



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

2001 – 2003

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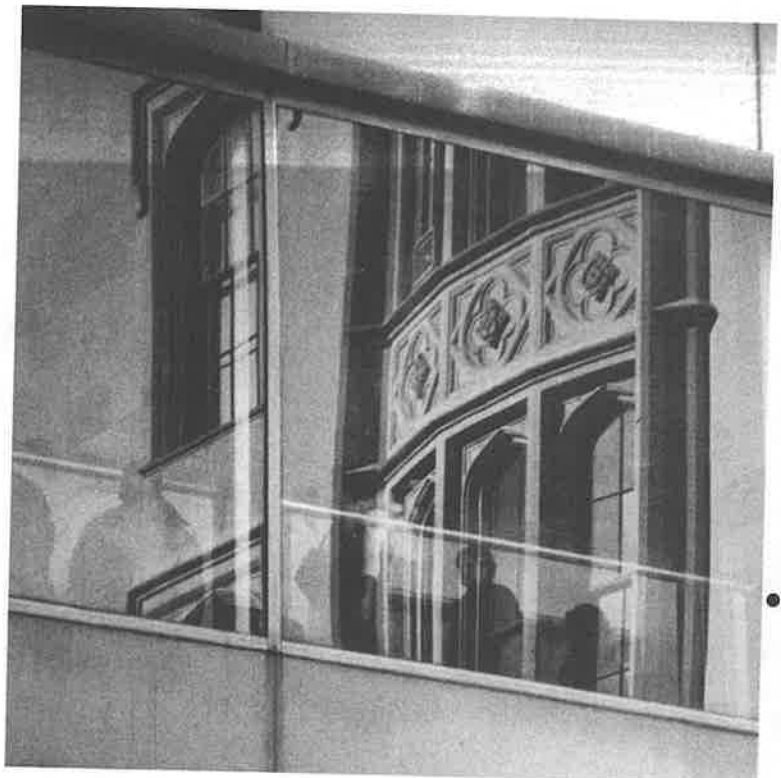
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The City University of New York

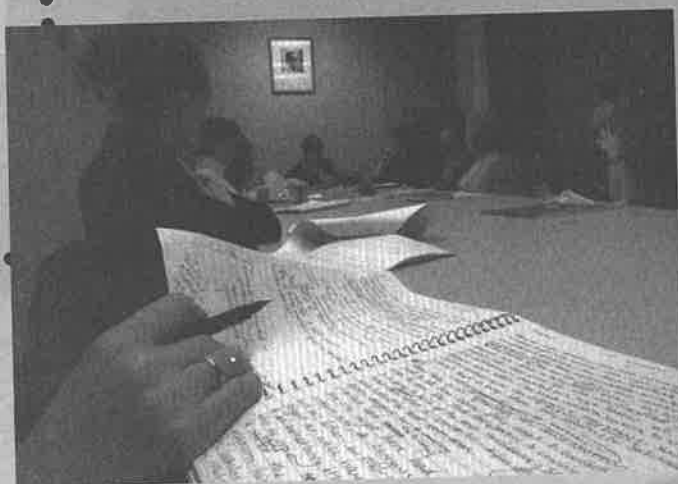
GRADUATE CATALOG

2001-2003



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Hunter College

## 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 more than 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, physical therapy, and urban public 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 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 famed biomedical research facilities, which offer extraordinary opportunities for collaborative study and research.

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 respected 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

Following is a list of graduate-degree, advanced-certificate, and combined undergraduate/graduate-degree programs offered at Hunter; 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. Next to each program are the appropriate Higher Education General Information Survey (HEGIS) code number and admissions/curriculum code number.

Students should be aware 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 & Sciences	HEGIS	ADM/CURR		HEGIS	ADM/CURR
Anthropology, MA, BA/MA	2202	500/412	School of Social Work	2104	
Art (Creative), MFA	1002	501	Social Work, MSW		
Art (Creative), MA**	1002		Social Work Practice, Advanced Certificate		
Art History, MA	1003	503			
Biochemistry, MA	0414	505			
Biological Sciences, MA	0401	506	School of Education		
BS/MA in Medical Laboratory Sciences/ Biological Sciences	0401	***	Childhood Education 1-6, MSEd*	0802	170
BA/MA in Biological Sciences	0401	***	Childhood Education 1-6 w/Bilingual Teacher Extension, MSEd*	0802	171
Chemistry, MA**	1905		Early Childhood Education, Birth-2, MSEd*	0823	172
Communications, MA	0601	560	Literacy: Birth-Grade 6, MSEd*	0830	173
Computer Science, MA**	0701		Guidance and Counseling (School Counselor), MSEd	0826.01	850
Creative Writing, MFA	1507	523	Guidance and Counseling (School Counselor) w/Bilingual Extension, MSEd	0826.01	***
Economics, MA, BA/MA	2204	517/524	Rehabilitation Counseling, MSEd	2104.10	852
English, BA/MA	1501	426	Adolescence Education, MA		
English Literature, MA	1502	521	Offered in collaboration with the following departments or programs		
†French, MA	1102	522	Art (K-12)**	0831	
Geography, MA	2206	549	Biology 7-12*	0401.01	185
Post-Baccalaureate Certificate Program in Geographic Information Science (GIS)	2206	***	Chemistry 7-12*	1905.01	186
History, MA, BA/MA	2205	526/440	Earth Science 7-12*	1917.01	187
†Italian, MA	1104	528	English 7-12*	1501.01	188
Mathematics (Pure), MA, BA/MA	1701	527/454	†French 7-12*	1102.01	189
Mathematics (Applied), MA	1703	529	†Italian 7-12*	1104.01	190
Museum Administration: Adv. Cert.**	1099		†Latin 7-12*	1109.01	191
Music, MA, BA/MA	1004	531	Mathematics 7-12*	1701	192
Physics, MA, BA/MA	1902	539/462	(also BA/MA*)		
Psychology, MA	2001	542	Music, MA (All grades)*	0832	193
Russian Area Studies, MA**	0307		(also BA/MA*)	1004	
Sociology and Social Research, BA/MS	2208	550	Physics 7-12*	1902.01	194
Social Research, MS	2208	550	Social Studies 7-12*	2201.01	195
†Spanish, MA	1105	555	†Spanish 7-12*	1105.01	196
Theatre, MA	1007	559	Teaching English to Speakers of Other Languages, MA (All grades)*	1508	182
Urban Affairs, MS	2214	554	Special Education, MSEd:		
Urban Planning, MUP	2214	553	Childhood Special Education 1-6*	0808	176
			Childhood Special Education 1-6 w/an Annotation in Severe or Multiple Disabilities*	0808	177
			Deaf or Hard-of-Hearing*	0812	178
			Blind or Visually Impaired*	0814	179
			Blind and Visually Impaired, Advanced Certificate	0814	***
			School Administrator and Supervisor, Advanced Certificate	828	854
Schools of the Health Professions					
School of Health Sciences					
Communication Sciences, MS	1220	556			
Audiology					
Speech-Language Pathology					
Community Health Education, MPH	1214	618			
Dual Community Health Nursing, MPH/MS	1214	614			
Environmental and Occupational Health Sciences, MS	1299	605			
Environmental and Occupational Health, MPH	1214	618			
Physical Therapy, MPT	1212	617			
Public Health Nutrition, MPH	1214	618			
Speech and Language Disabilities, MS	0815	130			
Speech and Language Disabilities w/ Bilingual Education Extension	0815				
School of Nursing	1203.10				
Adult Nurse Practitioner, MS		616			
Community Health Nursing, MS	1214	610			
Dual Community Health Nursing, MPH/MS	1214	614			
Gerontological Nurse Practitioner Program, MS		601			
Maternal - Child Nursing, MS		609			
Medical - Surgical Nursing, MS		602			
Nursing Administration, MS**		607			
Pediatric Nurse Practitioner, MS		615			
Advanced Certificate		306			
Psychiatric Nursing, MS		604			



## 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 Center 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 Social Work 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 course work 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 and two letters of reference. See specific program descriptions for additional requirements.

For admission to the School of Education, the student is usually required to present at least 36 credits of previous liberal arts and science courses and a liberal arts or science major of at least 30 credits. See specific program descriptions for detailed requirements.

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 to the School of Health Sciences. See specific program descriptions regarding this requirement. It is not required for the School of Education or the School of Nursing.

Applicants should write directly to: Graduate Record Examination, Educational Testing Service, Box 6000, Princeton, NJ 08541-6000 — (609) 771-7670 — <http://www.gre.org>—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 Hunter College institution code is 2301.

**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, regardless of country of citizenship or U.S. permanent resident status, must take this examination. Depending on the program selected, an applicant 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—<http://www.toefl.org>. The Hunter College institution code is 2301.

### International Students

An international applicant for admission to Hunter College is expected to have a firm command of the English language before he/she applies. No provisional admission is offered whereby a student may come to the university and spend a semester or a year learning English.\*

If the applicant plans to enter or remain in the 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.

*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.

\*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.



### Procedure

An application packet should be obtained from the College Welcome Center, Room 100 Hunter North, 695 Park Avenue, New York, NY 10021—(212) 772-4490—<http://www.admissions.hunter.cuny.edu>. The deadline for application varies by program. The earliest deadlines are February 1 for fall admission and September 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) 452-7005—<http://www.hunter.cuny.edu/socwork>.

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.

Credentials submitted in support of an application become the property of Hunter College and will not be released to the applicant or transmitted to a third party.

### 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 course conditions to either the School of Arts and Sciences or to the Schools of the Health Professions, and with not more than 12 credits of course conditions to the School of Education. Such students are expected to satisfy their 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.

*Note:* Applicants admitted to matriculated status who wish to delay their admission to the following semester may do so by filing a new application prior to the next semester's deadline. Credentials submitted in support of the original application need not be resubmitted.

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 grade point average 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).

### 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. Students may transfer course credit from nonmatriculant to matriculant status. The number of credits allowed may vary from department to department. 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

Upon the recommendation of the student's undergraduate major or program advisor, and with the approval of the advisor of the graduate program offering the course, highly qualified undergraduate degree students may take graduate courses for credit toward the bachelor's degree. Both the undergraduate and graduate advisor must sign the approval form, which may be obtained by the student at the OASIS (Office of Administrative and Information Services), Room 217 Hunter North. (*Note:* If the course is later accepted for graduate transfer credit within a program at Hunter, the student will be charged the difference between the undergraduate and graduate tuition rates at the time the student took the course.)

### 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 to 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

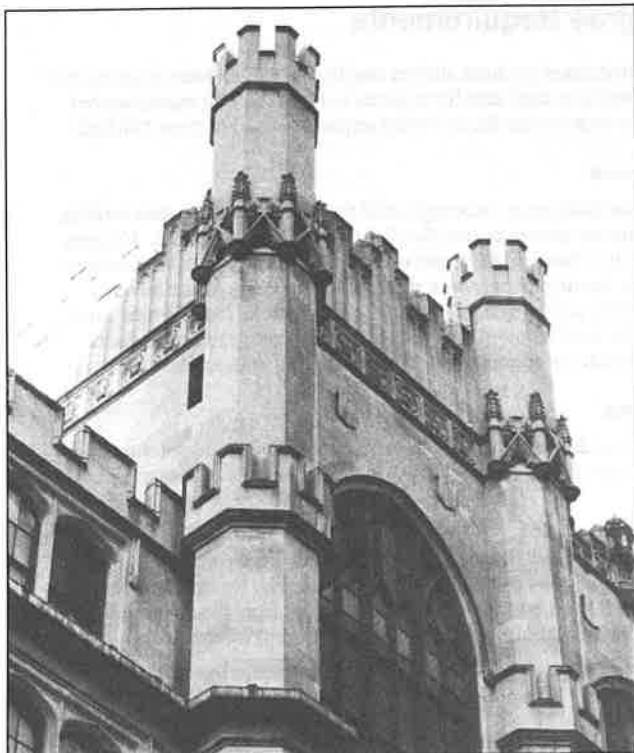
The total time for completing all degree requirements from the beginning of matriculation is four years. (For programs in education, nursing, health sciences, and social work it is five years.) Courses exceeding the limit at graduation will not be included in degree credits unless approved by the department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

##### Master's (All)

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

##### All Students (Including non-degree and senior citizens)

Consolidated Services fee. . . . .	\$5/semester or session
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#### Out-of-State Resident

##### Master's (All)

Full-time . . . . .	\$3,800/semester
Part-time . . . . .	\$320/credit
Excess hours . . . . .	\$85/hour

##### All Students (Including non-degree and senior citizens)

Consolidated Services fee. . . . .	\$5/semester or session
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#### Maintenance of Matriculation (Graduate Students)

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

\*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.

Estimated cost of books and supplies per semester for full-time students is \$335.

Students who now live in New York State but 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 Hunter North, 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—\$10

Change of program—\$10

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—\$5

Transcript of records—\$4

Readmission—\$10

Returned check reprocessing fee—\$10

Duplicate diploma—\$15

Application for transcripts should be addressed to the Transcript Division of the Registrar's Office with correct remittance.

The application must state the name and address of the official to whom the information is to be mailed. Transcripts of records are mailed to the student's home school only if requested by the student. In accordance with the general practice of colleges and universities, complete official transcripts and certificates (those bearing the original signature and seal) are sent directly by the university, not transmitted by the applicant. No transcripts will be issued for students who have unpaid financial obligations to Hunter. The fee for the issuance of transcripts is waived when the transcript is to be forwarded from one unit of the City University to another.

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

A 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 first day of the fourth 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 North Building. 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:

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

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

Costs must be considered when a student is making decisions about whether, where, or when to attend 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 2001-2002 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 supplies	\$ 670.00	\$ 670.00
Transportation	\$ 578.00	\$ 578.00
Room and board	\$ 1,500.00	\$ 5,416.00
Personal	\$ 2,718.00	\$ 4,323.00
Total	\$ 9,841.70	\$ 15,362.70

Please note: Tuition charges are estimates for full-time New York State residents based on 2001-2002 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 the student budget, a prospective student should consider the resources that will be available from earnings and savings, the amount that parents can contribute, and any benefits the prospective student receives, such as Social Security, veteran's benefits, unemployment, or welfare. Summer employment can help meet the first costs of enrollment, and the prospective student should plan to save money from summer earnings. Cash will be needed right away for books, supplies, and transportation.

### Financial Aid Programs

Students whose resources are not sufficient to cover the cost of attendance 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 only one source to finance education, students may use a combination of monies from all of the programs for which they 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. The fastest and easiest way to apply for financial aid is by completing the application online. FAFSA on the Web is available at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). When you complete the FAFSA (Free Application for Federal Student Aid), make sure that you include Hunter College among the colleges to which you want your information reported. Another way to apply is by completing the paper FAFSA which is available at most college financial aid offices. 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, 217 North Building, must be completed and returned to the OASIS.

\*Tuition Assistance Program/Aid for Part-Time Study

### 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.

### STATE AID ELIGIBILITY

**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 a transfer student and therefore automatically eligible for the first graduate award.

When the graduate full-time course load does not consist of credits (e.g., the clinical practicum courses), college documentation recording 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 a one-time waiver of the Satisfactory Academic Progress requirements. For further information, contact the Office of Student Services at 772-4878.

### FEDERAL AID 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:

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

### FEDERAL FINANCIAL AID PROGRAMS

#### 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 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 a student qualifies for a subsidized loan, the federal government pays interest on the loans ("subsidizes" the loan) until repayment begins and during authorized periods of deferment thereafter.

#### *Federal Direct Unsubsidized Stafford Loans*

An unsubsidized loan is not awarded on the basis of need. If a student qualifies for an unsubsidized loan, interest will be charged 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.

Graduate students may 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 a student can borrow in both subsidized and unsubsidized Stafford Loans. A student may receive less than the yearly maximum amount if other financial aid is received. Total aid including loans may not exceed the cost of attendance.

The total outstanding debt from all Stafford Loans combined that a graduate or professional student may have 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 in duration.

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) 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 1-800-557-7392.

## **NEW YORK STATE FINANCIAL AID PROGRAMS**

### **Tuition Assistance Program (TAP)**

To apply for TAP a student 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 the 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, and students who are financially independent of their parents and are married or have tax dependents, may be eligible for TAP if their family's net taxable income is less than \$20,001. Graduate students 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. When CUNY receives the electronic record of the FAFSA 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.

The deadline for filing TAP applications is May 1 of the following year (e.g., for the academic year 2001-2002 the deadline would be May 1, 2002).

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, dental hygiene, engineering, law, landscape architecture, nursing, occupational therapy, ophthalmic dispensing, optometry, pharmacy, physical therapy, physician's assistant, podiatry, 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 the 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 general information about the impact of the Tax Act. It is not intended as a substitute for professional or legal tax advice, which students should seek on their 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 nondegree-candidate student can be excluded from taxable income.

In filing the federal tax form students will have to separate the taxable and nontaxable portions of their 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.

Students should also be aware 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

A number of student scholarships and fellowships are available from Hunter College and the Hunter College Foundation; these are in addition to the various federal and state grants and loans outlined in the Financial Aid section of this catalog.

Among the awards available to students are the Presidential Grants and Scholarships supported by the office of the Hunter College President. Guidelines for these awards are contained in "Hunter College Grant Competitions," a publication of the College Research Administration, 1424 East Building, 772-4020.

Information about grants, fellowships, and scholarships can also be obtained from the Office of Student Services (11th floor, East Building, 772-4878) and the Office of the Provost (17th floor, East Building, 772-4150).

### 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.

### School of Social Work

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.

### Schools of the Health Professions

Various forms of assistance, including traineeships, fellowships, and grants, are available to students in the Hunter-Bellevue School of Nursing and the School of Health Sciences, both located at 425 East 25th Street, New York, NY 10010. For information, contact the schools directly.

### Veterans

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

### Departmental Awards

Scholarships and other awards are available through individual academic departments. Interested students can obtain information directly from their department.

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

Contact school deans' offices for further information.



## Registration

Registration instructions are mailed to students accepted into or continuing in the graduate programs at Hunter College. All students are required to register 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 and posted on the registrar's Web site at <http://registrar.hunter.cuny.edu>.

### 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 Hunter North. 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, it is recommended that departmental approval be obtained prior to registering for the course(s). 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.

### 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.

### 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 of name, address or ID" form. Forms are available in the OASIS, Room 217 Hunter North. 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	70.0 - 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	
SP	Satisfactory progress — restricted to thesis and research courses requiring more than one semester for completion	
W	Official withdrawal (without prejudice)	
WU	Unofficial withdrawal (counts as failure)	
WA	Administrative withdrawal	

In the School of Social Work the H/CR/NC grading system is mandatory. These grades, which carry no quality points, are assigned as follows:

H	= Honor
CR	= Credit
NC	= 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 graduate 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.

