
 Brookdale Center on Aging  
 Hunter College  
 Wellness Education Program  
 Hunter College  
 Momentum AIDS Project  
 Montefiore WIC Program Comprehensive Family Health Center  
 NYC Department of Health

## Nursing

**The Hunter-Bellevue School of Nursing**  
425 East 25th Street, New York, NY 10010

**Director** Diane Rendon, 530 West; 481-7596

**Director of Graduate Program** Mary T. Ramshorn, 506 West; 481-4465

### FACULTY

**Elizabeth Ann M. Barrett**, Professor; PhD, NYU; Psychiatric Nursing, Nursing Research, Nursing Science

**Steven L. Baumann**, Associate Professor; PhD, Adelphi; GNP, Primary Care of Older Adults, Psychiatric Nursing

**Carole Birdsall**, Associate Professor; EdD, Columbia; ANP, Critical Care, Primary Care of Adults

**Phyllis Cunningham**, Assistant Professor; EdD, Columbia; Community Health Nursing

**Cynthia Degazon**, Associate Professor; PhD, NYU; Nursing Administration, Community Health

**Gloria Essoka**, Associate Professor; PhD, NYU; PNP, Maternal and Child Health; Pediatric Nurse Practitioner Education

**Miok Lee**, Assistant Professor; EdD, Columbia; ANP, Primary Care Adults, Medical-surgical Nursing

**Violet Malinski**, Associate Professor; PhD, NYU; Psychiatric Nursing, Nursing Research and Theory

**Mary Anne McDermott**, Associate Professor; PhD, NYU; Medical-surgical Nursing, Gerontological Nursing

**Janet N. Natapoff**, Professor; EdD, Columbia; PNP, Maternal and Child Health, Primary Care of Children, Pediatric Nurse Practitioner Education and Research

**Susan Neville**, Assistant Professor; PhD, Adelphi; Medical-surgical Nursing

**Donna M. Nickitas**, Associate Professor; PhD, Adelphi; Nursing Administration

**Victoria R. Nikou**, Assistant Professor; PhD, NYU; Medical-surgical Nursing, Health Promotion, Educational Research

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**Carol F. Roye**, Associate Professor; EdD, Columbia; PNP, Primary Care of Children and Adolescents, Women's Health, Community Health Education

**Maura Ryan**, Associate Professor; PhD, Univ. of Pennsylvania; GNP, Primary Care of Older Adults, Gerontological Nurse Practitioner Education, Research

**Joan Sayre**, Assistant Professor; PhD, New School; Psychiatric Nursing

**Vidette Todaro-Franceschi**, Assistant Professor; PhD, NYU; Medical-surgical Nursing, Critical Care, Health and Healing

### MASTER OF SCIENCE IN NURSING

The Hunter-Bellevue School of Nursing offers an 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 public health is available. Graduates of these programs meet the educational requirement for certification by the American Nurses 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), adult nurse practitioner, 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 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 an 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 nonmatriculants. 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 and elective courses or beginning specialization courses for students who 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 the MPH program.
5. Applicants for full-time study in nurse practitioner programs must have at least two years of prior relevant clinical experience. Applicants for part-time study in nurse practitioner programs must have at least one year of prior relevant clinical experience and must continue professional nursing employment in the specialty 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 in the dual-degree option MS and MPH).
2. Completion of NURS 799 (Nursing Research II).
3. Completion of the program of study within five years from the date of matriculation.
4. Students enrolled in the gerontological nurse practitioner and adult nurse practitioner programs 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 three 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:** Kathleen Nokes

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 not-for-profit 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, or occupational health. 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
COMHE 600 Biostatistics	3
COMHE 707 Principles of Epidemiology	3
EOHS 700 Environmental Health and Safety	3
Cognate-electives	9

### Community Health Nursing/Public Health Education (57 cr)

**Specialization Coordinator:** Kathleen Nokes

The dual-degree option provides students with additional knowledge of public health sciences with emphasis on community health education and a focus on urban settings. It prepares nurses for collaborative decision-making with other public health professionals for program development, implementation and evaluation. Students are required to complete the following courses:

\*Not required for nursing administration and community health nursing.

\*\*Not required for nurse practitioner programs.

### Nursing Core Courses Credits 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

#### *Public Health Core Courses*

COMHE 600	Biostatistics	3
COMHE 602	Principles of Health Care Administration	3
COMHE 707	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 Public Health	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:

tem. In addition to the required core (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:

		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 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 an 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**

		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

### **Medical-surgical Nursing (42 cr)**

**Specialization Coordinator:** Steven Baumann

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: Nursing I	3
NURS 711	Biobehavioral Patterns of Adults: Nursing II	3
NURS 712	Biobehavioral Patterns of Adults: Nursing III	3
NURS 713	Biobehavioral Patterns of Adults: Nursing Practicum	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: Nursing I	3
NURS 721	Psychobehavioral Patterns of Adults: Nursing II	3
NURS 722	Psychobehavioral Patterns of Adults: Nursing 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:

\*Candidates who have successfully completed this course or one determined to be comparable in their master's degree need not repeat NURS 614.