Students are placed on probation and are dismissed at the end of each fall and spring semester.

### Appeals Procedure for Students on Probation

1. Student appeals shall be made in writing to the dean of the appropriate school, who will forward copies to the appropriate graduate advisor. Appeals must be received no later than the first day of classes of the following semester.
2. Upon receipt of this written letter of appeal, the dean shall convene a probation appeals committee composed of representatives from the graduate programs in the appropriate school, to include the graduate advisor from the appropriate program or a comparable program representative.
3. The specifically constituted probation appeals committee shall meet to review each case and shall produce a written report stating the grounds for its decision. Copies of this report shall be sent to the student, to the dean, and to the student's file. The decision of this committee is final. If the appeal is successful, the committee shall send official notification to the registrar that the student will be retained on probation and allowed to register.
4. Student appeals which are received by the first day of classes shall be handled with dispatch in order that the student may register within the period of late registration without payment of late registration fee.

### 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 the exam 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 or the School of Health Sciences should direct the appeal to the director of the school. Students appealing a grade to the 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

### Auditoriums

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 **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, Hunter faculty, and other artists.

The **Frederick Loewe Theatre**, a 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. The Career Development Office maintains contact with potential employers at academic institutions, businesses, government, and non-profit organizations. Over 7,000 positions are listed annually in the Alumni Job Bank.

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 Hunter East; 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 Hunter East

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. Students in recovery from alcoholism or other chemical dependencies and those who have AIDS/ARC or 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, and the assistance of readers, notetakers and interpreters.

The Access and Technology Center for students with disabilities, located in Room 205 Thomas Hunter Hall, serves both as 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 Hunter East.

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 Hunter West; 772-5061.

Students with disabilities at the School of Social Work can contact the director of admissions at 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 600 undergraduate and graduate students. All rooms are single-occupancy and contain basic furnishings. Each floor has a main lounge, bathroom facilities, and a kitchen.

The residence hall will be closed for major renovations from June 2001 through August 2002. For information contact the Office of Residence Life at 481-4318 or visit their Web site at <http://www.hunter.cuny.edu/~reslife/>

### 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 Hunter College Art Department. Hunter students regularly serve as assistant curatorial and research assistants for these exhibits, which have received wide critical acclaim.

The MFA Gallery, located at 450 West 41st Street, is an 8,500-sq.-ft. space renovated by graduate students and faculty. It provides exhibition space for Hunter students, offers students the opportunity for curatorial experience, and presents exhibitions of scholarly and artistic significance.

The entire exhibition program maximizes the participation of Hunter students and faculty in both studio art 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

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

The four College libraries—the main Jacqueline Grennan Wexler Library and the Art Slide Library at East 68th Street, the Health Professions Library at the Brookdale Campus, and the Social Work Library at East 79th Street—are open-stack collections and hold over 750,000 volumes, 2,300 periodicals, 1,130,000 microforms, 1,300 videos and music CDs, 250,000 art slides, and 7,000+ digital images. All Hunter libraries provide access to the CUNY+ online catalog of university-wide holdings and the CD-ROM network as well as Internet access to remote online databases and full-text periodical articles.

The entrance to the nine-floor Main Library is on the third-floor walkway level of the East Building where the Circulation Desk, Document Delivery/ILL services for faculty and graduate students, and the Center for Puerto Rican Studies Library are located. The floors are dedicated to specific areas: 1st floor—education; 2nd floor—reserve, archives and special collections, music and video stations; 4th floor—reference and DIALOG online information retrieval services; 5th floor—general periodicals; 6th floor—science; 7th floor—art and history. Floors B1 and B2 hold the remainder of the book collection, including social sciences and literature. The Main Library has individual and group study rooms, special facilities for students with disabilities, and networked computer classrooms and labs for word processing and Internet access. The Health Professions Library also has a computer lab and classroom.

Many commercial full-text databases that are available on the World Wide Web can be accessed via the Hunter libraries home page—<http://library.hunter.cuny.edu>—or the CUNY libraries home page at <http://libraries.cuny.edu>. These resources can be accessed from off-campus by registering at the Main Library, the Health Professions Library or the Social Work Library.

### Instructional Computing and Information Technology

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

The Instructional Computing and Information Technology (ICIT) area provides a 250-seat computer work area in 1001 Hunter North for Hunter students, a 15-seat faculty development room, a 15-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, chartered in 1970, is the principal governance body of the College and the only such body that holds a Governance Charter with the CUNY Board of Trustees. The Senate has authority to determine College policy in matters related to:

1. Curriculum
2. Academic requirements and standards
3. Instruction and the evaluation of teaching
4. College development, including master plan
5. Computing and technology

Representatives of the faculty, student body, and administration constitute the voting membership of the Senate and serve for a term of two years. The elected officers of the Senate include the chairperson, vice-chairperson, and secretary of the Senate, and the chairperson of the Senate Evening Council, who constitute the Senate Administrative Committee.

Sixteen standing committees and a varying number of ad hoc committees accomplish much of the work of the Senate. Membership on committees is representative and open to all faculty and students by election of the full Senate from a slate recommended by the Nominating Committee and by nominations from the Senate floor.

Regular meetings of the Senate are planned for one-and-a-half hours and are held twice a month. Additional monthly meetings are called as needed. Election of faculty and student members occurs during the spring semester.

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 Hunter East; 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 Hunter East; 772-4203.

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

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

The Office of Administrative and Information Services (OASIS) combines the most vital administrative services at Hunter College into one conveniently located office in Room 217 Hunter North. 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 the Hunter College Welcome Center and one floor down from the Medical Office. The OASIS is open Monday-Thursday from 9 am-7 pm and Fridays from 9 am-5 pm (except when the College is closed).

## 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 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 on 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 include: 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 laypersons 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 molecule interactions with DNA and proteins;
- Interactions of steroid hormones in the CNS and its effects on neurotransmitters regulating behavioral and memory function.

With the addition of new faculty active in drug design and synthesis and theoretical chemistry, the program on new 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.





## 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.

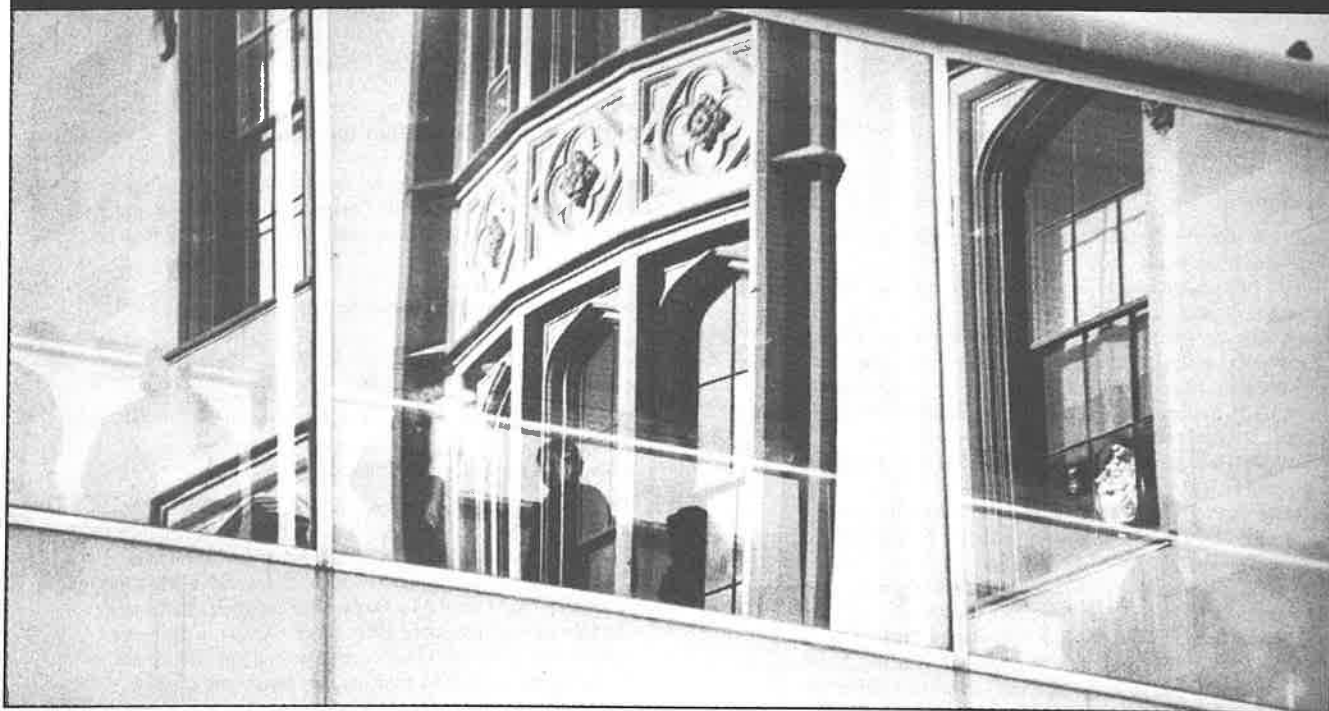
Prefix	Field	Department/Program	EDSPC	Special Education	Special Education
ADSUP	School Administration and Supervision	Curriculum & Teaching	ENGL	English	English
ANTH	Anthropology	Anthropology	EOHS	Environmental and Occupational Health Sciences	School of Health Sciences
ARTCR	Art (studio)	Art			
ART H	Art (theory and history)	Art	FREN	French	Romance Languages
BILED	Bilingual Education	Curriculum & Teaching	GEOG	Geography	Geography
BIOCHEM	Biochemistry	Interdisciplinary (Biological Sciences & Chemistry)	GEOL	Geology	Geography
		Biological Sciences	GSR	Social Research—graduate	Sociology
			GTECH	Geography Technology & Methods	Geography
BIOL	Biological Sciences	Biological Sciences	HED	Health Education	Curriculum & Teaching
CHEM	Chemistry	Chemistry	HIST	History	History
CMC	Communications	Film and Media Studies	ITAL	Italian	Romance Languages
COCO	Counseling	Educational Foundations	LAT	Latin	Classics
COMHE	Community Health Education	School of Health Sciences	LATED	Latin Education	Classics
COMSC	Communication Sciences	School of Health Sciences	LING	Linguistics	Linguistics
COUNR	Counseling/Rehabilitation	Educational Foundations	MATH	Mathematics	Mathematics & Statistics
COUNS	Counseling	Educational Foundations	MUS	Music	Music
CSCI	Computer Science	Computer Science	MUSED	Music Education	Music
ECC	Early Childhood	Curriculum & Teaching	NURS	Nursing	Hunter-Bellevue School of Nursing
ECF	Early Childhood	Educational Foundations	NUTR	Public Health Nutrition	School of Health Sciences
ECO	Economics and Accounting	Economics	PGEOG	Physical Geography	Geography
EDC	Childhood Education	Curriculum & Teaching	PH	Public Health	School of Health Sciences
EDCF	Childhood Education	Curriculum & Teaching/Educational Fdns	PHYS	Physics	Physics & Astronomy
EDCS	Secondary Education	Curriculum & Teaching	PSYCH	Psychology	Psychology
EDESL	English as a Second Language	Curriculum & Teaching	PT	Physical Therapy	School of Health Sciences
EDF	Childhood Education	Educational Foundations	REH	Rehabilitation Counseling	Educational Foundations
EDFS	Secondary Education	Educational Foundations	RLNG	Romance Languages Linguistics	Romance Languages
EDLIT	Literacy Education	Curriculum & Teaching	SEDC	Adolescence Education	Curriculum & Teaching
			SEDF	Adolescence Education	Educational Foundations
			SHS	Health Sciences – interdisciplinary	School of Health Sciences
			SPAN	Spanish	Romance Languages
			SPED	Special Education	Special Education
			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

## Abbreviations

<b>BA</b>	Bachelor of Arts	<b>sem</b>	semester
<b>conf</b>	conference	<b>SLS</b>	Supplementary Loans to Assist Students
<b>coord</b>	coordinator	<b>TAP</b>	Tuition Assistance Program
<b>CORE</b>	Council on Rehabilitation Education	<b>TBA</b>	to be arranged
<b>coreq</b>	corequisite	<b>TEP</b>	Teacher Education Program
<b>cr</b>	credit(s)	<b>TESOL</b>	Teaching English to Speakers of Other Languages
<b>CSAF</b>	CUNY Student Aid Form	<b>TH</b>	Thomas Hunter Hall
<b>CUNY</b>	City University of New York	<b>W</b>	withdrawal without penalty
<b>CWS</b>	College Work Study	<b>WU</b>	unofficial withdrawal
<b>demon</b>	demonstration	<b>yr</b>	year
<b>dept</b>	department		
<b>disc</b>	discussion		
<b>DSW</b>	Doctor of Social Work		
<b>EdD</b>	Doctor of Education		
<b>equiv</b>	equivalent		
<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>HE</b>	Hunter East (Building)		
<b>HEGIS</b>	Higher Education General Information Survey		
<b>HN</b>	Hunter North (Building)		
<b>hr(s)</b>	hour(s)		
<b>HW</b>	Hunter West (Building)		
<b>ID</b>	identification		
<b>IN</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		



# Graduate Programs in the School of Arts and Sciences



Known for its academic excellence and extraordinary faculty, Hunter College has had a long-standing commitment to graduate education. Graduate courses were first introduced at Hunter College in September 1921. In July 1998, Hunter's School of Arts and Sciences was established by merging into a single unit Hunter's three former divisions of liberal arts and sciences: Humanities and the Arts, Sciences and Mathematics, and Social Sciences. Most departments of the school offer graduate programs leading to MA, MS, and MFA degrees. Many departments offer PhD degrees through the Graduate School and University Center of the City University of New York, of which Hunter is a unit.

Graduate programs at Hunter College prepare students for careers in applied fields, research, scholarship, creative work, and teaching. Hunter College provides graduate students with fully equipped laboratories, computer and media facilities, a library, recreational facilities and a cafeteria.

Departments of the school offering master's or doctoral-level degrees include:

Anthropology	History
Art	Mathematics and Statistics
Biochemistry	Music
Biological Sciences	Physics and Astronomy
Chemistry	Psychology
Classical and Oriental Studies	Romance Languages
Economics	Sociology
English	Theatre
Film and Media Studies	Urban Affairs and Planning
Geography	

Some of these departments include a number of discrete programs, and in other departments there are various concentrations. For example, the Department of Romance Languages offers master's degrees in French,

Italian, and Spanish. In addition to its MA in English, the Department of English also offers an MFA in creative writing. The Department of Mathematics and Statistics offers a number of different tracks for master's degrees. Among the master's degrees offered by the Department of Geography is the only Geographic Information Systems MA offered in the New York metropolitan area. Many of Hunter's master's-level graduate programs work closely with the School of Education to prepare future teachers. These include the programs in biological sciences, chemistry, classics (Latin education), English, geography, history, mathematics and statistics, music, physics, and Romance languages.

There are also joint-degree programs with several other units of the City University of New York (such as that between the Department of Urban Affairs and Planning and John Jay College) and opportunities for advanced non-degree study.

All applicants for matriculant admission must satisfy the College's general graduate admission requirements unless otherwise specified by a department.

Students are advised to read the descriptive introductions to each departmental set of requirements and course listings in order to discover the rich array of subjects they can learn about in the school.

Prospective students apply to the program of their choice through the College's Office of Admissions (695 Park Avenue, Room 203 North, New York, NY 10021; 772-4490). For further information on admission and degree requirements, consult individual departmental listings in this catalog and at our Web site: [www.hunter.cuny.edu](http://www.hunter.cuny.edu).

Most graduate programs of the School of Arts and Sciences are housed at the East 68th Street campus of Hunter College (at Lexington Avenue) in the East, West, Thomas Hunter, and North Buildings; Studio Art is located in a West Side building near Times Square. The reception area for graduate programs is in Room 812 East Building, and the telephone number is 772-5121.

## Anthropology

Department Office 722 North Building; 772-5410

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

Graduate Advisor Marc Edelman, 706 North Building; 772-5659

Web Site: <http://maxweber.hunter.cuny.edu/anthro>

### FACULTY

**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 U.S., Mesoamerica, Lithic Analysis, Hunter-Gatherers

**Neil Smith**, Distinguished Professor; PhD, Johns Hopkins; Urban, U.S., Social Theory, Political Economy; Joint Appointment with Graduate Center

**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 apply to PhD programs at other institutions are admitted to those programs. 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 meeting the general requirements for admission, students must have at least 9 credits in undergraduate anthropology or a related field, although in special cases this requirement may be waived.

### Departmental Requirements for the Degree

1. A minimum of 30 credits beyond the BA.
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 U.S. 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—through readings, guided research, and discussion—some of the major ethnological problems arising in that region.

**ANTH 726 Ethnology of Africa**

**ANTH 727 Ethnology of Europe**

**ANTH 728 Ethnology of Near East**

**ANTH 729 Ethnology of Southeast Asia**

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

**ANTH 731 Ethnology of Caribbean**

**ANTH 734 Ethnology of South America**

**ANTH 735 Ethnology of North American Indians**

## Archaeology

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

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

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

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

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

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

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

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

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

**ANTH 759 Archaeology of Europe**

**ANTH 760 Archaeology of Africa**

**ANTH 761 Archaeology of Near East**

**ANTH 762 Archaeology of New World**

**ANTH 763 Archaeology of Mesoamerica**

## Linguistics

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

**ANTH 771 Seminar in Linguistics**

**ANTH 772 Phonological Analysis and Theory** Prereq: ANTH 770 or perm instr.

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

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

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

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

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

## Biological Anthropology

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

**ANTH 791 Seminar in Biological Anthropology**

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

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

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

**ANTH 795 Primate Paleontology** Survey of primate evolutionary history using fossil evidence to interpret adaptations and phylogenetic relationships of prosimians, monkeys, and apes.