		Credits
NURS 710	Biobehavioral Patterns of Adults: Nursing I*	3
or		
NURS 720	Psychobehavioral Patterns of Adults: Nursing 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 Health Care	3
NURS 738	Fiscal Resource Management in the Health Care Organization	3
NURS 739	Human Resource Management in the Nursing Organization	3
NURS 740	Administration of Nursing Organization	3
NURS 741	Practicum in Nursing Administration	3
Cognate-electives		12

### Adult Nurse Practitioner Program (42 cr)

**Specialization Coordinator:** Carole Birdsall

This specialization prepares nurses to deliver primary care for adults in primary-care centers, community health centers, college health and wellness centers, clinics and hospitals. Students learn to apply theories and research findings to an advanced practice role through core and specialization courses and multidisciplinary 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 primary-care centers and community health centers, clinics and hospitals for a total of 630 clinical hours. In addition to the required core courses (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 760	Advanced Practicum in Primary Care Nursing of Adults	5
Cognate-elective		3

### 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 of 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 nonmatriculated 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 614 Environmental Influences on the Fetus: Related Pathophysiology of Infants and Children** Examines environmental influences in utero, their impact on child health, related pathophysiology and health promotion.

**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. Meets NYS prescription writing requirement.

**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 699.84 Health Patterning Modalities Across the Lifespan: Therapeutic Touch, Meditation, and Imagery** Presents Therapeutic Touch, meditation, and imagery as modalities in health patterning for nursing using Rogers' Science of Unitary Human Beings as the theoretical framework. Lecture plus practice.

**NURS 699.86 Complementary Modalities in Health** Examines the science of wholeness emerging across disciplines as a basis for complementary modalities. Presents a survey of major complementary modalities and health applications.

**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 one 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 706/COMHE 706 HIV/AIDS for Health Professionals: An Interdisciplinary Perspective** Analyzes prevention and public policy issues related to the HIV pandemic and the response of diverse communities.

\*Or one equivalent clinical course

**NURS 707 Nursing of Persons with HIV Infection** 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** 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 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 716 Nursing Informatics** 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. Pre- 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. Pre- 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 734 Case Management: Balancing Care and Cost** Examines concepts and theories of case management from an interdisciplinary health care perspective. Emphasis on outcome measurement, variance analysis and continuous quality improvement applied to case management in a variety of settings.

**NURS 735 Leadership and Management in Health Care** Leadership and management theories applied to integrated managed care networks and community-based organizations.

**NURS 738 Fiscal Resource Management in Health Care Organizations** Analysis of theory and practice in financial management within integrated managed-care networks and community-based organizations.

**NURS 739 Human Resource Management** Analysis of human resource management and issues of organizational behavior in integrated managed-care systems.

**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** 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. Meets NYS prescription writing requirement.

**NURS 751 Health Assessments of Adults/Older Adults** 30 hrs lecture, 50 hrs practicum, 3 cr. Pre- or coreq: NURS 749. Application of multidimensional assessment strategies for primary-care nursing of adults and older adult clients and their families.

**NURS 754 Psychosocial 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. Elective.

**NURS 755 Primary Care Nursing: Adults/Older Adults I** 30 hrs theory, 15 hrs seminar, 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, 15 hrs seminar, 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, 15 hrs seminar, 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, 15 hrs seminar, 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 Psychobehavioral Alterations** 30 hrs theory, 45 hrs pract. Prereq: NURS 754. Select gero-psychiatric theories, research, and clinical knowledge for primary gerontological nursing practice. Guided practicum experience. Elective.

**NURS 771 Community Health Nursing I** 30 hrs theory, 45 hrs pract, 3 cr. Pre- 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.