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

## Thesis

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

## Independent Study or Research

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

## Art

**Department Office** 11054 North Building; 772-4995

**Chair** Sanford Wurmfeld, 11054 North Building; 772-4990

**Graduate Advisors** Joel Carreiro (Studio),

grad.studioartadvisor@hunter.cuny.edu;

Emily Braun (Art History), grad.arthistoryadvisor@hunter.cuny.edu;

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

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

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

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

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

**Juan Sánchez**, Professor; MFA, Rutgers

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

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

**Thomas Weaver**, Associate Professor; MFA, Hunter

**Sanford Wurmfeld**, Phyllis and Joseph Caroff Professor of Art and Chair;

BA, Dartmouth

### HISTORY AND CRITICISM

**William Agee**, Professor; MA, Yale; 20th-century American Art, Theory and Criticism

**Ülkü Bates**, Professor; PhD, Michigan; Islamic Art

**Emily Braun**, Professor; PhD, NYU; 20th-century Art

**Wayne Dynes**, Professor; PhD, NYU; Medieval Art, 20th-century Theory and Criticism

**Mary Moore**, Professor; PhD, NYU; Greek and Roman Art

**Elinor Richter**, Assistant Professor; PhD, Columbia; Renaissance Art

**Jane M. Roos**, Associate Professor; PhD, Columbia; Modern Painting and Sculpture

**Katy Siegel**, Assistant Professor; PhD, Texas (Austin); Contemporary Art History and Criticism

**Richard Stapleford**, Professor; PhD, NYU; History of Architecture; Late Antique-Early Medieval Art

**Lisa Vergara**, Associate Professor; PhD, Columbia; Baroque and Northern Renaissance Art

### 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, and one of the most comprehensive in the country, serves as a degree for professional work in museums, galleries, curatorial consulting, arts organizations and art publishing; and as a degree leading to doctoral study.

**Admission Requirements** The applicant must have completed 12 credits of undergraduate courses in art history. Reading knowledge of a foreign language (French, German, or Italian) is required.

All supporting material requested by the College's Graduate Admissions Office (GRE score, official transcript, 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. It is strongly advised that students take ART H 602 (Research Methods in Art History), and as early as possible in their course of study. 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 credits in studio courses or in courses in related areas.
3. No more than 9 credits 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 credits. At this point, a student must have passed the comprehensive and foreign language examinations.
7. Students with 6 credits 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.

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 credits of undergraduate courses in studio art and 9 credits 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)
- Résumé (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 credits, distributed as follows:

18 credits of participation in the seminar/tutorial section for that area of concentration;

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

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

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

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

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

**Foreign Exchange Program** Four MFA students are selected each year to receive stipends for a period of one semester at the Glasgow School of Art; 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, art historians or curators.

**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 \$1,200 each are given every semester to an MA and MFA student. Tony Smith Awards are given to students at the discretion of faculty.

#### **COURSE LISTINGS**

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

##### **Studio Courses**

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

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

**ARTCR 625, 626, 627 Advanced Graphic Arts I, II, III** Woodcut (black and white and color) printing. Soft ground and hard ground etching. Aquatint. Line engraving on metal. Dry point. Color printing with metal; surface printing off-set, and intaglio color from traditional to latest experimental methods. Individual tutorial with full-time faculty member. MFA majors in graphics only.

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

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

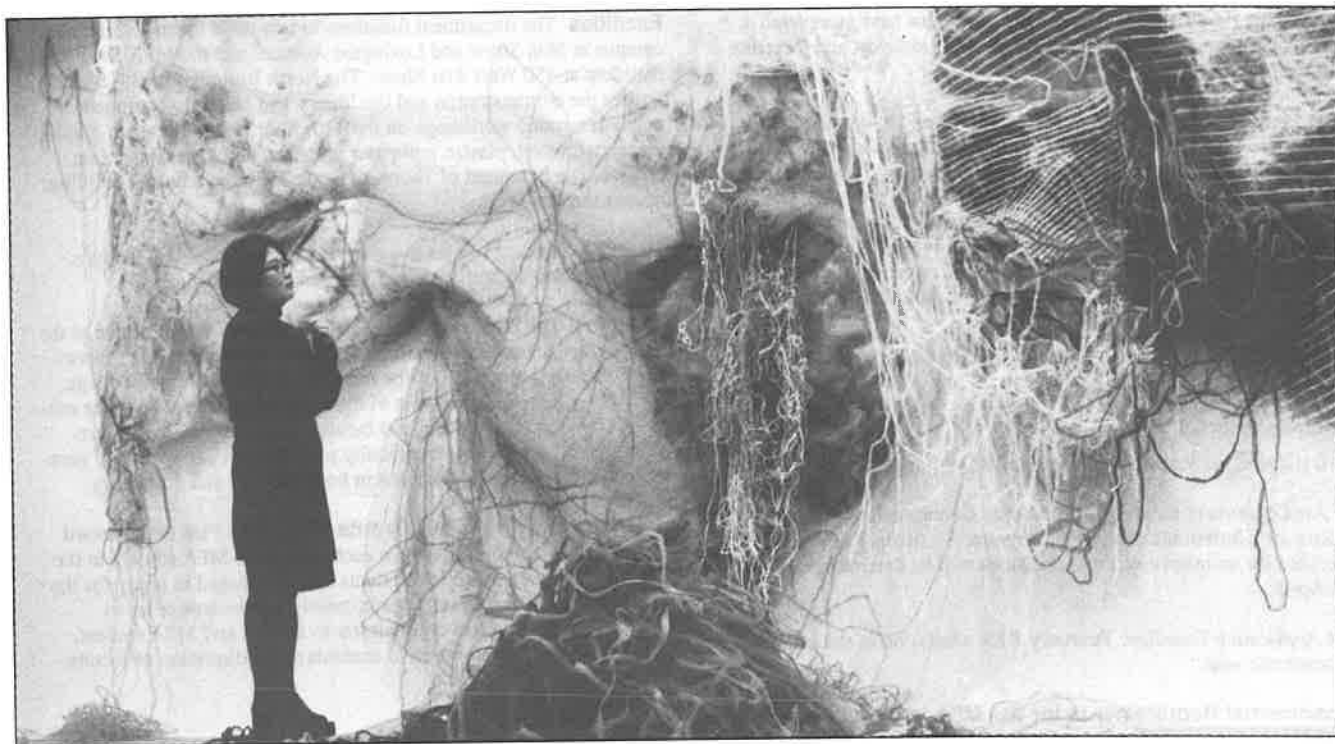
**ARTCR 635, 636, 637 Advanced Ceramics I, II, III** Individual tutorial with full-time faculty member. MFA majors in ceramics only.

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

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

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

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



**ARTCR 750 Independent Study in Studio Art** 1, 2, or 3 cr. Prereq: perm grad advisor.

**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.

**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 semester. Readings in the history of art history and/or critical theory as a background and methodology for current problems in the discipline and in contemporary art criticism.

**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 of urban planning program; may be credited toward either concentration.

**ART H 780 Special Topics in Art** Topics in recent years have included Greek Vase Painting, The Islamic Object, Botticelli, Architecture of the Italian Renaissance, Origins of Abstraction, History of Photography, Art and Totalitarianism, 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** Rivka Rudner, Department of Biological Sciences, 901 North Building; 772-5231; rudner@genectr.hunter.cuny.edu; and Maria Tomasz, Department of Chemistry, 1407 North Building; 772-5387; mtomasz@hejira.hunter.cuny.edu

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, 365 Fifth Avenue, New York, NY 10016.

### 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 credits. This requirement may be satisfied by one course in the field of cell biology, molecular biology, genetics, or developmental biology and a second course chosen by the student in consultation with the advisor.

Students may complete the requirements for the MA through either of the following plans:

1. A minimum of 30 credits of course work plus a passing grade in a comprehensive examination, *or*
2. A minimum of 24 credits of course work plus a thesis on an original research problem and a minimum of 6 credits 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 710.13 Molecular Biology Lecture** 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 710.13 or 300. Offered spring. Metabolism, biochemical genetics, immunobiochemistry, hormones, muscle biochemistry.

\* The prefix "U" indicates that the course is listed in the Schedule of Classes at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.

## Biological Sciences

**Department Office** 927 North Building; 772-5293

**Chair** Shirley Raps, 927 North Building; 772-5293

**Master's Graduate Advisor** Rivka Rudner, 901 North Building; 772-5231:  
rudner@genectr.hunter.cuny.edu

**Web Site** www.biology.hunter.cuny.edu

### FACULTY

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

**Jill Bargonetti**, Associate Professor; PhD, NYU; Molecular Mechanisms of Tumor Suppression and Oncogenesis; Joint Appointment with Graduate Center

**Derrick Brazill**, Assistant Professor; PhD, California (Berkeley); Quorum Sensing and Signal Transduction in Dictyostelium

**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. Dotin**, Professor; PhD, Toronto; Regulation of Gene Expression by Signal Transduction

**Laurel A. Eckhardt**, Marie L. Hesselbach Professor; PhD, Stanford; Molecular Immunology

**Maria Figueiredo-Pereira**, Associate Professor; PhD, NYU; Molecular Mechanisms of Neurodegeneration

**Marie T. Filbin**, Distinguished 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

**Benjamin Ortiz**, Assistant Professor; PhD, Stanford; Chromatin, Transcription and Development of the Immune System

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

**Shirley Raps**, Professor; PhD, Illinois; Cyanobacterial Plasmids, Microcystins and Phycobilisomes, Science Education

**Patricia Rockwell**, Associate Professor; PhD, CUNY; Signal Transduction and Gene Expression Associated with Alzheimer's Disease

**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 and industry programs in the biological sciences.

The faculty of the Department of Biological Sciences are pursuing projects in the forefront of modern research. In addition to the individual research laboratories, a number of shared facilities are housed in the department. They include transmission and scanning electron microscopes, 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 bioimaging facility, a fluorescence-activated cell sorter and a bio-preparation facility. Several facilities are available through the chemistry department, including X-ray diffraction, NMR, mass spectroscopy and biomolecular computation. Shared modern animal facilities are also available.

### 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, planned with the graduate advisor, is concentrated in one of the following major areas: molecular and cell biology, cancer biology, molecular and developmental genetics, molecular neuroscience, and biotechnology.

#### 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.

## BIOLOGY EDUCATION

## PROGRAM FOR TEACHERS OF ADOLESCENCE EDUCATION (GRADES 7-12) — BIOLOGY MA

## Admission Requirements

Departmental requirements for admission are an undergraduate degree with a minimum of 21 credits, to include the following science courses: one year of introductory biology with laboratory, one year of cell biology with laboratory and one semester of organic chemistry. A grade point average of 2.8 or better is required in both the applicant's overall undergraduate course work and in the applicant's science (all biology, chemistry, mathematics, and physics) courses.

Applicants who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, such as scores on the General Aptitude Test of the Graduate Record Exam or on the Liberal Arts and Sciences Test of the NYS Teacher Certification Examination, may also be submitted in support of admission.

See the School of Education section of this catalog for additional information on admission and program requirements.

Meeting the minimum requirements for admission does not guarantee acceptance to the program, which is based, by necessity, on the limitations of space and resources.

## Degree Requirements

BIOLOGY (minimum of 15 credits)

## Core Requirements

BIOL 610.55 Laboratory Workshop in Biology Education	3 cr
BIOL 630 Science and Society	3 cr
BIOL 660 Challenging Concepts in Biological Sciences	4 cr

## Elective Requirements

Category A: For students who have completed molecular biology and molecular genetics at the undergraduate level. Choose *one* from the following courses:

BIOL 700 Genetics	4 cr
BIOL 710 Molecular Biology	5 cr
BIOL 714 Cell Biology	4 cr
BIOL 750.03 Developmental Biology	4 cr

Category B: For students who have *not* taken *either* molecular biology or molecular genetics at the undergraduate level. Students must take *both* courses below:

BIOL 600 Molecular Biology	3 cr
BIOL 602.10 Molecular Genetics	3 cr

**CULMINATING PROJECT IN BIOLOGY:** Students will be expected either to prepare a research proposal or to conduct a research project while enrolled in BIOL 660, which serves as the capstone course in biology.

**PEDAGOGICAL SEQUENCE:** See School of Education section of this catalog for required pedagogical courses and other requirements.

## Course Listings: Program for Teachers of Adolescence Education

**BIOL 600 Molecular Biology for Science Teachers** 3 hrs, 3 cr. Prereq: An undergraduate degree in biology and a course in organic chemistry, or permission of instructor. Offered fall. Molecular aspects of cellular function; properties of biomolecules, their biosynthesis and breakdown; structure and function of proteins and enzymes, metabolites, membranes, and nucleic acids; cellular mechanisms of energy transduction; integration and control of cell metabolism.

**BIOL 602.10 Molecular Genetics for Science Teachers** 3 hrs, 3 cr. Prereq: BIOL 600 or equivalent. Offered spring. A comparison of viral, procaryotic, and eucaryotic systems; review of classical Mendelian principles and mechanisms; bacterial DNA replication, transcription, and their control; mechanisms of gene mutation, repair, recombination, and transposition; applications of recombinant DNA technology; organization of nucleic acid into chromosomes; control of gene expression in procaryotes, in the eucaryotic cell cycle, and in cell development.

**BIOL 610.55 Laboratory Workshop in Biology Education** 120 hrs, 3 cr. Prereq: a graduate course in biology or permission of instructor. A series of laboratory-intensive experimental projects, each lasting one week or more, which introduce current research techniques and include individual participation in planning, preparation, and analysis of experiments. The focus is on broad biotechnology topics such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics, and how these topics may be applied to the high school science classroom.

**BIOL 630 Science and Society** 3 hrs, 3 cr. Prereq: BIOL 610.55 or permission of instructor. A study of the interactions between technological and societal changes, with an emphasis on eliciting within the classroom productive oral and written critiques and debates concerning potentially controversial technological change. Focusing on present-day issues, students will learn various models for analyzing the impact scientific change has on society and how social change directs science.

**BIOL 660 Challenging Concepts in the Biological Sciences** 4 hrs, 4 cr. Prereq: BIOL 610.55, BIOL 630, and one elective course or permission of instructor. Overview of research and theory related to misconceptions in biology. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the culminating project for the science portion of the MA.

## MA IN BIOLOGY WITH SPECIALIZATION IN BIOTECHNOLOGY

## Admission Requirements

GPA 3.0

GRE (general part) to be taken before registering for 700-level courses plus BA in biological sciences or BS in medical laboratory sciences.



**Degree Requirements**

30 credits plus comprehensive examination or a thesis

**Core Courses** for the MA (21-28 credits)

BIOL 714	Cell Biology	4 cr
BIOL 710	Molecular Biology	5 cr
BIOL 700	Genetics	4 cr
BIOL 750.03	Developmental Biology	4 cr
BIOL 610	Biotechnology Workshop	4 cr
BIOL 620	Internship	4 cr
BIOL 650	Cell and Tissue Culture or equivalent	4 cr
BIOL 630	Science and Society	3 cr
BIOL 790	Special Topics Courses (Seminar in Biotechnology)	4 cr

**Electives** (5-13 credits)

BIOL 771	Experimental Techniques in Tissue Culture	4 cr
BIOL 790	Special Topics Courses (Seminar in Immunology, Cancer Research, Signal Transduction, etc.)	3 cr
SCI 700	Ethics	2 cr

**BA/MA IN BIOPHARMACOLOGY**

Students interested in this program should contact Richard Chappell, 823 North Building, 772-5294, during their freshman year at Hunter.

A combined BA/MA program in biopharmacology is open to a limited number of departmental majors. The program offers promising students the opportunity to complete both the BA and MA requirements in 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.

**BA/MS PROGRAM IN BIOLOGICAL SCIENCES/ ENVIRONMENTAL AND OCCUPATIONAL HEALTH SCIENCES**

This is an accelerated program leading to a BA in biology and an MS in environmental and occupational health sciences in five years. Biology majors admitted to the program start graduate work in their senior year. Interested students should contact a Biology Department advisor — as well as the coordinator of the Program in Environmental and Occupational Health Sciences at the Brookdale Campus — early in their undergraduate studies. See the Health Professions section of this catalog.

**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; and 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 sub-cellular 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 lecture/demonstration, 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.

**\*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.

**Biotechnology**

**BIOL 610 Workshop in Biotechnology** 30 hrs/wk for 4 wks, 4 cr. Prereq: BIOL 710 or permission of instructor. Laboratory-intensive experimental projects which introduce current research techniques and include individual participation in planning and preparation for experiments. The focus is on a broad biotechnology topic such as the isolation, cloning, and expression of a gene, utilizing the techniques of molecular genetics.

**BIOL 620 Internship** 3 months, 4 cr. Prereq: BIOL 610. Students who successfully complete BIOL 610 are eligible for a 3-month internship as an opportunity to acquire research experience and additional skills in industrial/private laboratory settings. A paper on the internship is required.

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

**BIOL 650 Cell and Tissue Culture** 3 hrs lab + 2 hrs lec, 3 cr. Prereq: BIOL 610. Lecture includes molecular biology of the cell and recent technological applications to treating human disease. Laboratory procedures include basic introduction to animal cell maintenance and experimental approaches, such as cell viability measurements, monoclonal antibody production, cell fractionation and tumor cell studies.

### 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, biotechnology, 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** Dixie J. Goss, 1307 North Building; 772-5330

**Graduate Advisor** Pamela Mills, 1319A North Building; 772-5331;  
pmills@shiva.hunter.cuny.edu

### FACULTY

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

**Max Diem**, Professor; PhD, Toledo; Physical Chemistry

**Charles M. Drain**, Associate Professor; PhD, Tufts; Bioinorganic Chemistry;  
Joint Appointment with Graduate Center

**Lynn Francesconi**, Associate Professor; PhD, Illinois; Inorganic Chemistry

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

**Dixie J. Goss**, Professor and Chair; 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**, Professor; PhD, Maryland and Duke; Organic Chemistry

**Tatyana Polenova**, Assistant Professor; PhD, Columbia; Biophysical  
Chemistry

**Gary J. Quigley**, Professor; PhD, SUNY (Syracuse); Biochemistry

**Angelo Santoro**, Professor; PhD, Kansas; Organic Chemistry

**William Sweeney**, Professor; 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).

\* The prefix "U" indicates that the course is listed in the Schedule of Classes at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.

## PROGRAM FOR TEACHERS OF ADOLESCENCE EDUCATION (GRADES 7-12) — CHEMISTRY MA

Departmental requirements for admission are an undergraduate degree with a minimum of 29 credits in science and mathematics courses including one year of general chemistry and one year of organic chemistry with laboratory, one year of introductory physics with laboratory, and one semester of calculus. A grade point average of 2.8 or better is required in both the applicant's overall undergraduate course work and in the applicant's science courses.

Applicants who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, such as scores on the General Aptitude Test of the Graduate Record Exam or on the Liberal Arts and Sciences Test of the NYS Teacher Certification Examination, may also be submitted in support of admission.

See the School of Education section of this catalog for additional information on admission and program requirements.

Meeting the minimum requirements for admission does not guarantee acceptance to the program, which is based, by necessity, on the limitations of space and resources.

### Degree Requirements

#### Chemistry (minimum 15 credits)

CHEM 655	Demonstrations, Models, and Technology	3 cr
CHEM 630	Science and Society	3 cr
CHEM 660	Challenging Concepts in Chemistry	4 cr

Plus two electives chosen from 600- or \*700-level courses in chemistry or biochemistry.

Students who have *not* taken physical chemistry **MUST TAKE**, as part of their electives:

CHEM 650	Biophysical Chemistry	4 cr
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**Education** See the School of Education section of this catalog for pedagogical courses and other requirements.

**Culminating Project** Students will be expected either to prepare a research proposal or to conduct a research project while enrolled in CHEM 660, which serves as the capstone course in chemistry.

### 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. A PhD in biochemistry is also offered through the CUNY Graduate School and University Center. For further information contact Professor Klaus Grohmann, 1401 North Building, 772-5353.

\*Courses at the 700 level are offered at the graduate center and can be taken only with permission of the program advisor.

## Classics

**Department Office** 1425 West Building; 772-4960

**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

**Web Site** [http://www.hunter.cuny.edu/classics/classics/Grad\\_Prog.html](http://www.hunter.cuny.edu/classics/classics/Grad_Prog.html)

### 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**, Assistant Professor; PhD, 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

### PROGRAM FOR TEACHERS OF ADOLESCENCE EDUCATION (GRADES 7-12) — LATIN MA

The MA program in the teaching of Latin is designed for students who have majored in Latin on the undergraduate level and want to pursue a teaching career in grades 7-12; and for teachers certified in another area who wish to gain certification in Latin. This program is not for individuals with initial or provisional certification in Latin.

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.

An undergraduate average of 3.0 (B) in the major and an overall cumulative average of 2.8 (B-) are required for admission. The selection process includes a personal interview to determine the applicant's suitability for the program.

Applicants must be approved for admission by both the Classics Department and the School of Education. See the School of Education section of this catalog for additional admission requirements.

### Departmental Requirements for the Degree

The course of study for the MA in the teaching of Latin has three components which typically total 52-54 credits except for students already certified in another academic subject in grades 7-12.

- 18 credits in Latin, including Latin composition. Up to two courses (6 credits) in Latin may be taken in the graduate program in classics at the CUNY Graduate Center.
- 12 credits in classical culture, including CLA 705.
- 22-24 credits in education.

### Program of Study

	Credits
1. <b>18 cr in Latin</b>	
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. <b>12 cr in Classical Culture</b>	
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. <b>22-24 cr in Education</b>	22-24
Students may be exempted from (a maximum of) 6 credits of this sequence by the School of Education on the basis of prior equivalent course work.	
SEDF 703 Social Foundations of Adolescence Education	3
SEDF 704 Adolescent Development, Grades 7-12	2
SEDF 705 Educational Psychology: Applications to Adolescence Education	2
SEDF 706 Assessment of Teaching and Learning in Adolescence Education	2
SEDC 710 Building the Foundations of Literacy in Adolescence Education	3
LATED 712 Methods 1: Intensive Study of Classroom Organization, Management, and Instruction in Latin, Grades 7-12	3
SEDC 720 Adolescent Health and Safety	1
LATED 713 Methods 2: Intensive Study of Teaching Diverse Learners in Latin, Grades 7-12	2
LATED 731 Student Teaching in Latin in Grades 7-12	5
or	
one of the following	

LATED 751.10 Student Teaching in Latin in Grades 7-9	3
LATED 741.10 Practicum in Latin, Grades 7-9	2

plus

one of the following

LATED 751.20 Student Teaching in Latin in Grades 10-12	3
LATED 741.20 Practicum in Latin, Grades 10-12	2

See the School of Education section of this catalog for descriptions of the SEDC and SEDF courses.

Students who enter with initial or provisional certification in adolescence education in a language other than English will be required to take LATED 712, LATED 713, and either LATED 731 or two of the other student teaching/practicum courses that cover grades 7-9 and 10-12 (9-11 credits). Based on a transcript review by the School of Education, such students may be required to complete additional courses in the pedagogical sequence as well. The minimum number of credits for the degree for students who enter with certification in adolescence education is 39.

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.

See the School of Education section of this catalog for additional degree requirements.

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

## 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 Methods 1: Classroom Organization, Management, and Assessment of Instruction in Latin** 45 hrs, 3 cr. Prereq: completion of 18 cr of graduate-level Latin courses; pre- or coreq: SEDF 704, SEDC 710. Familiarizes prospective teachers of grades 7-12 with classroom organization patterns, rules and routines appropriate to the teaching of Latin. Emphasis on close work with the design and evaluation of classroom lessons and materials in the context of national and state standards.

**LATED 713 Methods 2: Teaching for Diverse Learners in Latin** 30 hrs plus 36 hrs fieldwork, 2 cr. Prereq: LATED 712, SEDF 703; pre- or coreq: SEDF 705. Familiarizes prospective teachers of grades 7-12 with pedagogical approaches for teaching a diverse body of learners, in light of national and state standards, in part by utilizing aspects of diversity in the ancient world. Emphasis on innovative uses of technology, development of instructional units, individualizing for students with special needs, and exploring aspects for a student-centered classroom.

**LATED 731 Student Teaching in Latin, Grades 7-12** 30 hrs, 60 days student teaching plus workshops and conferences, 5 cr. Prereq: LATED 713; pre- or coreq: SEDF 706, SEDC 720. Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member in a New York City school selected by the College. Students will further develop their skills in the delivery of instruction and will assume significant responsibility for classroom instruction and management.

**LATED 741.10 Practicum in Latin, Grades 7-9** 30 hrs plus conferences, 2 cr. Prereq: LATED 713; pre- or coreq: SEDF 706. Supervised practicum for teachers of Latin in grades 7-9. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. **Students who take LATED 741.10 must also take either LATED 751.20 or LATED 741.20.**

**LATED 741.20 Practicum in Latin, Grades 10-12** 30 hrs plus conferences, 2 cr. Prereq: LATED 713; pre- or coreq: SEDF 706. Supervised practicum for teachers of Latin in grades 10-12. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. **Students who take LATED 741.20 must also take either LATED 751.10 or LATED 741.10.**

**LATED 751.10 Student Teaching in Latin in Grades 7-9** 30 hrs, plus 30 days and conferences, 3 cr. Prereq: LATED 713; pre- or coreq: SEDF 706. **Students who enroll in LATED 751.10 must also complete LATED 751.20 or LATED 741.20.** Teacher candidates complete 30 days of student teaching at grades 7-9 under the supervision of a Hunter College faculty member in a New York City school selected by the College. Students will further develop their skills in the delivery of instruction and will assume significant responsibility for classroom instruction and management.

**LATED 751.20 Student Teaching in Latin in Grades 10-12** 30 hrs, plus 30 days and conferences, 3 cr. Prereq: LATED 713; pre- or coreq: SEDF 706. **Students who enroll in LATED 751.20 must also complete LATED 751.10 or LATED 741.10.** Teacher candidates complete 30 days of student teaching at grades 10-12 under the supervision of a Hunter College faculty member in a New York City school selected by the College. Students will further develop their skills in the delivery of instruction and will assume significant responsibility for classroom instruction and management.

*See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.*



## Computer Science

**Department Office** 1008 North Building; 772-5213, 5214  
**Chair** Virginia M. Teller, 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  
**William Sakas**, Assistant Professor; PhD, CUNY; Computational Linguistics, Cognitive Models of Natural Language Acquisition  
**Cullen R. Schaffer**, Associate Professor; PhD, Rutgers; Machine Learning, Data Analysis, Artificial Intelligence  
**Eric Schweitzer**, Lecturer; MA, SUNY(Stony Brook); Computer-aided Language Learning, Logic  
**Subash Shankar**, Assistant Professor; PhD, Minnesota; Software Engineering, Formal Methods  
**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) 817-8190.

## Economics

**Department Office** 1524 West Building; 772-5400

**Chair** Marjorie Honig, 1524 West Building; 772-5400

**Graduate Advisor** Cordelia Reimers, 1529 West Building; 772-5444;  
 grad.econadvisor@hunter.cuny.edu

### FACULTY

**Temisan Agbeyegbe**, Professor; PhD, Essex; Econometrics, Economic Development, Environment and Resource Economics, Time Series  
**Howard Chernick**, Professor; PhD, Pennsylvania; Public Economics, Urban Economics, Fiscal Federalism, Urban Public Finance, Financing of Redistribution  
**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, Government Regulation  
**Timothy Goodspeed**, Associate Professor; PhD, Maryland; International Taxation; Public Economics  
**Marjorie Honig**, Professor; PhD, Columbia; Applied Microeconomics, Labor Economics, Retirement, Public Policy  
**Kenneth McLaughlin**, Associate Professor; PhD, Chicago; Job Turnover and Incentives, Labor Economics  
**Ingmar Nyman**, Assistant Professor; PhD, Columbia; Corporate Finance, Industrial Organization  
**Theresa Osborne**, Assistant Professor; PhD, Princeton; Economic Development, Applied Microeconomics  
**Cordelia Reimers**, Professor; PhD, Columbia; Labor Economics, Income Distribution, Minorities in the Labor Market, Immigration, Social Security and Retirement Behavior

### 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 applications and emphasizes elective courses in international trade and finance, economic development, financial economics, industrial organization, corporate governance, labor economics, 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: taxation, government spending, and economic growth; earnings of immigrants and minority groups; saving and investment in rural economies; taxation and the regional economy; social security and public welfare; tax competition; health and income in Ethiopia; corporate investment and financial decisions; regulatory policy; corporate control; location choices of immigrants.

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

### Departmental Requirements for Admission

Applicants to the MA program in economics must provide their scores on either the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT). In addition to the other general requirements for graduate admission to Hunter, the following departmental requirements must be met: at least 18 credits of undergraduate courses in economics, at least 9 credits of undergraduate courses in mathematics, and two letters of recommendation from college teachers, including one from a member of an economics department. The credits in economics must include at least six in



principles of economics, and at least three in each of the following courses: economic statistics, introductory econometrics, intermediate microeconomics, and intermediate macroeconomics. The credits in mathematics must include two semesters of calculus and one of matrix algebra. Intermediate microeconomics, intermediate macroeconomics, introductory econometrics, calculus I and II, and matrix algebra 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, at least 24 must be devoted to courses in economics. All candidates are required to complete ECO 701 (Microeconomic Theory), ECO 703 (Macroeconomic Theory), ECO 721 (Economic Statistics) and ECO 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 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 3 cr, unless otherwise noted. Equivalent courses at other institutions satisfy prerequisite and corequisite requirements.*

**ECO 701 Microeconomic Theory** Prereq: ECO 300, MATH 150, MATH 160 or 111; prereq or coreq: MATH 155 and ECO 721. Advanced analysis of consumer choice, including duality theory, borrowing and lending, and insurance; producer choice; game theory; externalities. Offered each fall.

**ECO 703 Macroeconomic Theory** Prereq: ECO 301, MATH 150, MATH 160 or 111; prereq or coreq: MATH 155 and ECO 721. Determinants of national income, output, employment, and price levels, including microeconomic foundations of aggregate consumption, saving, and investment; theories of the business cycle and long-term growth; effects of public policies on employment, inflation, and economic growth. Offered each spring.

**ECO 710 Monetary Theory and Policy** Prereq: ECO 210; prereq or coreq: ECO 703 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. Principles of taxation and government spending; efficiency and equity tradeoffs; decentralized public finance and fiscal federalism.

**ECO 721 Economic Statistics** Prereq: ECO 321 and MATH 150; prereq or coreq: MATH 155. Rigorous statistical foundation for the study of econometrics. Topics include probability theory; asymptotic theory; parameter estimation; hypothesis testing; least squares regression; matrix algebra. Offered each fall.

**ECO 722 Econometrics** Prereq: ECO 721, MATH 155, and MATH 160 or MATH 111. Econometric methods for single equation models; ordinary least squares, generalized least squares, and variance estimation; maximum likelihood and limited dependent variables. Offered each spring.

**ECO 723 Time Series and Forecasting** Prereq: ECO 722 or 421. Econometrics of time-series data; application of autoregressive and moving average (ARIMA) models to economic data.

**ECO 730 Economic Development** Prereq or coreq: ECO 701 or ECO 703, and ECO 721. Theories of economic development and economic issues of developing countries. Possible topics include the analysis of poverty, inequality, rural financial markets, labor and land markets, trade and environmental policies.

**ECO 731 American Economic History** Prereq or coreq: ECO 701 or ECO 703, and ECO 721. Evolution of American economy since colonial times. 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 741 International Finance** Prereq or coreq: ECO 701 and ECO 721. Examination of the international financial system, models of exchange rate determination, open economy macroeconomics, and international financial markets.

**ECO 745 Labor Economics** Prereq or coreq: ECO 701 and ECO 721. Economic theory and research on differences in employment and compensation; effects of demographic characteristics, human capital, labor unions, and income maintenance policies.

**ECO 747 Income Distribution and Public Policy** Prereq or coreq: ECO 701 and ECO 721. Economic analysis of social insurance and income maintenance programs; objectives of the programs; effects on individuals, firms, and the 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; emerging interdependence and common markets.

**ECO 755 Industrial Organization** Prereq or coreq: ECO 701 and ECO 721. Product market decisions by firms in monopoly and oligopoly; the boundaries of the firm and vertical integration; applications to antitrust and regulatory policy.

**ECO 760 Financial Economics** Prereq or coreq: ECO 701 and ECO 721. Examination of the models of finance: optimization over time, asset valuation, and risk management. Applications to models of asset pricing, including stocks, bonds, and options; portfolio selection; and problems in corporate finance including investment analysis and capital structure.

**ECO 762 Corporate Governance** Prereq or coreq: ECO 701 and ECO 721. Economic analysis of how institutional arrangements distribute power, authority, and control across different stakeholders of the firm; contractual agreements as a means to render such institutional arrangements unnecessary.

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

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

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

## English

**Department Office** 1212 West Building; 772-5070; fax 772-5411

**Chair** Richard Barickman, 1212 West Building; 772-5070;  
rbarickm@hejira.hunter.cuny.edu

**Advisor, MA, TEP** Sylvia Tomasch, 1231 West Building; 772-5079;  
stomasch@shiva.hunter.cuny.edu

**Director, MFA** Chang-rae Lee, 1201 West Building; 772-5163

**Web Site** www.hunter.cuny.edu/~english/

## FACULTY

**Meena Alexander**, Distinguished Professor; PhD, Nottingham; Creative Writing, Romantic Poetry, Post-colonial Literature

**Cristina León Alfár**, Assistant Professor; PhD, Washington; Shakespeare, Women's Studies

**Richard Barickman**, Associate Professor and Chair; PhD, Yale; 19th-century Novel, Literary Theory

**Sarah Chinn**, Assistant Professor; PhD, Columbia; American Literature, Gay and Lesbian Studies

**Rebecca Connor**, Assistant Professor; PhD, Stanford; 18th-century British Literature

**Louise DeSalvo**, Professor; PhD, NYU; Modern British Fiction, Creative Writing, Biography and Memoir

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

**Lynne Ann Greenberg**, Assistant Professor; PhD, CUNY; Milton, 17th-century British Literature

**Nico Israel**, Assistant Professor; PhD, Yale; 20th-century Literature, Literary Theory, Visual Culture

**Candice Jenkins**, Assistant Professor; PhD, Duke; African-American Literature, 20th-century American Literature

**Richard Kaye**, Assistant Professor; Princeton; 19th-century British Literature, Queer Theory, Gay and Lesbian Literature

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

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

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

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

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

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

**Ann Raimés**, Professor; MA, Cornell; Rhetoric and Composition

**William Pitt Root**, Professor; MFA, North Carolina; Creative Writing, World Poetry in English

**Jenefer Shute**, Professor; PhD, UCLA; Creative Writing, Contemporary Fiction and Drama

**Neal Tolchin**, Associate Professor; PhD, Rutgers; American Literature, Ethnic Literature

**Sylvia Tomasch**, Professor; PhD, CUNY; Chaucer, Medieval Literature, Historical Cartography, Medieval Ethnic Studies

**Alan Vardy**, Assistant Professor; PhD, Washington; Romanticism

**Barbara Webb**, Associate Professor; PhD, NYU; African-American Literature, African-Caribbean Literature, African Literature

## MASTER OF ARTS

The MA program in British and American literature offers 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. In addition to the usual lecture, discussion, and seminar classes, the program offers reading tutorials and the opportunity of writing a research 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 advanced undergraduate courses in British and American literature (exclusive of courses in journalism and writing) and the GRE General Test. 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). We strongly recommend that students take ENGL 793 (Studies in Literary Criticism) in their first or second semester. 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 with the approval of the graduate advisor.

**Comprehensive Examination** The candidate must pass a written comprehensive examination in British 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 and the graduate advisor. Two copies prepared for binding are required.

**Nonmatriculants** After applicants have been accepted by Hunter College as nonmatriculant students, their records must be evaluated 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 Center. See *Bulletin of the Graduate Center* for a description of the PhD program and the complete list of courses.

## PROGRAM FOR TEACHERS OF ADOLESCENCE EDUCATION (GRADES 7-12) — ENGLISH MA

## Departmental Requirements for Admission

This Teacher Education Program (TEP) is not for individuals who already have initial or 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 credits of course work in advanced courses from the Adolescence Education sequence.)

Students must have earned 21 credits in courses acceptable to the department, consisting of 15 credits of advanced courses in British and American literature, 3 credits of world literature, and 3 credits of intermediate or advanced writing (a senior essay earning 3 credits in English may be counted as advanced writing). Students are also advised to take 3 credits in spoken communications. A cumulative GPA of 2.8 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 is below 2.8 should consult the School of Education section of the catalog for additional information.

### Graduate Course Requirement in English for Teachers of Adolescence Education (21-24 crs)

**Literature** Fifteen credits in literature courses given by the English Department, including 3 credits in Shakespeare, 3 credits in literature with a multicultural/minority emphasis, and 3-6 credits in American literature. (Six credits of American literature are required, but 3 credits of undergraduate course work in American literature may be applied to this requirement; 3 credits from an appropriate undergraduate course in literature with a multicultural/minority emphasis may also be applied to this requirement.)

**Linguistics** 3 credits in the structure of modern English (ENGL 607)

**Rhetoric** 3 credits in rhetoric and composition (ENGL 615)

**Spoken Language** 3 credits 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** 22-24 credits (See School of Education section of this catalog, MA-Adolescence Education.)