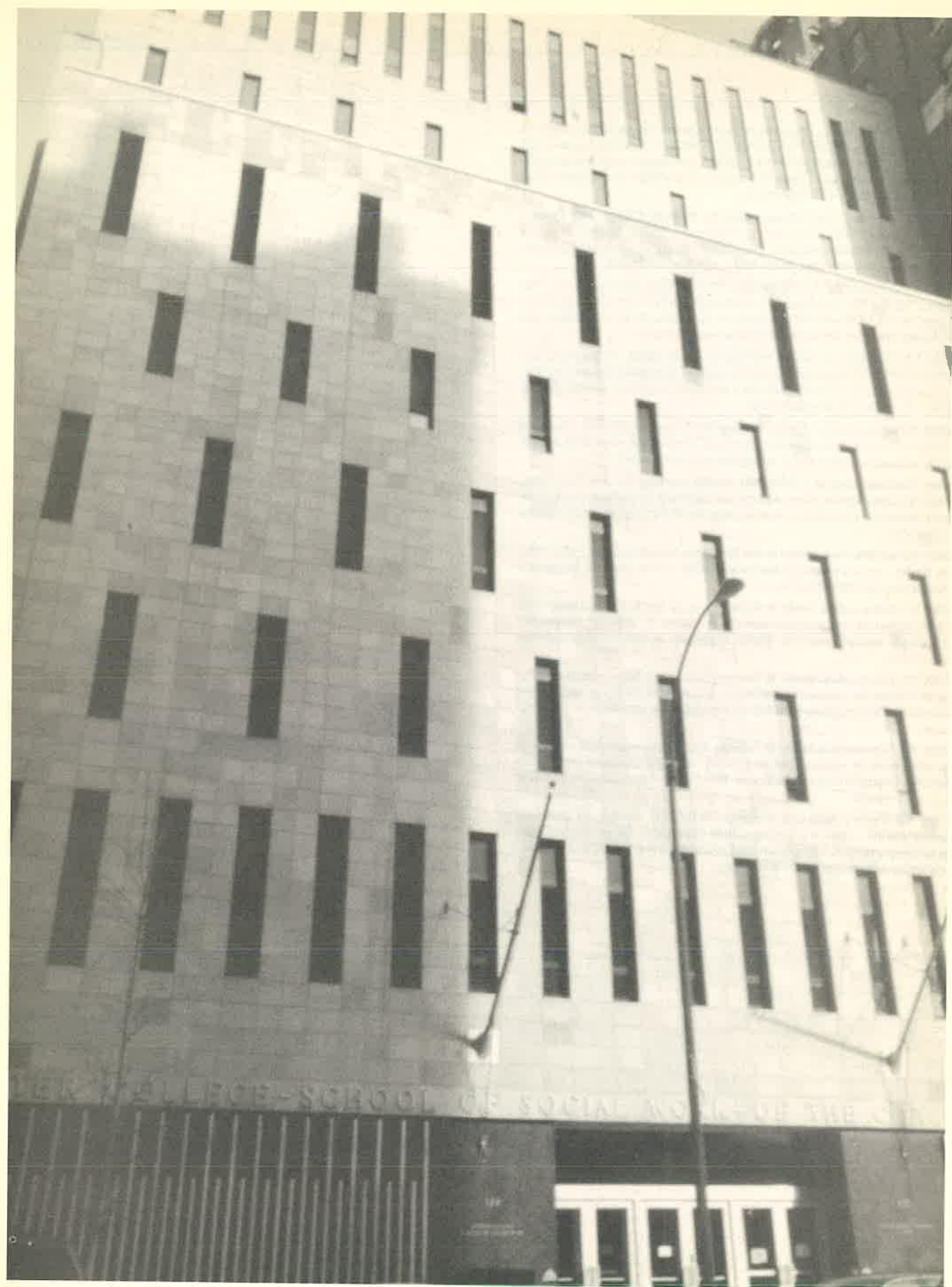
**NURS 780 Health Care Ethics in the Life Span** Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development. Elective.

**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 qualitative 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.





# School of Social Work

**The Hunter College School of Social Work**  
129 East 79th Street, New York, NY 10021  
General Information (212) 452-7000  
Admissions Office (212) 452-7005

**Dean** Bogart R. Leashore  
**Director of MSW Programs** Joann Ivry  
**Doctoral Program Executive Officer**, Harold Weissman  
**Coordinator of One-Year Residence Program**, Willie F. Tolliver  
**Assistant to the Dean** Irene Schaefer  
**Coordinator of Field Education** Lynn Rudich  
**Assistant Coordinator of Field Education**, Cristina Ramirez  
**Scholarship Coordinator** Robert Salmon