**Culminating Experience** The culminating experience for students in the Teacher Education Program in English is a comprehensive examination in English and a portfolio in Education. See the School of Education section of this catalog for further information.

### 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 works 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 500-word 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) Six courses in MA literature and/or MFA craft seminars; 3) One course in Writing in Conference; 4) One course in MFA thesis.

**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** (no longer offered)\*

**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 British and American literature.

**ENGL 702 Special Studies in British, 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 British and American Literature** Subject will vary from semester to semester.

**ENGL 776 Selected Studies in Multicultural/Minority Literature** Subject will vary from semester to semester.

**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*** Detailed 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.

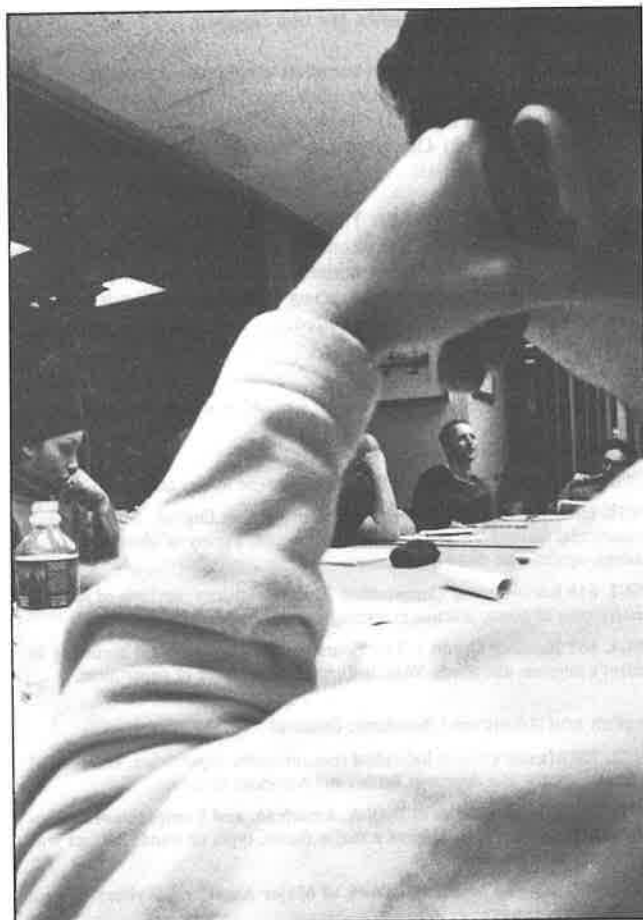
#### Renaissance Literature

**ENGL 712 Spenser Study of *The Faerie Queene*** with 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.

\*Pending Senate approval



**ENGL 716 Renaissance Drama Exclusive of Shakespeare** The predecessors, contemporaries, and successors of Shakespeare up to the closing of the public theaters 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, Donne, Herbert, Crashaw, Herrick, the Cavalier poets, Bacon, Browne, Burton, Walton, and the writers of "characters."

**ENGL 725 Later 17th-century Literature** Readings in Dryden, Marvell, Butler, Denham, Cowley, Vaughan, Traherne, Evelyn, Pepys, Bunyan, Hobbes, 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 Browning, Elizabeth Barrett Browning, Arnold, Christina Rossetti, 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 Austen, 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 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 regular 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

**Department Office** 433 North Building; 772-4949

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

**Graduate Advisor** James Roman, 339 North Building; 772-4949 or 5042;  
drj5647@aol.com

### FACULTY

**Kelly Anderson**, Assistant Professor; BA, Brown; Film and Video Production, Digital Editing

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

**Ebon Fisher**, Associate Professor; MS, MIT; Media Art, Experimental Culture of Networks and Ecosystems, 2D, 3D, Web and Video Software

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

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

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

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

**Greggory 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

**Andrea Polli**, Associate Professor; MFA, Art Institute of Chicago; Electronic Media, Web-based Public Art and Installation, Simulations and Streaming Media

**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.

### MASTER OF FINE ARTS IN INTEGRATED MEDIA ARTS (IMA)\*

The MFA program in Integrated Media Arts is currently being proposed. Students enrolled for the master's in communications (CMC) may finish their degree by taking IMA courses. Please contact the Film and Media Studies Department for detailed information.

The curricular objectives of the proposed program are to advance the creation and distribution of innovative nonfiction expression using contemporary media technologies, to elevate the quality of public awareness, to enliven the possibility of public interaction and to educate 21st-century pamphleteers.

To fulfill their 48-credit degree requirements in the proposed MFA in IMA, students will take: at least two ANALYTICAL seminars in addition to the required core seminar IMA 701 (Social and Historical Roots of Mass Culture) (9 credits); ten workshops (30 credits) within three creative clusters titled WORDS (journalism, script and treatment writing, and other forms of nonfiction media writing courses), VISIONS (courses where the visual communication of stories, ideas and information serves as the overarching consideration), and CHANNELS (courses where designs for distributing and exhibiting media work, for publicizing ideas, and for using media to enhance the quality of community interaction are dominant). Students must take at least two courses and no more than four courses within each creative cluster.

The candidate for the degree must present a master of fine arts project (3 credits) that incorporates elements from all three creative clusters as well as a critical component. The student must have fulfilled the interdisciplinary research requirement (3 credits) as well as the Collaborative Media Project or internship (3 credits).

\*Subject to Senate approval



## COURSE LISTINGS

*Permission of graduate advisor is required for all courses with no prerequisites. All courses are 3 hrs, 3 credits unless noted otherwise. Note that lab-intensive courses are 4 hrs, 3 credits.*

### Analytical Courses

**IMA 701 Social and Historical Roots of Mass Culture** The social and historical context of development of mass media from 15th century to present.

**IMA 702 Understanding Interactive Media** An exploration of the Internet as a mass medium. A study of the convergence and integration of the Internet with print, radio and television and its effects on social interaction, commerce, public discourse and morality.

**IMA 704 Communications and the City** Urban imagery in mass media and its varying relations to problems of urban life.

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

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

**IMA 707 Visible Evidence: Realist Strategies in Film, Video and TV** An examination of the representational strategies through which film, video and TV images achieve verisimilitude, the appearance of transparently and objectively displaying reality.

**IMA 708 International Communication in the Contemporary World** Contemporary problems and issues of international communication.

**IMA 709 History and Criticism of the Documentary** A historical and critical examination of nonfiction film and video.

**IMA 710 Alternative Media: Examples and Experiences** Review of the history and role of small-scale alternative media.

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

**IMA 712 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.

### Words Courses

**IMA 720 The Language of News** The writing of journalistic prose in a variety of forms, approached through close analysis of newswriting and interviewing technique and the completion of a variety of writing assignments.

**IMA 721 Online Journalism** The Internet provides journalists with new sources of information, a major news story in itself and innovative forms of publication. This course explores each of these dimensions with the goal of enabling students to use the Internet for journalistic research and report in depth on its cultural, legal and economic dimensions.

**IMA 722 Literary Journalism** The criticism and practice of literary journalism, i.e., factual reporting rendered with the qualitative detail and vividness of imaginative writing.

**IMA 723 Public Interest Journalism** A study of critiques of journalism's alleged failure to serve the public interest as the basis for a variety of newswriting assignments designed to represent social issues with fuller context and nuance.

**IMA 724 Research and Writing for the Documentary** Research and writing proposals, treatments, budgets and production plans for video documentaries.

### Visions Courses

**IMA 740 Documentary Expression** 4 hrs, 3 cr. This production workshop introduces students to the fundamental techniques, technology, aesthetics and creative approaches of nonfiction video production.

**IMA 741 Nonfiction Video Production** 4 hrs, 3 cr. Prereq: IMA 740. This workshop will guide students through the process of developing and producing a social-issue documentary video project.

**IMA 742 Web Documentary** 4 hrs, 3 cr. Prereq: IMA 762 or permission of instructor. The production of nonfictional narratives for the Internet.

**IMA 743 Collective Documentary** 4 hrs, 3 cr. Prereq: IMA 740. This production workshop involves the student in all aspects of a collectively produced documentary of substantial scope while also examining the theoretical issues of truth, authorship, subjectivity and storytelling in the documentary form.

**IMA 744 Digital Design: Print and Interactive Media** 4 hrs, 3 cr. In this studio workshop course, the communicative capacities of various digital design formats and techniques will be creatively applied to the creation of four functional design projects.

**IMA 745 Public Issue Graphics** 4 hrs, 3 cr. Prereq: IMA 744. In collaborative workshops, students will conduct research into specific public issue topics and produce three graphics projects designed to communicate information effectively, enlighten the public regarding these issues, and help frame these topics for public discussion.

**IMA 747 Digital Editing Workshop** 4 hrs, 3 cr. Prereq: IMA 741, IMA 743, or permission of instructor. Technology and principles of digital non-linear editing; its distinctive features and creative potential for both sound and image. Students are expected to bring projects, produced in previous classes, to a fine cut stage.

### Channels Courses

**IMA 761 Public Relations** A critical examination of the role of public relations in a democracy, including practice in public relations writing and campaigns.

**IMA 762 Interactive Expression** 4 hrs, 3 cr. Prereq: permission of instructor. Aesthetics and techniques of Web-site design, encompassing both graphic presentation and information architecture.

**IMA 763 Advanced Interactive Expression** 4 hrs, 3 cr. Prereq: IMA 762 or permission of instructor. The production of Web sites incorporating animation, sound and video.

**IMA 764 Channels of Documentary Distribution** This course will analyze different forms of documentary expression and discuss the role that broadcasters, cable television, theatrical and non-theatrical release and the Internet play in their ability to reach a wide audience.

**IMA 780 Special Topics Seminar** 3 hrs, 3 cr. Rubric for occasional or experimental courses.

**\*IMA 781 Collaborative Media Project/Internship** 3 cr. Hours and project must be defined in conjunction with graduate advisor. The project or internship must involve collaboration among different media makers.

**IMA 790 Independent Study** Hrs to be arranged. 1 cr. Rubric for student's independent study.

**IMA 791 Independent Study** Hrs to be arranged. 2 cr. Rubric for student's independent study.

**IMA 792 Independent Study** Hrs to be arranged. 3 cr. Rubric for student's independent study.

**IMA 798 Master of Fine Arts Thesis Project** This project must be completed satisfactorily before graduation. Approval of graduate advisor required.

**IMA 799 Master's Thesis** This course or IMA 798 must be completed satisfactorily before graduation. Approval of graduate advisor required.

\*Pending Senate approval.

## Geography

**Department Office** 1006 North Building; 772-4980

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

**Graduate Advisor** Marianna Pavlovskaya, 1006 North Building; 772-5320;  
mpavlov@geo.hunter.cuny.edu

**Web Site** www.geo.hunter.cuny.edu

### 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

**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

**Allan Frei**, Assistant Professor; PhD, Rutgers; Climatology, Global Climate Change, Water Resources

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

**Hongmiam 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

**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

**Randy Rutberg**, Assistant Professor; PhD, Columbia; Geochemistry, Paleoclimatology, Paleoclimate

**Haydee Salmun**, Assistant Professor; PhD, Johns Hopkins; Coastal and Estuarine Environments, Land Surface and Climate Dynamics, Gender and Diversity in Science and Engineering

### GRADUATE WORK IN GEOGRAPHY

Diverse opportunities for advanced training are available. These include the master of arts degree in geography and the post-baccalaureate Certificate Program in Geographic Information Science (GIS). The Department of Geography also participates (with the School of Education) in the MA Program for Teachers in Earth Science (Grades 7-12) and the MA-TEP Program in Social Studies. In addition, the department is associated with the PhD Program in Earth and Environmental Sciences based at the CUNY Graduate School and University Center.

### MASTER OF ARTS IN GEOGRAPHY

The Department of Geography offers a master of arts in Geography with emphasis on analytical geography. Courses are offered in human geography, physical geography, regional 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 Department of Geography features two computer labs open 24/7, one for general undergraduate and graduate use and the other for advanced work and grant-related projects.

There are more than 25 Pentium-based Windows NT workstations and 10 Sun Microsystems UNIX workstations in the labs connected to a 100BaseT local area network. Input and output devices include high-resolution 48-inch Altek digitizers, legal-size flat-bed scanners, 48-inch HP inkjet plotter, Tektronix dye-sub color printer and 35mm slide digitizer.

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 Web site—www.geo.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, depending 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 credits consisting of:

1. A minimum of 30 credits of course work (exclusive of GEOG 799) consisting of
  - a. GEOG 701 and GEOG 702 (4 credits).
  - b. A minimum of 14 additional credits selected from GEOG, GTECH, and PGEOG courses.\*
  - c. A maximum of 12 credits selected from other than GEOG, GTECH, and PGEOG courses as approved by the graduate advisor.\*\*
2. At least 1 credit 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 credits consisting of:

1. GEOG 701 and GEOG 702 (4 credits).
2. A minimum of 20 additional credits selected from GEOG, GTECH, and PGEOG courses.\*
3. A maximum of 12 credits 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.

**Completion Time**

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.

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

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

**POST-BACCALAUREATE CERTIFICATE IN GEOGRAPHIC INFORMATION SCIENCE**

This program offers advanced training in GIS to individuals who do not wish to pursue a master of arts degree. The GIS certificate is a 15-credit post-baccalaureate program. Students are required to take five graduate-level GIS classes: GTECH 732 (Geographic Information Systems), a minimum of two core courses, and 0-2 elective courses. The core courses provide basic and advanced training in GIS programming, cartography and spatial analysis. Students who are interested in GIS development will be encouraged to take the two programming-oriented core classes (GTECH 731 and GTECH 733); while students planning a career in GIS applications will be encouraged to take the core courses in cartography and spatial data analysis (GTECH 705 and GTECH 722).

Completion of the post-baccalaureate certificate program in GIS requires a minimum of 15 credits, which include:

**Required Course ( 3 cr)**

GTECH 732	Geographic Information Systems	3 cr
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**Core Courses** (a minimum of two courses chosen from the following)

GTECH 705	Spatial Data Analysis	3 cr
GTECH 722	Automated Cartography	3 cr
GTECH 731	Computer Programming for Geographic Applications	4 cr
GTECH 733	GIS II	3 cr

**Electives**

GEOG 705.72	GIS Law	3 cr
GTECH 702	Quantitative Methods in Geography	3 cr
GTECH 711	Principles of Photogrammetry and Air Photo Interpretation	4 cr
GTECH 712	Remote Sensing	4 cr
GTECH 713	Digital Image Processing	3 cr
GTECH 721	Advanced Cartography	4 cr
GTECH 731	Computer Programming for Geographic Applications	4 cr
GTECH 733	GIS II	3 cr
GTECH 785.xx	GIS Applications	3 cr

**Minimum GPA Requirement** 3.0 average or better on all core and elective courses.

Note: Students may substitute up to 6 credits of comparable courses taken at other institutions with the approval of the graduate advisor.

**Admission Requirements**

All applicants who are currently matriculated and in good standing in a graduate-degree program at Hunter College and have satisfied the course prerequisites will automatically be admitted to the program. All other applicants must meet the following minimum requirements in order to be considered:

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.
2. The student must demonstrate the ability to pursue graduate work successfully. In general, the minimum requirements for consideration are a B-minus average in the undergraduate record as a whole and a B average in the major.

3. The student must satisfy the course prerequisites for the certificate program: Mapping Science (GTECH 710) or equivalent, an introductory computer programming course, and elementary statistics

### PROGRAM FOR TEACHERS OF ADOLESCENCE EDUCATION (GRADES 7-12) — EARTH SCIENCE MA

This program is designed to serve individuals who do not have initial or provisional certification in the teaching of science. Matriculation is open to graduates of accredited institutions acceptable to Hunter College who hold baccalaureate degrees and have a grade point average of 2.8 or better in both their science courses and their overall undergraduate work. Matriculation in this program also requires the following:

1. A major of at least 30 credits in arts or sciences.\*
2. At least 21 credits in geology, physical geography, earth science, or environmental science, including geographic techniques.\*
3. A general liberal arts and sciences core that minimally includes the following: 6 credits in English, 6 credits in math, 6 credits in social studies, 6 credits in the arts, and 6 credits in a language other than English.\*

Meeting these minimum requirements does not guarantee acceptance to the program, which is based, by necessity, on the limitations of space and resources.

Applicants who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the NYS Teacher Certification Examination, should also be submitted in support of admission.

#### Course of Study (minimum of 16 credits)

PGEOG 701.63	Earth Science Today	3 cr
GTECH 710	Mapping Science	3 cr
PGEOG 630	Science and Society	3 cr
PGEOG 660	Challenging Concepts in Earth Science	4 cr
and		

One elective chosen from 600- or 700-level courses with a PGEOG or GTECH prefix. Students who do *not* have a significant background in geology or earth science may be required to take the following course as their elective:

PGEOG 701.64	Introducing Earth Science at the Museum of Natural History	3 cr
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\* Students may be admitted conditionally with up to 12 credits of deficiencies and must fulfill specified deficiencies within their first three semesters. No student who is missing more than one course (3-4 credits) in the required sciences will be admitted to the program. Courses taken to fulfill conditions do not count toward the master's degree.

**Culminating Project in Earth Science** Students will be expected either to prepare a research proposal or to conduct a research project while enrolled in PGEOG 660, which serves as the capstone course in earth science.

See the School of Education section of this catalog for further information on admission, progress, and exit standards, as well as pedagogical sequence and the culminating experience of pedagogy.

### PROGRAM FOR TEACHERS OF ADOLESCENCE EDUCATION (GRADES 7-12) — SOCIAL STUDIES MA

The Department of Geography participates in the MA-TEP Program in Social Studies. See the History Department portion of this catalog for information.

### 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: 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.

### 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** 15 hrs, 1 cr. 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. 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** 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. Review of recent work in cultural and social geography; emphasis on literature, critiques.

**GEOG 705.55 Medical Geography** 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. 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** Major paradigms, theories and methodologies in geographic research on Latin America including historical, cultural, social, economic, urban, physical, and environmental geography.



**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** 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** Interrelationship of natural systems; environmental crisis; environmental movement; specific problem areas.

**GEOG 712 Geography of Sustainable Development in Developing Countries** Prereq: Graduate standing and one course focusing on development of a developing region, or permission of instructor. Analysis of factors that influence sustainable development, e.g., available resources, environment, population, food production, water supply in developing countries.

**GEOG 713 Rural Water Supply in Developing Regions** Prereq: Graduate standing and one course focusing on development of a developing area, or permission of instructor. Quality, problems, management, and sustainability of rural water supply and sanitation in developing countries.

**\*GEOG 715 International Pollution Issues** 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.

**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 771 Field Work in Peru** Offered summer intersession in Peru. Coreq: GEOG 709 and dept perm. Regional field study of the geography of Peru. Topics include physical, environmental, historical, cultural, urban, political, agricultural, religious, and economic geographies in various ecological zones. Taught in English. Acceptance into Hunter College Study Abroad Program and fee for transportation, accommodations required.

**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** 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 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. Either one course in mapping science or GIS, or permission of instructor. Methods for analyzing environmental and social spatial data sets. Topics include point pattern analysis, spatial clustering methods, spatial autocorrelation, and kriging.

**GTECH 710 Mapping Science** Offered spring eve. Survey of the principles of cartography, map design, geographic information science (GIS), air photograph interpretation and remote sensing; data analyses will be presented. The use of computers for geoscience applications will be stressed.

**GTECH 711 Principles of Photogrammetry and Air Photo Interpretation** 90 hrs (2 lec, 4 lab weekly), 4 cr. Prereq: GTECH 710 or equivalent. Offered on demand. Use and interpretation of air photos as applied to agriculture, forestry, urbanization, planning; lab exercises.

**GTECH 712 Principles of Remote Sensing** 90 hrs (2 lec, 4 lab weekly), 4 cr. Prereq: GTECH 710 or equivalent and one course in statistics. 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. 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: GTECH 710 or equivalent. 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. Prereq: GTECH 710 or equivalent. 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. Prereq: GTECH 710 or equivalent. Offered fall. 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: GTECH 710 or equivalent; 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.

**GTECH 785.xx GIS Applications** Prereq: GTECH 710 or equivalent, and dept perm. Selected topics in GIS applications to human and physical geographic problems.

**PGEOG 630 Science and Society** A study of the interactions between technological and societal changes, with an emphasis on eliciting within the classroom productive oral and written critiques and debates concerning potentially controversial technological change. Focusing on present-day issues, students will learn various models for analyzing the impact scientific change has on society and how social change directs science.

**PGEOG 660 Challenging Concepts in Earth Science: Using Research to Identify Common Misconceptions and Assess Student Learning** Overview of research and theory related to misconceptions in the earth sciences. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the culminating project for the science portion of the MA-TEP degree.

**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 701.64 Introducing Earth Science at the Museum of Natural History** This course is composed of four modules aligned with the New York State standards for teachers of earth science (grades 7-12). Topics include the earth alive; climate through the ages; the air we breathe; the inevitable storm; New York—a city surrounded by water; and beyond earth—a search for life.

**PGEOG 701.72 Oceans and Earth Environment** 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 instructor and student interest.

**PGEOG 703 Coastal Dynamics** Quantitative focus on the dynamic processes affecting the coast and the resulting varied geomorphology. Map exercises; field work.

**PGEOG 704 Urban and 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** 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.

## German

Department Office 1405 West Building; 772-4985

Chair: Annette Kym, 1406 West Building; 772-4985; Fax 772-5746;  
akym@shiva.hunter.cuny.edu

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 at 772-5068, or Professor Annette Kym.

Information concerning degree requirements, courses, etc., may be obtained from Professor Rolf Kieser, Executive Officer (Acting), PhD Program in Germanic Languages and Literatures, CUNY Graduate School and University Center, 365 Fifth Avenue, New York, NY 10016.

## History

**Department Office** 1517 West Building; 772-5490

**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; U.S. Economic and Energy History, Late 19th-century and Western U.S. 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 U.S., Immigration, Ethnicity, Health Care

**Marta Petruszewicz**, 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; U.S. 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, 365 Fifth Avenue, New York, NY 10016.

#### 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 credits, including the thesis seminar (HIST 779).

Courses other than those in the Department of History may be credited toward the 30 credits with the approval of the graduate advisor, but they may in no case exceed 9 credits. At least 6 credits 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 TEACHERS OF ADOLESCENCE EDUCATION (GRADES 7-12) — SOCIAL STUDIES MA

#### 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. A major of at least 30 credits in one of the areas of social studies, including at least 12 credits in history, 3 credits in geography, 3 credits in political science, and 3 credits in economics. The course work in history must include at least 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 2.8 and a history grade point average of at least 3.0.

Applicants who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an onsite writing sample (essay) and participate in a face-to-face interview. Academically relevant data, such as scores on the General Aptitude Test of the Graduate Record Exam or on the Liberal Arts and Sciences Test of the NYS Teacher Certification Examination, may also be submitted in support of admission.

See the School of Education section of this catalog for additional information on admission, progress standards, and exit criteria.

4. One year of college-level study of a language other than English.
5. CSCI 100 (Introduction to Computer Applications) or its equivalent (or other evidence of computer literacy).

Students who cannot provide evidence of computer literacy will be required to take a computer course. This condition of matriculation may be met by either an undergraduate or a graduate course and must be satisfied within the first three semesters. Courses taken to meet admission conditions will not be counted toward the master's degree.

\*Students may be admitted lacking up to 12 credits of courses required for admission, exclusive of history courses. Students must fulfill these conditions within their first three semesters of matriculation. Courses taken to fulfill conditions do not count toward the master's degree.

### The MA Program requires:

1. (An additional) 15 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 at least 15 credits in graduate history courses. Within the 15 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.
2. 3 credits in geography, selected from the following: GEOG 701 (Geographic Thought and Theory), GEOG 705 (Cultural and Social Geography), GEOG 706 (Latinist American Geography), GEOG 709 (Geography of Selected World Regions), GEOG 712 (Sustainable Development in Developing Countries), GEOG 741 (Population Geography), GEOG 742 (International Migration and Ethnicity), or a graduate-level special topics seminar with permission of an advisor.
3. A sequence of course work, field experiences, and a culminating experience in pedagogy. See the School of Education section of this catalog for additional information.
4. A comprehensive examination in history.

### COURSE LISTINGS

Each course 45 hrs, including conferences, 3 cr.

#### Ancient History

**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 711.50 Intellectual History of Europe in Middle Ages** Survey of medieval thought and learning to about 1300 AD.

#### 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 715 Western Europe Between the Two World Wars** Political, social, and economic conditions and international relations of countries of western Europe.

**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 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 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 African Americans in the United States** Socioeconomic, political, and cultural development of African Americans.

**HIST 741.51 Era of American Revolution** Survey of origins and course of American Revolution and U.S. 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 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** Study of reform movements and of political, economic, and social developments in U.S. during 20th century.

**HIST 745 Twentieth-century United States: United States as a World Power** Diplomatic history from Spanish-American War to the present.

**HIST 747 Nineteenth-century American Reform Movements** Reform leaders and activities of major reform organizations.

**HIST 749 Representative Americans** History of U.S. as seen through biographies and autobiographies of representative women and men.

**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 since Independence.

#### 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 729 Soviet Foreign Relations in a Changing World** Objectives and strategies which the Soviet leadership adopted and mapped out at each stage in the period 1917 to 1945.

#### 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: Early 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

**Department Office** 919 East Building; 772-5300

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

**Graduate Advisor** Edward S. Binkowski, 914 East Building; 772-4715;  
grad.mathstatadvisor@hunter.cuny.edu

### FACULTY

**Alberto Baider**, Professor; PhD, MIT; Partial Differential Equations, Numerical Analysis

**Alvin Baranchik**, Associate Professor; PhD, Stanford; Statistical Decision Theory

**Martin Bendersky**, Professor; PhD, California (Berkeley); Algebraic Topology

**Edward S. Binkowski**, Associate Professor; PhD, Princeton; Data Analysis

**Barry M. Cherkas**, 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

**Thomas F. Jambols**, 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

**Lev Shneyerson**, Assistant Professor; PhD, Ural State University; Semigroup Theory

**Mary Small**, Lecturer; MA, Teachers College, Columbia; Mathematics Education

**Robert D. Thompson**, 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 credits chosen from courses at the MATH 700 and/or STAT 700 level.
6. Six credits at most 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. Fifteen credits 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 TEACHERS OF ADOLESCENCE EDUCATION (GRADES 7-12) — MATHEMATICS MA

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 37-39 credit MA designed for individuals who have completed an undergraduate major in mathematics but have little or no background in teacher education. Track II is a 34½-37 credit MA program designed for individuals who have certification in an area other than mathematics and are currently teaching mathematics in grades 7-12. A BA/MA program of at least 141 credits is also offered; this program is described in the undergraduate catalog.

## Track I: MA in Teaching — 37-39 credits

### Admission Requirements

1. 24 or more credits in mathematics approved by the graduate mathematics advisor, including a course in elementary statistics, a year of calculus, and a course in matrix algebra or linear algebra.
2. An overall grade point average of 2.8 or better in undergraduate work.
3. An average of at least 2.7 in mathematics courses.
4. A general education core in the liberal arts and sciences to include the following in addition to math: 6 credits in English, 6 credits in a language other than English, 6 credits in social studies (to include at least one course in U.S. history or geography), 6 credits in the arts, and 6 credits in science.\*

Applicants who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, such as scores on the General Aptitude Test of the Graduate Record Exam or on the Liberal Arts and Sciences Test of the NYS Teacher Certification examination, may also be submitted in support of admission.

See the School of Education section of this catalog for additional information on admission, progress standards, and exit criteria.

### Course Sequences

#### Education: 22-24 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 614***	Data Analysis Using Statistical Software	3 cr

\*Students may be admitted lacking up to 12 credits of courses required for admission. Students must fulfill these conditions within their first three semesters of matriculation. Courses taken to fulfill conditions do not count toward the master's degree.

\*\*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.



**Comprehensive Examination**

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

**Track II: MA in Teaching — 34½-37 credits****Admission Requirements**

1. At least 18 credits in mathematics approved by the graduate mathematics advisor, including a course in elementary statistics, a year of calculus, and a course in matrix algebra or linear algebra.
2. An overall grade point average of 2.8 or better in undergraduate studies.
3. An average of at least 2.7 in mathematics courses.
4. NYS initial or provisional teacher certification in an area other than mathematics and assignment as a teacher of mathematics in grades 7-12.

**Course Sequences****Education: 9-10 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 614	Data Analysis Using Statistical Software	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 pedagogy.

\*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 LISTINGS**

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

**Pure Mathematics**

**MATH 601 Mathematical Methods for the Physical Sciences** Prereq: a course in ordinary differential equations. Topics include: Fourier Series, Sturm-Liouville theory, Green functions, and eigenfunction expansions. These will be applied to the heat, wave, Laplace, and one-dimensional Schroedinger equations.

**MATH 620 Sequential Mathematics from an Advanced Standpoint I** 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 622 Further Topics in Advanced Abstract Algebra** Prereq: a course in introductory abstract algebra. Elements of Galois theory, construction with ruler and compass, advanced topics in ring theory and linear algebra.

**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** 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.

**MATH 640 Topics in Calculus** Topics in single and multi-variable calculus examined 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. 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 654 Dynamical Systems and Chaos** Prereq: a course in multivariate calculus and a course in linear algebra. Familiarity with MAPLE or MATHEMATICA encouraged. Topics include: flows in one and two dimensions; phase portraits; limit cycles; bifurcations; iterated maps on the interval; an introduction to chaos and fractals; the Mandelbrot set and its significance.

**MATH 661 History of Mathematics** 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 672 Mathematical Logic** Prereq: a course in linear algebra or permission of instructor. A survey of the central results and techniques of metalogic, principally mathematical induction, the soundness and completeness of theorems for first-order logic, the Skolem Theorem; and Church's Theorem on undecidability.

**MATH 685 Numerical Methods I** Prereq: a course in ordinary differential equations. Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations; curve fitting and function approximation; interpolation; differentiation and integration; differential equations. Note: Cross-listed as PHYS 685.

**MATH 695 Numerical Methods II** Prereq: MATH 685 or equivalent. Topics in numerical methods selected from: solution of linear equations, interpolating functions, root finding methods, nonlinear equations, Fourier series and fast Fourier transform, partial differential equations. Note: Cross-listed as PHYS 695.

**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 614 Data Analysis Using Statistical Software** Prereq: STAT 213 or both MATH 125 and STAT 113 with C or better in each course. Familiarity with a Windows computing environment encouraged. Offered fall. A second course in statistics using statistical software to analyze real data and teach new methodology. Methods covered include exploratory data analysis, analysis of variance, simple and multiple regression, nonparametric statistics, 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.

**STAT 712 Statistical Decision Theory II** Prereq: STAT 711. 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.

**STAT 714 Topics in Statistical Inference II** Offered spring. Topics selected as in STAT 713.

**STAT 715 Time Series Analysis** Prereq: C or better in STAT 614, or an equivalent introductory statistics course. Familiarity with a Windows computing environment encouraged. Offered fall (odd years). Introduction to univariate Box-Jenkins (difference equation) time-series modeling. Topics include ARIMA models; stationarity; forecasting; diagnostics; and seasonal modelling. Extensive use of process control and economic time series. Transfer function models.

**STAT 716 Data Analysis** Prereq: C or better in STAT 614, or an equivalent introductory statistics course. Offered spring (even years). Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics selected from: data summaries; transformations; the jackknife and resampling schemes; robust estimation; and robust regression methods.

**STAT 717 Multivariate Analysis** Prereq: C or better in STAT 614, or an equivalent introductory statistics course. Familiarity with a Windows computing environment encouraged. Offered spring (odd). An introduction to multivariate methods. Topics selected from: factor analysis; discriminant analysis; clustering; multidimensional scaling; MANOVA; canonical correlation; and projection-pursuit.

**STAT 718 Analysis of Variance** Prereq: C or better in STAT 614, or an equivalent introductory statistics course. Familiarity with a Windows computing environment encouraged. Offered fall (even years). Intermediate topics in analysis of variance (ANOVA), with an emphasis on exploratory aspects. Topics include: one-, two- and many-way layouts; decomposition and partitioning of variance; fixed-, random-, and mixed-effects models; repeated measures; contrasts; multiple comparisons; and robust analogs.

**STAT 720 Advanced Probability Theory I** Prereq: a course in multivariate calculus (MATH 250 or equivalent) 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. Topics selected as in STAT 713.

**STAT 725 Topics in Applied Mathematics II** Prereq: perm dept. Topics selected as in STAT 713.

**STAT 726 The Theory and Methods of Sampling** Prereq: STAT 720 or equivalent, or permission of instructor. Introduction to the techniques of modern sampling, including both the methods of sampling and the theory supporting these methods. Efficient sampling, analysis and consideration of biases, precision and accuracy.

**STAT 730 Mathematical Statistics** Prereq: perm dept. Estimation and hypothesis testing, including t, Chi-squared, F tests. Applications of linear regression and ANOVA.

**STAT 751 Advanced Biometrics** Offered fall (even years). A second course in statistics covering quantitative methods applicable in the life sciences. Topics include experimental design, life table analysis, ethical issues, survival analysis, logistic regression, and Cox regression.

**STAT 791 Independent Study** 1 cr.

**STAT 792 Independent Study** 2 cr.

**STAT 793 Independent Study** 3 cr.

Independent study in which a student selects a topic of interest to him or herself. The study is carried out under the direction of a faculty member.

### 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 632 Nonparametric Statistics**

**STAT 633 Analysis of Categorical Data**

**STAT 634 Regression Analysis**

**STAT 635 Continuous Multivariate Analysis**

**STAT 636 Sample Surveys**

**STAT 637 Experimental Design and Analysis of Variance**

**STAT 638 Special Topics in Applied Statistics**

**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

**Department Office** 416 North Building; 772-5020

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

**Director of Graduate Studies** L. Poundie Burstein, 400D North Building; 772-5152; HunterMusT@aol.com

**Department Web Site** <http://sapientia.hunter.cuny.edu/~music/>

### FACULTY

**Peter Basquin**, Professor; MMus, Manhattan School of Music; Performance

**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

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

**Clayton J. Westermann**, Professor; MMus, Yale; Performance

### 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 German Diez, Edna Golandsky, Steven Graff, Abbey Simon, and J. Y. Song (piano); Walter Hilse and Scott Hamilton (organ); Mary Barto (flute); John Marco (clarinet); David Finlayson (trombone); and Norma Newton (voice).

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 its courses.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, music history, 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 PRE-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 composition, ethnomusicology, music history, and performance. (With the approval of the graduate advisor, such students may take 3 or 6 credits 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 2.8 or better and an index of 3.0 in music courses are required. Applicants who have a 3.0 or better index in music courses but who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission for nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, such as scores on the General Aptitude Test of the Graduate Record Examination, may also be submitted in support of admission. See the School of Education section of this catalog for additional information.

### DEPARTMENTAL REQUIREMENTS FOR THE DEGREE

#### Graduate Course Requirements in Music for Teachers, Pre-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 examina-

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

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

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

**MUS 716 Jazz Vocal Workshop Ensemble** 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. Nineteenth-century chromatic harmony. Compositional styles from 1500 to 1900.

**MUS 725 Advanced Studies in Music Theory 2** Prereq: MUS 724 or perm instr. Advanced three-part contrapuntal techniques. Complex chromatic harmony. Compositional styles from 1900 to 1950.

**MUS 731 Composition 1** 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. Intensive study of a small number of closely related works of music. Topics to be announced.

**MUS 751 Advanced Studies in Music History 1** 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** 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 six principal historical eras.

**MUS 775 Seminar in Ethnomusicology 1** A history of the discipline; the development of theories and methods; selected problems.

**MUS 776 Seminar in Ethnomusicology 2** Field research as a principal means of data collection and theory testing in ethnomusicology. Preparation of the research design, application of data-gathering techniques, adaptation to the field, and data analysis.

**MUS 777 Seminar in Urban Ethnomusicology** Major concepts and areas of research in urban ethnomusicology. Application of ethnomusical methods to individual field studies in New York City.

**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 pre-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** Prereq: MUS 731, 732, and permission of the instructor. Advanced individualized training in original music 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 Grades Pre-K—12** Organization and administration of school instrumental programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques, including a review of principles of performance for strings, woodwinds, brass, and percussion; classroom management strategies; supervised fieldwork in applying these topics.

**MUSED 678 Methods of Teaching Vocal and General Music in Grades Pre-K—12** Organization and administration of school vocal programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques; an overview of technology, content, and materials of the nonperforming general music curriculum; classroom management strategies; supervised fieldwork in applying these topics.



## Philosophy

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

Some members of the Hunter College Department of Philosophy participate in the MA and PhD programs in philosophy based at the City University Graduate School and University Center.

Information concerning degree requirements, courses, etc., may be obtained from Professor Michael Devitt, Executive Officer, PhD Program in Philosophy, CUNY Graduate School and University Center, 365 Fifth Avenue, New York, NY 10016-4309.