## FACULTY

Miriam Abramovitz, Professor; DSW, Columbia  
Yvonne Asamoah, Professor; PhD, Syracuse  
Eleanor Bromberg, Professor; DSW, Columbia  
Stephen Burghardt, Professor; PhD, Michigan  
Elizabeth Danto, Assistant Professor; PhD, NYU  
Patricia L. Dempsey, Associate Professor; MS, Columbia  
Irwin Epstein, Professor; PhD, Columbia  
Michael Fabricant, Professor; PhD, Brandeis  
George S. Getzel, Professor; DSW, Columbia  
Harriet Goodman, Associate Professor; DSW, CUNY  
Roberta K. Graziano, Associate Professor; DSW, CUNY  
Rashmi Gupta, Assistant Professor; PhD, Texas  
Charles Guzzetta, Professor; EdD, Temple  
Bernadette Hadden, Assistant Professor; PhD, Columbia  
Martha F. Haffey, Associate Professor; DSW, CUNY  
Carmen Hendricks, Associate Professor; DSW, Yeshiva  
Joann Ivry, Associate Professor; PhD, Ohio State  
Roselle Kurland, Professor; PhD, USC  
Paul A. Kurzman, Professor; PhD, NYU  
Bogart R. Leashore, Professor and Dean; PhD, Michigan  
Gary Mallon, Assistant Professor; DSW, CUNY  
Elaine Marshack, Associate Professor; DSW, Yeshiva  
Yolanda Mayo, Associate Professor; DSW, Adelphi  
Terry Mizrahi, Professor; PhD, Virginia Commonwealth  
Ana Paulino, Associate Professor; EdD, Columbia  
Judith Rosenberger, Associate Professor; PhD, Michigan  
Anthony Sainz, Associate Professor; DSW, Columbia  
Robert Salmon, Professor; DSW, Columbia  
Andrea Savage-Abramovitz, Associate Professor; PhD, Michigan  
Roger J. Sherwood, Associate Professor; DSW, Columbia  
Michael J. Smith, Professor; DSW, Columbia  
Rose Starr, Associate Professor; DSW, CUNY  
Malka Sternberg, Lecturer; EdD, Columbia  
Willie Tolliver, Associate Professor; DSW, CUNY  
Florence Vigilante, Professor; DSW, Yeshiva  
Harold H. Weissman, Professor; DSW, Columbia

## MASTER OF SOCIAL WORK

The Hunter College School of Social Work was founded in 1956 and is the only public graduate school of social work in The City University of New York. The educational mission of the School of Social Work is to prepare students for responsible and creative practice in all fields of social work. The School of Social Work has a strong commitment to educating social workers to serve a diverse population in an urban environment, and recognizes a special respon-

sibility toward serving the urban community under social agency auspices. The school's programs are fully accredited by the Council on Social Work Education. The school offers several program options leading to the master of social work degree including: the full-time two-year program, the one-year residency (work study), the advanced standing and part-time programs, as well as the Three-Two and the dual degree program with the Bank Street College of Education.

The MSW curriculum at the Hunter College School of Social Work reflects a commitment to social change, diversity, and practice in the urban environment. The school's objective is to educate social workers for the profession who are able to make responsible decisions and value choices in a rapidly changing society. The foundation curriculum includes Human Behavior and the Social Environment, Social Welfare Policy and Programs, Social Research, Foundations of Social Work Practice, Practice Methods (casework, group work, community organizing, administration), and the Field Practicum. All students are required to choose a major method in which they wish to concentrate, and to take at least one course in a method other than the major one. In addition, students may select advanced courses which focus on specific social problems, populations, specialized skills or institutional auspices. Thus, courses are offered on children's services, aging, substance abuse, social work in health care, mental health, occupational social work, social work in the criminal justice system, and family treatment. The School of Social Work has strong ties to many agencies which provide students with rich field placements in a variety of practice areas. Qualified agency staff serve as student field instructors. Social work students are encouraged to participate actively with faculty and administration in policy formulation, curriculum development, and review of student performance.

*The general Hunter College information section should be studied in conjunction with the School of Social Work's special requirements and policies, which follow.*

## One-Year Residence (OYR) Program

The one-year residence (OYR) program, established in September 1971, provides an alternative pattern of professional social work education. Individuals are eligible to apply if they have completed a minimum of two years of full-time successful employment as a social worker in a recognized social welfare situation *and their current social welfare employer agrees to provide an internship for them in their second year in the program*. Students are permitted to take up to 30 hours of course work on a part-time basis while remaining in full-time employment. The program is usually completed in five 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 personal responsibilities make the two-year full-time program impractical. As in all of the programs at Hunter College School of Social Work, five years is the maximum period of time for the attainment of the degree.

## Advanced Standing Program

The Advanced Standing Program at the Hunter College School of Social Work is an intensive program for outstanding students who have graduated from a CSWE (Council on Social Work Education) accredited baccalaureate social work program. A limited number of qualified applicants are accepted. Applicants must have received their undergraduate degrees within the last five years.



Applicants to the Advanced Standing Program must have an overall grade point average (GPA) of 3.0 and a GPA of 3.2 in the social work major. Applicants must meet all other admission criteria for acceptance into the graduate social work program at Hunter. Applicants accepted into the program will be waived from some courses required in the first year of the MSW program.

Hunter's Advanced Standing Program begins in the summer followed by one academic year of full-time study. Applicants to the Advanced Standing Program must submit all application material to the School of Social Work.

### **Part-time Program**

Admission procedures and application requirements are the same as described for applicants in the two-year program. The part-time program allows students flexibility in meeting the requirements for the MSW degree in three or four years.

Students must register for a *minimum* of two courses per semester, and may enroll in available summer courses. The part-time program will be divided into three phases, with students taking courses before, during, and after the field practicum. Part-time students are expected to fulfill the two-year field practica in agencies selected and approved by the school. The field practica must be taken concurrently with a major method course. At the time of entry into the program, students will be assigned a faculty advisor who will provide specific academic and professional guidance.