## Physics and Astronomy

**Department Office** 1225 North Building; 772-5248  
**Chair** Marten denBoer, 1224 North Building; 772-5248;  
marten.denboer@hunter.cuny.edu  
**Graduate Advisor** Janos Bergou, 1205 North Building; 772-5254;  
jbergou@shiva.hunter.cuny.edu  
**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, 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

Applicants must meet Hunter's general admission requirements; as of June 2001, however, the Physics Department no longer requires the Graduate Record Examination. In addition, the following departmental requirements must be met:

1. A minimum of 36 credits total in undergraduate physics and mathematics courses. These should include intermediate mechanics, electricity, modern physics, and differential equations. A B average 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 credits of graduate work including:
  - a. Not more than 6 credits earned at a graduate institution other than CUNY.
  - b. At least 15 credits 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 credits 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 credits may be accepted in approved graduate courses in mathematics, astronomy, engineering, and physical chemistry.
4. The candidate will be required to pass a comprehensive examination based on the required courses listed in section 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.

### PROGRAM FOR TEACHERS OF ADOLESCENCE EDUCATION (GRADES 7-12) — PHYSICS MA

Departmental requirements for admission are an undergraduate degree with a major in physics. A grade point average of 2.8 or better is required in both the applicant's overall undergraduate course work and in the applicant's science courses.

Applicants who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, such as scores on the General Aptitude Test of the Graduate Record Exam or on the Liberal Arts and Sciences Test of the NYS Teacher Certification Examination, may also be submitted in support of admission.

See the School of Education section of this catalog for additional information on admission and program requirements.

Meeting the minimum requirements for admission does not guarantee acceptance to the program, which is based, by necessity, on the limitations of space and resources.

### Degree Requirements

**Physics** (minimum 16 credits):

PHYS 630	Science and Society	3 cr
PHYS 660	Challenging Concepts in Physics	4 cr
Plus three electives chosen from:		
PHYS 605	Mathematical Physics	3 cr
PHYS 615	Electromagnetic Theory	3 cr
PHYS 625	Introduction to Quantum Mechanics	3 cr
PHYS 645	Solid State Physics	3 cr
PHYS 685	Numerical Methods I	3 cr

700-level physics courses offered at the Graduate Center can be substituted for 600-level courses with permission of the graduate advisor.

**Education** See the School of Education section of this catalog for pedagogical courses and other requirements.

**Culminating Project** Students will be expected either to prepare a research proposal or to conduct a research project while enrolled in PHYS 660, which serves as the capstone course in physics.

### 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 U615 Electromagnetic Theory** Electrostatics; electromagnetics; Maxwell's equations with application to waves; waves in guides; radiation.

**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 630 Science and Society** Prereq: one graduate-level physics course or permission of instructor. Study of the interactions between technological and societal changes, with an emphasis on directing productive critiques and debates over potentially controversial technological change within the classroom. Focusing on present-day issues, students will learn various models of analyzing the impact of scientific change on society and how social change directs science.

\* The prefix "U" indicates that the course is listed in the Schedule of Courses at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.

**PHYS U645 Solid State Physics** Introduction to basic theory and techniques in study of matter on solid state.

**PHYS 660 Challenging Concepts in Physics: Using Research to Identify Student Misconceptions and Assess Student Learning** 60 hrs, 4 cr. Prereq: PHYS 630 and two elective courses in physics or permission of instructor. Overview of research and theory related to misconceptions in physics. Students will be expected to develop a research proposal or to conduct the research in their own classrooms, and write a paper in the form of a journal article. The article will serve as the comprehensive examination for the science portion of the MA degree.

**PHYS U671 Modern Physics Laboratory** Selected experiments from various fields of physics using modern techniques.

**PHYS 685 Numerical Methods I** Prereq: MATH 155. Accuracy and precision, convergence, iterative and direct methods. Topics selected from: solution of polynomial equations and linear systems of equations, curve fitting and function approximation, interpolation, differentiation and integration, differential equations. (Cross-listed with MATH 685.)

**PHYS 695 Numerical Methods II** Prereq: PHYS 685. Topics in numerical methods selected from solutions of linear equations, interpolating functions, root finding methods, nonlinear equations, Fourier series and the fast Fourier transform, partial differential equations. A major term project will be assigned. (Cross-listed with MATH 695.)

**Second-level Courses:** Each course 60 hrs, 4 cr, unless otherwise noted.

**PHYS U701, U702 Mathematical Physics** Study of the basic mathematical techniques used in physics.

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

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

**PHYS U725, U726 Quantum Mechanics** Prereq or coreq: PHYS U701. 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 2001-2003:

**PHYS U611 Analytical Mechanics**

**PHYS U624 Plasma Physics**

**PHYS U757 Astrophysics**

## Political Science

**Department Office** 1724 West Building; 650-3669

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

Many 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

**Department Office** 611 North Building; 772-5550

**Acting Chair** Darlene DeFour, 611 North Building; 772-5550

**MA Program Director and Advisor** Virginia Valian,  
514 Thomas Hunter Hall; 772-5558; gradpsych@hunter.cuny.edu

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

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

### FACULTY

**Gordon A. Barr**, Professor; PhD, Carnegie-Mellon; Developmental Psychobiology: Developmental Neuropharmacology, Pain Perception, Drug Abuse, Opiate Analgesia, Reward and Withdrawal

**Christopher Braun**, Assistant Professor; PhD, California (San Diego); Sensory Psychology: Sensory Systems in Animals; Neural Substrates of Vibration and Sound Detection; Sensory Variation, Ecology, and Evolution

**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, Computational Linguistics

**Darlene DeFour**, Associate Professor; PhD, Illinois; Personality and 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 Farmer Huselid**, Associate Professor; PhD, Kansas; Social Psychology: Gender Roles and Health, Links Between Ethnic Identity, Adjustment, and Achievement

**Ellen Tobey Klass**, Associate Professor; PhD, Chicago; Clinical Psychology: Guilt, Morality, Honesty

**Kenneth Levy**, Assistant Professor; PhD, CUNY; Clinical Psychology: Attachment Theory and Research, Mental Representations, Emotion Regulation, Psychotherapy Research, Psychopathology

**Victoria Luine**, Distinguished Professor; PhD, SUNY (Buffalo); Behavioral Endocrinology: Neurochemistry of Hormone-dependent Sexual Behavior, Hormonal Influences on Age-related Memory Loss

**Peter Moller**, Professor; PhD, Free University of Berlin; Animal Behavior: Multisensory Integration, Electrolocation and Electrocommunication in Electric Fish, Behavioral Physiology, Behavioral Endocrinology

**Helen M. Newman**, Associate Professor; PhD, CUNY; Communication and Psychotherapy: Intimate Relationships, Information-processing and Social Cognition, Psychoanalytic Theory, Mind-body Therapies

**Jeffrey Parsons**, Associate Professor; PhD, Houston; Developmental Psychology: Adolescent Development, Risk Taking, HIV/AIDS Prevention, Health Psychology, Gay/Lesbian Issues, Substance Abuse, Sexual Behavior

**Vanya Quiñones-Jenab**, Associate 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**, Professor; PhD, Northwestern; Social Psychology: Gender Issues in Health, Coping, 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**, Professor; PhD, Columbia; Clinical and Social Psychology: Psychotherapy, Psychoanalysis

**Howard Topoff**, Professor; PhD, CUNY; Animal Behavior: Social Insects, Animal Communication, Orientation, Social Organization

**Virginia Vallan**, 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, Media Influence, Evolutionary Psychology

**H. Phillip Zeigler**, Distinguished Professor; PhD, Wisconsin; Physiological Psychology: Brain Mechanisms of Sensorimotor Integration

### 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, Rockefeller University, 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.



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

#### 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.

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.

#### BIOPSYCHOLOGY SUBPROGRAM OF THE PhD PROGRAM IN PSYCHOLOGY

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 Hunter North, 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/biopsych.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.

\* The prefix "U" indicates that the course is listed in the Schedule of Courses at the CUNY Graduate Center and may be taken by students enrolled in Graduate Center programs.

\*\*Courses scheduled very infrequently.



## Romance Languages

**Department Office** 1341 West Building; 772-5108

**Chair** Giuseppe Di Scipio, 1309 West Building; 772-5109;  
gdiscipi@shiva.hunter.cuny.edu

### Graduate Advisors

#### French

Marlene Barsoum, 1320 West Building; 650-3511;  
mbarsoum@shiva.hunter.cuny.edu

Julia Przybos, 1308 West Building; 772-5097;  
jprzybos@shiva.hunter.cuny.edu

#### Italian

Paolo Fasoli, 1307 West Building; 772-5129;  
pfasoli@hejira.hunter.cuny.edu

Maria Paynter, 1312 West Building; 772-5090;  
mpaynter@shiva.hunter.cuny.edu

#### Spanish

Diana Conchado, 1315 West Building; 772-5133;  
dconchad@shiva.hunter.cuny.edu

Carlos Hortas, 1409 West Building; 772-5009;  
chortas@shiva.hunter.cuny.edu

## FACULTY

### FRENCH

**Marlene Barsoum**, Assistant Professor; PhD, Columbia; 19th-Century Literature, Francophone Literature

**Michelle Bocquillon**, Assistant Professor; PhD, Cornell; 18th-Century French Literature

**Hanna K. Charney**, Professor; PhD, Columbia; 19th- and 20th-Century Literature; Film and the Novel

**Julia Przybos**, Professor; PhD, Yale; 19th-Century Literature; Theater, Fin de Siècle

**Francesca Sautman**, Professor; PhD, UCLA; Medieval Studies and Folklore; Executive Officer, French Doctoral Program, CUNY Graduate Center

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

### ITALIAN

**Monica Calabritto**, Assistant Professor; PhD, CUNY; 16th- and 17th-Century Italian Literature

**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

**Maria Luisa Fischer**, Assistant Professor; PhD, Boston; Latin-American Poetry

**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

**Magdalena Perkowska-Alvarez**, Assistant Professor; PhD, Rutgers; Contemporary Latin-American Narrative

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

## 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

- The total 30 credits for the MA must include the following:
  - RLNG 701 Introduction to Romance Linguistics (3 cr). (RLNG 702 may be substituted.)
  - 24-30 cr in literature of specialization (700-level only).
  - Thesis Seminar: required of all students who elect to write master's essay (3 cr).
- 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.
- Comprehensive examination: this will consist of essay questions on the literature in the language of specialization.
- 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 TEACHERS OF ADOLESCENCE EDUCATION (GRADES 7-12) — FRENCH, ITALIAN, SPANISH MA

This Teacher Education Program (TEP) is not for individuals who already have initial or provisional certification in the teaching of French, Italian, or Spanish and wish to continue study in the same language. Teachers with initial or provisional certification should apply to a master of arts program in French, Italian, or Spanish, or a related subject, or they can take the Teacher Education Program in a language other than the one in which they are certified.

### Requirements for Admission

- 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 2.8 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 have a cumulative GPA between 2.5 and 2.79 and meet all other requirements for matriculation, may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, such as scores on the General Aptitude Test of the Graduate Record Exam or on the Liberal Arts and Sciences Test of the NYS Teacher Certification Examination, may also be submitted in support of admission.

See the School of Education section of this catalog for additional information on admission, progress standards, and exit criteria.

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 43-45 credits, to be distributed as follows:

1. 21 credits in literature courses in one of the following languages:  
*French:* 21 credits in Francophone and French literature from the Middle Ages to the present.  
*Italian:* 21 credits in Italian literature.  
*Spanish:* 21 credits in Spanish and Spanish-American literature.
2. A sequence of 22-24 credits in teacher education courses. (See the School of Education section of this catalog for the required sequence of courses in education.)
3. Students with **initial** certification in one area of Romance languages who wish to become certified in another area of Romance languages will take 10-12 credits in education courses and student teaching/practicum, making their program 31-33 credits.
4. Students with **provisional** certification in one area of Romance languages who wish to become certified in another Romance language will take these 10-12 credits but may also be required to take additional courses based on transcript review.
5. A comprehensive examination in French, Italian, or Spanish is required. See the School of Education section of this catalog for the culminating experience required in pedagogy.

#### 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** Major literary and aesthetic theories and judgments through reading 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 and reading of criticism.

**FREN 712 Medieval French Literature II** French literature of the 14th and 15th centuries. Analysis of texts and reading of criticism.

**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. Study 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.

**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.

**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 and discussion of sources.

**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** Study of aesthetic and philosophical theories and novels. Diderot's influence through the *Encyclopédie*.

**FREN 742 Voltaire and Rousseau** Study of more important aspects of their works. Emphasis on their philosophical differences and affinities.

**FREN 750 Era of Chateaubriand** Analysis of major works of Chateaubriand and contemporaries such as Madame de Staël, Constant, Senancourt, Joubert, de Maistre.

**FREN 751 Romanticism and the Parnasse** French poetry from Lamartine's *Méditations* to Leconte de Lisle's *Poèmes barbares*.

**FREN 752 French Poetry from Baudelaire to Symbolism** Works by Baudelaire, Verlaine, Mallarmé, Rimbaud, Laforgue. Criticism, 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. Study of intellectual, social, and political trends of the period.

**FREN 754 Flaubert, Zola, and Maupassant** Analysis of selected works. Study of Realism and Naturalism and their impact on French fiction.

**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. Impact of antipositivistic thought on novel and related genres of 19th-century French fiction.

**FREN 756 19th-Century French Theatre** Main trends from Romanticism to Théâtre Libre. Readings from Hugo, Vigny, Musset, Scribe, Labiche, Dumas fils, Sardou, Becque, Feydeau, Maeterlinck, Courteline. Study of dramatic theory and styles of theatrical production.

**FREN 760 Aspects of 20th-Century French Fiction** Novels by Mauriac, Duhamel, Alain-Fournier, Rolland, Colette, Saint-Exupéry, Malraux, Sartre, Camus and *Le Nouveau Roman*. (For Gide and Proust, see FREN 761.)

**FREN 761 Gide and Proust** Analysis of authors' major fiction. Study of their style 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, Beckett, Ionesco.

**FREN 791-799 Special Topics in French Literature** Study of particular writer, trend, or perspective 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**

**FREN 799.03 Independent Study in French Literature**



### Italian

**ITAL 710 Dante's *Inferno*** Thorough study of the *Inferno*.

**ITAL 711 Italian Literature from Its Origins to 13th Century** *Cantico del Sole* of St. Francis of Assisi, mystical poetry of Jacopone da Todì, 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 and the political and intellectual background of Medieval Europe.

**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 The Source of All Being in the 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.

**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*, *Satire*, and theatre.**

**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 Alfieri.

**ITAL 727 Italian Theatre II—From Manzoni to Contemporaries** Study of theatre from Risorgimento to contemporaries.

**ITAL 752 Art of Humanism of Manzoni** Study of the *Promessi Sposi* and poetic, dramatic, and critical works.

**ITAL 753 Foscolo and Leopardi** Foscolo's *Jacopo Ortis*, *Sepolcri*, *Grazie* and Leopardi's *Canti*, *Operette Morali*, *Zibaldone*.

**ITAL 754 Carducci, D'Annunzio, Pascoli** Representative works including poetry, novels, drama.

**ITAL 755 Leopardi** Study of poetry and prose, including *Zibaldone*. Art of Leopardi in Italian and European context.

**ITAL 756 Neoclassic Tradition from Parini to D'Annunzio** 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, D'Annunzio, Pirandello, Betti, Fabbri and Fo.

**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** From Pascoli to the present. Particular attention to Ungaretti, Montale, Quasimodo, Spanzini.

**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 on the theatre.

**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 essayists of 19th and 20th centuries with special emphasis on Unamuno and Ortega y Gasset.

**SPAN 756 The Contemporary Spanish Novel** Main currents, types, and representative authors of modern Spanish fiction from Naturalism to present.

**SPAN 760 Spanish-American Literature: The Colonial Period** From early chroniclers of Indies to 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 artística* during *Modernista* period.

**SPAN 766 Spanish-American Poetry II: From Post-*Modernismo* to the Present** Post-*Modernismo*, Vanguardism, most recent trends.

**SPAN 769 Spanish-American Theatre I** Spanish-American theatre from pre-Columbian times through the mid-19th century. Development of colonial theatre. Main theatrical productions which lead to the Spanish-American theatre of the Enlightenment, the Independence movements, and the Romantics.

**SPAN 770 Spanish-American Theatre II** Continuation of SPAN 769. Study of main theatrical currents in Spanish America from the second part of the 19th century to the present.

**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

**Department Office** 1622 West Building; 772-5587

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

**Program Director and Advisor** Naomi Kroeger, 1601 West Building; 772-5581; [masters.socialresearch@hunter.cuny.edu](mailto:masters.socialresearch@hunter.cuny.edu)

## 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; 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

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

**Naomi Kroeger**, Associate Professor, and Program Director, GSR; 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

**Joong-Hwan Oh**, Assistant Professor; PhD, South Carolina; Urban Criminology, Race and Ethnic Relations

**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; 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 non-

profit sector (area advisors, Robert Carter, 772-5640, and Naomi Kroeger, 772-5581). 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 these 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 Using Information Technology for Research (GSR 716)
- d. Seminar in Applied and Evaluation Research (GSR 717)

#### 2. Electives

Fifteen 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), Applied Research Seminar (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, Harris Interactive, 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, and Young and Rubicam.

### 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 Using Informational Technology for Research
	GSR	Elective

##### SECOND YEAR

Fall Semester	GSR 717	Seminar in Applied and Evaluation Research
	GSR 718	Research Internship (6 cr)
	GSR	Elective

Spring Semester	GSR 719	Applied Research 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 Using Information Technology for Research
	GSR	Elective
	GSR	Elective

## THIRD YEAR

Fall Semester	GSR 717	Seminar in Applied and Evaluation Research
	GSR 718	Research Internship (6 credits)
Spring Semester	GSR 719	Applied Research 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 research techniques in qualitative research, field research, participant observation, library research, analysis of textual data.

**GSR 711 Research Methods II** Prereq: GSR 710. Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

**GSR 716 Workshop in Using Information Technology for Research** Use of the Internet and Web for both qualitative and quantitative research; includes search and evaluation strategies, access to full text data bases, and interactive statistical and spatial analysis. Presentation of findings in formats suitable for delivery via the Web.

**GSR 717 Seminar in Applied and Evaluation Research** Prereq: GSR 709, GSR 710 and GSR 711. 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 Applied Research Seminar** The execution of oral and written reports, typically using research done during the internship, to demonstrate the students' data analysis skills and ability to write a report appropriate for the students' areas of specialization.