### **Three-Two Program**

In collaboration with the senior colleges of The City University of New York, the Three-Two Program enables qualified undergraduates to accelerate their studies by completing an undergraduate degree and a graduate degree in social work in two successive years. The Three-Two Program is designed for a very limited number of mature and qualified undergraduate students who are completing their junior year with a minimum of a 3.0 GPA. If admitted into the MSW program, Three-Two Program students enter directly into the first year of graduate study in social work, and receive the baccalaureate degree upon successful completion of all first-year academic and field practicum requirements. The master's degree in social work is awarded upon the successful completion of the second year of graduate study. Application for the Three-Two Program is through participating CUNY colleges, and Three-Two Program applicants are expected to complete the usual application process for the School of Social Work. Consult the undergraduate advisor at the senior colleges or the Admissions Office at Hunter College School of Social Work for further information.

### **Dual Degree Program Hunter College School of Social Work and the Bank Street College Infant and Parent Development Program**

This dual degree program is designed to prepare social workers to understand and work with the special needs and vulnerabilities of children from birth to age three and their families. The program prepares social workers for professional roles that combine educational and clinical skills. The program design incorporates theoretical and practice aspects of each degree into a cohesive program. Applicants apply to each institution separately. The two degrees, the MSW and the MS in education, are awarded simultaneously at the completion of the entire program by the respective institutions. The program requirements satisfy the accreditation standards for each degree.

In the first two years of the program, students attend the two institutions sequentially, pursuing an intensive program at each of them. In the third year, students move between both institutions to complete course work. Both institutions require a supervised field practicum.

Applicants must meet all admission standards of the MSW program and are required to have experience in work with children. For the dual degree program, courses required at Bank Street College total 36 credits. Credits required at Hunter total 51.

### **Nonmatriculants**

Taking courses as a nonmatriculated student can be a stimulating introduction to the MSW program and often motivates the participant at a later date to apply for admission into a degree program. Faculty assist with the selection of courses that are open to nonmatriculants. All nonmatriculants should have academic advising before registration. A maximum of three or four courses, offering eight to nine credits, is allowed and may be credited toward the degree should the person matriculate. Usually only one course may be taken per semester.

### **Admission Requirements**

Applicants must hold a bachelor's degree from an accredited college. Undergraduate preparation should demonstrate a liberal arts background and 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 limitations of available space in the school and placement in the field. (For additional information, e-mail: [evargas@hunter.cuny.edu](mailto:evargas@hunter.cuny.edu))

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 liability insurance cost does not exceed \$20 per year.



## 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 Office of Field Education, based on 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 are those recently used by the Hunter College School of Social Work.

Ackerman Family Institute  
Actors Fund of America  
NYC Administration for Children's Services  
Alzheimer's Association  
American Red Cross in Greater New York  
Association for Help to Retarded Children (AHRC)  
Association to Benefit Children  
Bailey House  
Barrier Free Living  
Bellevue Hospital Center  
Bensonhurst Guidance Center  
Beth Abraham Hospital  
Beth Israel Medical Center  
Big Sisters, Inc.  
Blythedale Children's Hospital  
Bowery Residence Committee (BRC)  
Human Services Corporation  
Bridge, Inc., The  
Bronx Children's Psychiatric Center  
Bronx Lebanon Hospital Center  
Brookdale Center on Aging  
Brooklyn Family Court/Juvenile Division Project  
Brooklyn Psychiatric Centers  
Brookwood Child Care  
Callen-Lorde health Center  
Cancer Care  
Catholic Charities, Archdiocese of New York  
Catholic Home Bureau  
Center for Family Life in Sunset Park  
The Children's Aid Society  
Children's Village  
Chinese-American Planning Council (CPC)  
Citizens Advice Bureau  
Community Access, Inc.  
Community Mediation Services  
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  
El Puente  
Family Services of Bergen County  
F.E.G.S.  
Federation of Protestant Welfare Agencies  
Federal Employees Counseling Services (FECS)  
Fifth Avenue Center for Counseling and Psychotherapy  
Fordham-Tremont Community Mental Health Center  
Forest Hills Community House  
Fountain House  
Friends and Relatives of Institutionalized Aged (FRIA)  
Gay Men's Health Crisis (GMHC)  
Goddard-Riverside Community Center  
Good Shepherd Services  
Gouverneur Hospital  
Graham-Windham  
Greenwich House Counseling Centers  
Guidance Center of New Rochelle  
Hamilton Madison House

Harlem Dowling West Side Center for Children and Family  
Henry Street Settlement  
Herbert G. Birch School for Exceptional Children  
Hetrick-Martin Institute  
Hudson Guild  
HC/Educational Center for Community Organizing (ECCO)  
HC/Student Counseling Services  
HC/Welfare Rights Initiative  
HC/Women's Center  
Incarcerated Mothers Program  
Institute for Human Identity  
Institute for Urban Family Health  
Inwood House  
Jewish Association for Services to the Aged (JASA)  
Jewish Board of Family and Children's Services (JBFCSS)  
Jewish Child Care Association (JCCA)  
Jewish Guild for the Blind  
Jewish Home and Hospital for the Aged  
Karen Horney Clinic  
Kingsbridge Heights Community Center  
Kings County Hospital Center  
La Guardia Community College  
Lenox Hill Hospital  
Lenox Hill Neighborhood Association  
Lesbian and Gay Community Center Services  
Little Flower Children's Services  
Local 1199 National Health and Human Services Employee Union  
Lower East Side Service Center  
Maimonides Medical Center  
Manhattan Comprehensive Day and Night High School  
Manhattan Plaza Stay Well Center  
Metropolitan Hospital  
Montefiore Medical Center  
Mt. Sinai Hospital Medical Center  
NASW - New York City Chapter  
NYC BOE/Alternative High School Social Work Program  
NYC Department of Health  
NYC Department of Probation  
NYC Gay and Lesbian Anti-Violence Project  
New York City Human Resource Administration  
NYC Office of the Public Advocate  
New York Presbyterian Hospital  
NYS Office of Mental Health  
NYS POP  
Port Richmond Day Treatment Program  
Postgraduate Center for Mental Health  
Project Renewal  
Project Return Foundation, Inc.  
Puerto Rican Family Institute  
Queens Child Guidance Center  
Queens Hospital Center  
Riverdale Mental Health Center  
SAGE  
St. Luke's-Roosevelt Medical Center  
St. Vincent's Hospital  
Samaritan Village, Inc.  
Sanctuary for Families  
SCAN  
Self-Help Community Services  
Society for Seamen's Children  
South Beach Psychiatric Centers  
Ulster County Mental Health Services  
U.N.I.T.E.  
U.S. Department of Veterans Affairs  
Urban Justice Center  
Urban Pathways  
Victim Services Agency  
Visiting Nurse Service of NY  
Westchester County Department of Social Services  
William F. Ryan Community Health Center  
Women in Need (WIN)  
Yorkville Common Pantry  
Young Adult Institute  
Y.M.C.A. of Greater New York

## 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 or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If classes, examinations, study or work requirements are held on Friday after four o'clock post 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 or herself 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;

\*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.

9. Transportation, administration and insurance related to the implementation of these activities;

10. Student services to supplement or add to those provided by the university;

11. Stipends to student leaders.

Section 16.3 STUDENT GOVERNMENT FEE. The student government fee is that portion of the student activity fee levied by resolution of the board which has been established for the support of student government activities. The existing student government fees now in effect shall continue until changed. Student government fees shall be allocated by the duly elected student government or each student government where more than one duly elected student government exists, for its own use and for the use of student organizations, as specified in section 15.2 of these bylaws, provided, however, that the allocation is based on a budget approved by the duly elected student government after notice and hearing, subject to the review of the college association. Where more than one duly elected student government exists, the college association shall apportion the student government fees to each student government in direct proportion to the amount collected from members of each student government.

Section 16.4 STUDENT GOVERNMENT ACTIVITY DEFINED. 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 resubmittal 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 opin-

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**

<b>NAMES</b>	<b>DEPT</b>	<b>OFFICE</b>	<b>PHONE#</b>	<b>FAX#</b>
Prof. Sandra Clarkson, <i>Panel Coordinator</i>	Math and Statistics	E931	772-4904	772-4858
Prof. Rena Subotnik <i>Deputy Panel Coordinator</i>	Educational Foundations	E1307	772-4722	772-4722
Ruth Brooks (HEO)	Facilities Management	C0072N	772-4381	772-4387
Howard Krukofsky (HEO)	School of Arts and Sciences	E803	772-5244	772-5138
Janet Robertson (HEO)	School of Arts and Sciences	E 801	772-5240	772-4073
David Wallach	Student Member	E1239	650-3660	
William Mendez, Jr., Esq. <i>Affirmative Action Office and Liason to Central Office</i>	President's Office	E1706	772-4242	772-4724

**SEXUAL HARASSMENT EDUCATION COMMITTEE MEMBERS**

William Mendez, Jr., Esq. <i>Chairperson</i>	President's Office	E1706	772-4242	772-4724
Prof. Juan Battle	Sociology	W1637	772-5641	772-5645
Prof. Marithelma Costa	Romances Languages	W1316	772-5101	772-5094
Prof. Carmen Mercado	Curriculum and Teaching	W1019	772-4693	772-4698
Prof. Joyce Toney	Black & Puerto Rican Studies	W1141	772-5035	650-3956
Kristin Vogel	Student member	E1239	650-3660	

**Hunter College Campus School Members**

Barbara Ghnassia, Counselor (Acting)	HC Elementary School		860-1295	860-1293
Lee Weinberg, Counselor	HC High School		860-1452	860-1127

**Sexual Harassment Panel Office** E1239 650-3660

The Policy and Procedures on Sexual Harassment Prevention and other materials on the subject of Sexual Harassment are available in the Panel Office and messages can be left there for panel members. The same information is also available in department offices throughout the College.

## 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.

<b>Health Risks of Alcohol Abuse</b>	<b>Health Risks of Illegal Drug Abuse</b>
Dependency	Dependency
Malnutrition	Malnutrition
Impaired judgment	Loss of control
Reduced alertness	Skin abscesses
Slowed reaction time	Vein inflammation
Sensory and motor depression	Serum hepatitis
Cirrhosis of the liver	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

## 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 in the next column

### 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.

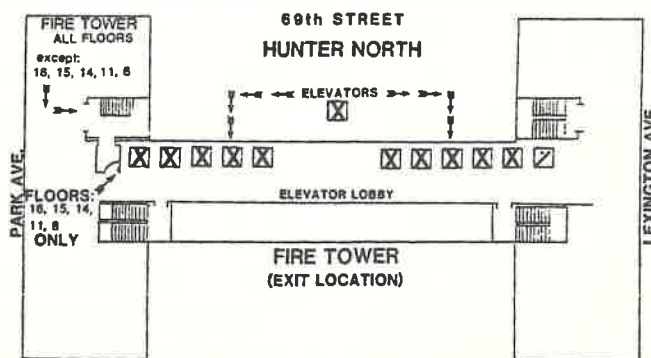
### Lifting and Carrying a Disabled Person Independent of His/Her Wheelchair

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

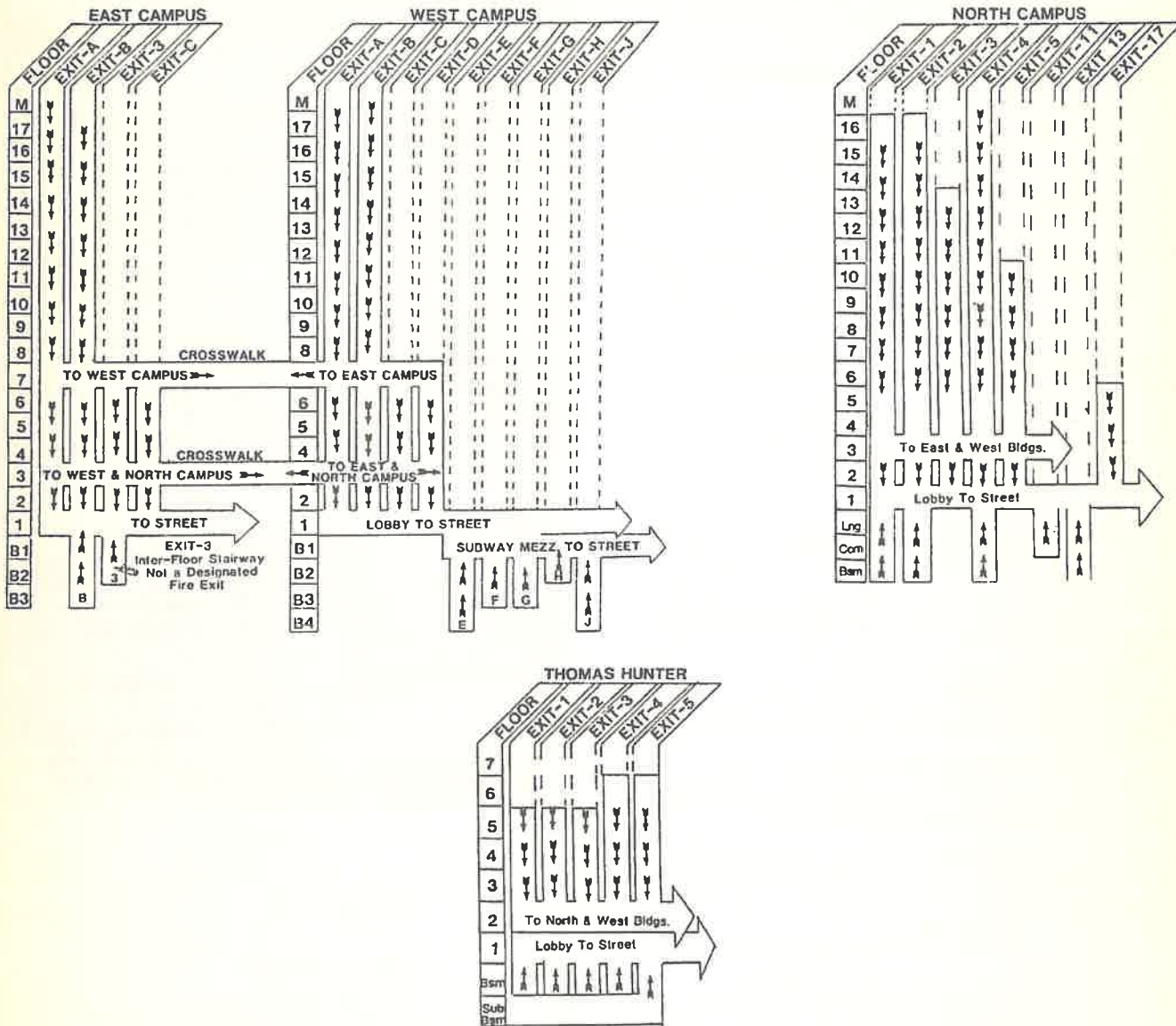
The Hunter College Fire Safety Plan was prepared by Campus Safety and Security with the advice of the New York City Fire Department and other experts. Assistance was also received from the Hunter College 504 Committee.

January 1990





# FIRE EXIT ROUTES



## Abbreviations

<b>BA</b>	Bachelor of Arts
<b>conf</b>	conference
<b>coord</b>	coordinator
<b>CORE</b>	Council on Rehabilitation Education
<b>coreq</b>	corequisite
<b>cr</b>	credit(s)
<b>CSAF</b>	CUNY Student Aid Form
<b>CUNY</b>	City University of New York
<b>CWS</b>	College Work Study
<b>D</b>	day
<b>demon</b>	demonstration
<b>dept</b>	department
<b>disc</b>	discussion
<b>DSW</b>	Doctor of Social Work
<b>E</b>	evening
<b>equiv</b>	equivalent
<b>Fa</b>	Fall
<b>ff</b>	following
<b>GPA</b>	Grade point average
<b>GRE</b>	Graduate Record Examination
<b>GSA</b>	Graduate Student Association
<b>GSL</b>	Guaranteed Student Loan
<b>HEGIS</b>	Higher Education General Information Survey
<b>hr(s)</b>	hour(s)
<b>ID</b>	identification
<b>INC</b>	incomplete
<b>instr</b>	instructor
<b>JD</b>	Doctor of Jurisprudence
<b>K-12</b>	Kindergarten through 12th grade
<b>lab</b>	laboratory
<b>lec</b>	lecture
<b>MA</b>	Master of Arts
<b>MARC</b>	Minority Access to Research Careers
<b>MBRS</b>	Minority Biomedical Research Support
<b>MFA</b>	Master of Fine Arts
<b>MS</b>	Master of Science
<b>MSEd</b>	Master of Science in Education
<b>MSW</b>	Master of Social Work
<b>MUP</b>	Master of Urban Planning
<b>NSL</b>	Nursing Student Loan
<b>NYSHESC</b>	New York State Higher Education Services Corporation
<b>perm</b>	permission
<b>PhD</b>	Doctor of Philosophy
<b>pract</b>	practicum
<b>prereq</b>	prerequisite



<b>rec</b>	recommendation
<b>recit</b>	recitation
<b>Sec. Ed.</b>	Secondary education
<b>sem</b>	semester
<b>SLS</b>	Supplementary Loans to Assist Students
<b>Sp</b>	Spring
<b>Su</b>	Summer
<b>TAP</b>	Tuition Assistance Program
<b>TBA</b>	to be arranged
<b>TEP</b>	Teacher Education Program
<b>TESL</b>	Teaching English as a Second Language
<b>TH</b>	Thomas Hunter Hall
<b>W</b>	withdrawal without penalty
<b>WU</b>	unofficial withdrawal
<b>yr</b>	year



## Course Designations

**Numbering 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
BIED	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
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
URBG	Urban affairs	Urban Affairs & Planning
URBP	Urban planning	Urban Affairs & Planning



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The course descriptions in this catalog summarize the full, official descriptions authorized by the Hunter College Senate. Full descriptions are available in the appropriate school and department offices.

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**Cover Design** Ana Golici

### Photography

**Rob Klein:** pp. 29, 101, 123, 136

**José Pelaez:** p. 116

**Roy Mittelman:** pp. 117, 20, 96, 132

**Brainworks:** pp. 6, 9, 13, 14, 18, 23, 24, 27, 34, 41, 44, 50, 64, 68, 82, 102, 106, 109, 118, 137

**Typesetting/Design** Richard Kipper, PC Publishing Systems

### EQUITY IN ATHLETICS DISCLOSURE ACT — ANNUAL REPORT

Pursuant to the above entitled Act (34CFR Part 668), Hunter College prepares an annual report of participation rates, financial support and other information on men's and women's intercollegiate athletic programs. This report is available to the college community, prospective students and the general public. A copy of the report may be obtained in the Office of the Director of Intercollegiate Athletics, Room B316 West Building.







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