## Areas of Specialization

**Marketing Research and Consumer Behavior**

**GSR 722 Consumer Behavior** Cultural, social, and psychological influences on consumer decision-making and consumer satisfaction; consumerism.

**GSR 723 Nonprofit and Social Marketing** 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 with special emphasis on independent production; 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 (digital television, Internet, etc.); relation between these media and markets and the class structure; analysis of the consumptive and pragmatic use of information.

**GSR 734 Electronic Media in Developing Countries** Electronic media use in developing countries with emphasis on television and developmental applications; policy and research issues; role of social marketing (the TELEVISA model); the international digital divide, and related issues.

*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 Organizational Dynamics** Organizational design, processes and analysis 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, 792, 793 Independent Research** Execution, under faculty supervision, of an individual research project based on a written proposal.



## Theatre

Department Office 522 North Building; 772-5149

**Chair** Jonathan Kalb, 522 North Building; 650-3789

**Graduate Advisors** Mira Felner or Claudia Orenstein, 520B or 520H 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

**Marvin McAllister**, Assistant Professor; PhD, Northwestern; African-American Theatre

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

**Vera Mowry Roberts**, Professor; 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

### 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. An undergraduate theatre major is not needed for admission to the MA program in theatre. Students enter with a wide variety of academic backgrounds.

### 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 three-hour comprehensive examination 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 CUNY Graduate School and University Center, 365 Fifth Avenue, New York, NY 10016. 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 a social and cultural force.

**THC 758 Asian Performance** Study of traditional performance genres in India, China, Japan and Southeast Asia.

**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; fax 772-5593

### Graduate Program in Urban Planning

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

### Graduate Program in Urban Affairs

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

**Web Site** <http://maxweber.hunter.cuny.edu/urban>

## 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**, Associate Professor; PhD, Michigan; Urban and Regional Planning, Urban Poverty, Workplace and Residential Segregation, Planning Theory, Housing

**William J. Milczarski**, AICP, Assistant Professor; PhD, Michigan; Director, Urban Planning Program; 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, the Hans Spiegel Scholarship, and the Marilyn and Herbert Hyman 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 so as to plan orderly progress toward achievement of their degrees and entry into the field.

The Hunter College graduate program in urban planning is accredited 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)**  
**Internship — URBG 775 (3 cr)**  
**Unrestricted Electives (12 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.



## 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; they 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 program 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.

A joint degree program is offered with John Jay College of Criminal Justice, leading to an MS in urban affairs and an MPA in public administration.

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, family and youth agencies, arts organizations, and nonprofit organizations; bank officials; community organizers; pro-

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

Urban Affairs offers a limited number of Saturday classes which run for six or eight weeks each semester.

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

Applicants must meet Hunter's general graduate admission requirements, except for the Graduate Record Examination, which is not required. Applicants must present at least 12 undergraduate credits in social science. Students with relevant undergraduate majors or nonacademic 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 credits of graduate study.
2. The following courses (18 credits) 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 2001-2003 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** Courtland C. Lee, 1000 West Building

**Assistant Dean** Marsha H. Lupi, 1000 West Building

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

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

Audrey Berman, Associate Director; 1000 West Building; 772-4624

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

**Teacher Certification** 1000 West Building; 772-4624

**Clinical Experiences** Nancy de la Cruz-Arroyo, Director; 1006 West Building; 772-4664

## Departmental Chairs

**Curriculum and Teaching** Ira Kanis, 1023 West Building; 772-4686

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

**Special Education** Katherine Garnett, 910 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, Curriculum

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

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

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

**\*Stephen DeMeo**, Assistant Professor; EdD, Teachers College, Columbia; Secondary Science Education

**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

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

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

**Yang Ho**, Assistant Professor; EdD, Teachers College, Columbia; English Education

**Ira Kanis**, Associate Professor and Chair; 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; Mathematics and Mathematics 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, Bilingual Education

**\*William Rosenthal**, Assistant Professor; PhD, SUNY (Stony Brook); Mathematics

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

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

**L. Christina Taharally**, Associate Professor; EdD, Massachusetts (Amherst); Early Childhood Education

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

### Educational Foundations and Counseling Programs

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

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

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

**Callope 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

**Gess LeBlanc**, Assistant Professor; PhD, CUNY; Developmental Psychology

**Courtland C. Lee**, Professor and Dean; PhD, Michigan State; Counseling

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

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

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

**Rena Subotnik**, Professor; PhD, Washington; Gifted Education

**\*Jeanne Weiler**, Assistant Professor; PhD, SUNY (Stony Brook); Social Foundations of Education

### Special Education

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

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

**Katherine Garnett**, Professor and Chair; EdD, Columbia; Assessment and Curriculum Development for the Learning Disabled

**Timothy Lackaye**, Assistant Professor; EdD, Teachers College, Columbia; Special Education

**Marsha H. Lupi**, Associate Professor and Assistant Dean; 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

**Ellen Trief**, Associate Professor; EdD, Teachers College, Columbia; Education

## Teacher Education Programs

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 at either 4:20 pm or 7:00 pm to meet the needs of students who are employed during the day. Summer courses are offered Monday-Thursday in the month of July; they generally begin at 8:30 am, 11:05 am, 1:40 pm, and 4:15 pm.

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.

\*Joint Appointment in the School of Arts and Sciences

Hunter College Elementary School and Hunter College High School serve children from nursery school through the 12th grade, and have an international reputation for the 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 the teaching of secondary mathematics 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.

**The Office of Educational Services** 1000 West Building;  
772-4624; edsvces@hunter.cuny.edu

The Office of Educational Services (O.E.S.) 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, course schedule and registration; student teaching and field placement; graduation audit; teacher certification; teacher placement; and various student services such as permits, transfer of credit, waivers, and leaves of absence.

The O.E.S. 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 1000 Hunter West (HW).

## Admission

**Minimum Admission Requirements** Applicants will be considered for admission to matriculation if they are graduates of accredited colleges with baccalaureate degrees comparable to those of Hunter College, and if they meet the minimum criteria required by the specific program, each described below. Each applicant's academic record, along with other factors, is considered.

Applicants whose native language is not English must take the TOEFL, and in some cases the TWE and TSE (see 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 12 credits.

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 credits on a nonmatriculated basis. Admission to nonmatriculant status does *not* imply approval to take any specific course.

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 change-of-major 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.

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.

## Course Equivalency

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."

## Transfer 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 credits will be allowed for courses completed at other colleges, for courses taken on permit, or for Hunter College courses taken prior to matriculation.
- Courses for which transfer and approval of credit are 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.
- 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. Courses taken "on permit" at other universities during the period of matriculation must be requested prior to taking the course. 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.

### 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.

All students enrolled in teacher certification programs in childhood education, adolescence education, bilingual education, special education and TESOL must submit their scores on the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examination (NYSTCE) within completion of 12 credits of study. NYSTCE booklets are available in the Office of Educational Services, 1000 HW. **Graduates of the academic year 1999-2000 had a pass rate of 91.6% on the LAST and 95.1% on the Assessment of Teaching Skills Written (ATS-W).**

**Student Teaching, Field Experiences and Practica** All master's programs require field experiences, student teaching and/or practica. These master's degrees may not be granted without completion of these field requirements. Students must apply in the fall semester if they have completed prerequisite courses and expect 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 offered only 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.

**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 initial and professional certification for teaching in New York State. To obtain certification the student must complete the approved program of study, pass the NYSTCE, file an application in 1000 HW, and pay the application processing fee required by the New York State Education Department. The Office of Educational Services processes the certification applications of students who complete an approved program and MA or MS degree requirements.

For an initial certificate, 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 Examination (NYSTCE). Noncitizens must submit a Declaration of Intent to become a U.S. citizen. This certificate permits the holder to teach for three years before seeking certification.

Completion of the master's degree, two years paid experience as a head or co-teacher, completion of Part 3 (CST—Content Specialty Test) and Part 4 (video) of the NYSTCE, and proof of citizenship are required for certification.

New York State certification is reciprocally accepted by many other states upon application, although other states do not accept the NYSTCE. 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 a NYC license when they possess a valid NYS provisional certificate in their subject area. After applying for the appropriate regular license and receiving fingerprint clear-



ance, 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 Teacher 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**

#### **Administration/Supervision: Advanced Certificate (30 credits)**

#### **Adolescence Education: MA (27-29 credits)**

Biology  
Chemistry  
Earth Science  
English  
French  
Italian  
Latin  
Mathematics  
Music  
Physics  
Social Studies  
Spanish

#### **Bilingual Education: MS (46 credits)**

#### **Childhood Education: MS (33-47 credits)**

#### **Counseling Programs: MS (51-63 credits)**

Rehabilitation Counseling (51 credits)  
School Guidance and Counseling (60 credits)  
School Guidance and Counseling with a  
Bilingual Extension (63 credits)

#### **Early Childhood Education: MS (42 credits)**

Program 1 (42 credits)  
Program 2 (35 credits)

#### **Literacy Education: MS (37 credits)**

#### **Special Education: MS**

Childhood Special Education: Behavior Disorders  
Program 1 (55 credits)  
Program 2 (36 credits)

Blind and Visually Impaired  
Program 1 (60 credits)  
Program 2 (41 credits)

Deaf and Hard of Hearing  
Program 1 (56-62 credits)  
Program 2 (35-37 credits)

Learning Disorders  
Program 1 (54-56 credits)  
Program 2 (35-37 credits)

Severe and Multiple Disabilities  
(37 credits)

#### **TESOL: MA**

Program 1 (48-53 credits)  
Program 2 (35-40 credits)  
Program 3 (36 credits)

Program 1—for students seeking New York State certification  
Program 2—for students who possess New York State certification prior to admission  
Program 3—for students not seeking New York State certification

## Administration and Supervision/ Advanced Certificate

**Coordinator** Janet Patti, 1026 West Building; 772-4692;  
patti@shiva.hunter.cuny.edu

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.

## Adolescence Education

Graduate programs in adolescence education at Hunter College, through rigorous course work, fieldwork, and student teaching/practicum experiences in New York City schools, prepare prospective teachers to serve as high-quality educators for adolescents in urban schools. More specifically, candidates learn to investigate, orchestrate, modify, implement, and assess academic content and professional knowledge and skills. These efforts are focused on creating safe, supportive, and challenging classrooms for student populations of diverse backgrounds, abilities, and interests.

**Academic Subjects Content Knowledge:** Teacher candidates will learn to integrate in-depth knowledge of their subject area into the design of curricula that reflect state and professional standards.

**Professional Knowledge:** Teacher candidates will link philosophical, historical, political, psychological, and sociological theories of education to the learning of adolescents in their classrooms, including exceptional and English-language learners.

**Skills:** Teacher candidates will learn to adapt curricula and instruction to adolescent students' prior knowledge, interests, literacy levels, abilities, and experiences. Teacher candidates will develop skills in communication; critical and creative thinking; application of technology; self-reflection; and classroom management in order to provide effective instruction for all students.

**Creating Community:** Teacher candidates will familiarize themselves with their students' communities; they will also model, for their students, active and constructive participation in classroom, school, or local problem-solving.

### THE TEACHER EDUCATION PROGRAM IN BIOLOGY

**Educational Sequence Advisor** Gess LeBlanc, 772-4677;  
gleblanc@shiva.hunter.cuny.edu

**Biology Department Advisor** Roger Persell, 772-4106;  
persell@genectr.hunter.cuny.edu

#### Admission Criteria

##### A. Matriculation Requirements for Teacher Education Program in Biology

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. A major of at least 30 credits in biology.
3. A general education core in the liberal arts and sciences to include the following (in addition to a biology major): 6 credits in English, 6 credits in a language other than English, 6 credits in social studies (to include at least one course in U.S. history or geography), 6 credits in the arts, and 6 credits in math/technology.
4. Two professional references to be included with the application for matriculation.
5. An essay to be completed as part of the application for matriculation.

##### B. Admission with Conditions

Applicants who do not meet all the liberal arts and sciences course requirements may be admitted with up to 12 credits of conditions, which can be fulfilled at either the undergraduate or graduate level. These courses will not count toward the minimum number of credits required for the degree.



### C. Admission to Nonmatriculant Status

Applicants who have an overall GPA between 2.5 and 2.79 and meet **all other requirements for matriculation** may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the New York State Teacher Certification Examination, should also be submitted in support of admission.

Students may take no more than 12 credits as nonmatriculants, 9 of which need to be from the adolescence education course offerings (SEDC or SEDF).

### D. Change in Status From Nonmatriculant to Matriculant

Students must reapply for matriculation at the beginning of the semester in which they will complete 12 credits. In order to be matriculated they must meet the standards for the 12-credit benchmarks listed below under "Progress Standards."

E. See the *Biology Department* section of the catalog for additional information on admission and the course of study in biology.

### Progress Standards

Students must maintain an overall GPA of 3.0 throughout the program, as well as a GPA of 3.0 in the teacher education sequence (SEDC and SEDF courses).

#### A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.  
Note: It is recommended that students with two or more INs take an official leave of absence.

4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the coordinator of adolescence education before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on the essay (Test #5) must enroll in a college-directed writing course before being permitted to register for any additional courses.

### B. Student Teaching Benchmarks

All field experiences, student teaching, and practica will take place in New York City schools only.

Any student who receives a grade of C+ or C must apply to the chairperson of the department for permission to reregister for, and redo, that experience, which may be repeated only once. Any student who receives a grade of F may not reregister and will not be allowed to continue in the program.

### Exit Criteria: Culminating Experiences

Students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program. In particular, students will be expected to complete a major research-based project, include artifacts that reflect the theme of that research, and connect all components together through critical reflection.

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisors. Students will arrange for a presentation and final review of their work during the last semester in the program. A performance assessment checklist and rating scale will be implemented to assess the quality of the culminating experiences (portfolio and reflective presentation). See the *School of Education Graduate Handbook in Adolescence Education*, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the *Biology Department* section of the catalog for information about the comprehensive examination in biology.

## Graduate Adolescence Education Course Sequence: Biology

Course/No.	Title	Credits	Prerequisites	Pre-/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3		
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2		
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705, SEDF 710	
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3		
SEDC 713	Methods 1: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science (45 hrs)	3		SEDF 703, SEDF 704
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	
SEDC 724	Methods 2: Intensive Study of Teaching Diverse Learners in Science, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	SEDC 713	SEDC 710, SEDF 705
SEDC 754.01	Student Teaching in Biology, Grades 7-12 (60 days student teaching + 30 hrs seminars, workshops and conferences)  <b>OR</b> <b>ONE OF THE FOLLOWING</b>	5	SEDC 724	SEDF 706
SEDC 764.11	Student Teaching in Biology in Grades 7-9 (30 hrs + 30 days and conferences)	3	SEDC 724	SEDF 706
SEDC 774.11	Practicum in Biology, Grades 7-9 (30 hrs + conferences)	2	SEDC 724	SEDF 706
	<b>PLUS</b> <b>ONE OF THE FOLLOWING</b>			
SEDC 764.21	Student Teaching in Biology in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 724	SEDF 706
SEDC 774.21	Practicum in Biology, Grades 10-12 (30 hrs + conferences)	2	SEDC 724	SEDF 706

## THE TEACHER EDUCATION PROGRAM IN CHEMISTRY

**Educational Sequence Advisor** Gess LeBlanc, 772-4677;  
gleblanc@shiva.hunter.cuny.edu  
**Chemistry Department Advisor** Pamela Mills, 772-5331;  
pam.mills@hunter.cuny.edu

## Admission Criteria

## A. Matriculation Requirements for Teacher Education Program in Chemistry

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. A major of at least 30 credits in chemistry.
3. A general education core in the liberal arts and sciences to include the following (in addition to a chemistry major): 6 credits in English, 6 credits in a language other than English, 6 credits in social studies (to include at least one course in U.S. history or geography), 6 credits in the arts, and 6 credits in math/technology.
4. Two professional references to be included with the application for matriculation.
5. An essay to be completed as part of the application for matriculation.

## B. Admission with Conditions

Applicants who do not meet all the liberal arts and sciences course requirements may be admitted with up to 12 credits of conditions, which can be fulfilled at either the undergraduate or graduate level. These courses will not count toward the minimum number of credits required for the degree.

## C. Admission to Nonmatriculant Status

Applicants who have an overall GPA between 2.5 and 2.79 and **meet all other requirements for matriculation** may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the New York State Teacher Certification Examination, should also be submitted in support of admission.

Students may take no more than 12 credits as nonmatriculants, 9 of which need to be from the adolescence education course offerings (SEDC or SEDF).

## D. Change in Status From Nonmatriculant to Matriculant

Students must reapply for matriculation at the beginning of the semester in which they will complete 12 credits. In order to be matriculated they must meet the standards for the 12-credit benchmarks listed below under "Progress Standards."



E. See the Chemistry Department section of the catalog for additional information on admission and the course of study in chemistry.

### Progress Standards

Students must maintain an overall GPA of 3.0 throughout the program, as well as a GPA of 3.0 in the teacher education sequence (SEDC and SEDF courses).

#### A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.  
**Note:** It is recommended that students with two or more INs take an official leave of absence.
4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the adolescence education coordinator before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on the essay (Test #5) must enroll in a college-directed writing course before being permitted to register for any additional courses.

#### B. Student Teaching Benchmarks

All field experiences, student teaching, and practica will take place in New York City schools only.

Any student who receives a grade of C+ or C must apply to the chairperson of the department for permission to reregister for, and redo, that experience, which may be repeated only once. Any student who receives a grade of F may not reregister and will not be allowed to continue in the program.

#### Exit Criteria: Culminating Experiences

Students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program. In particular, students will be expected to complete a major research-based project, include artifacts that reflect the theme of that research, and connect all components together through critical reflection.

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisors. Students will arrange for a presentation and final review of their work during the last semester in the program. A performance assessment checklist and rating scale will be implemented to assess the quality of the culminating experiences (portfolio and reflective presentation). See the School of Education Graduate Handbook in Adolescence Education, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the Chemistry Department section of the catalog for information about the comprehensive examination in chemistry.

### Graduate Adolescence Education Course Sequence: Chemistry

Course/No.	Title	Credits	Prerequisites	Pre-/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3		
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2		
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705, SEDF 710	
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3		
SEDC 713	Methods 1: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science (45 hrs)	3		SEDF 703, SEDF 704
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	
SEDC 724	Methods 2: Intensive Study of Teaching Diverse Learners in Science, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	SEDC 713	SEDC 710, SEDF 705
SEDC 754.02	Student Teaching in Chemistry, Grades 7-12 (60 days student teaching, + 30 hrs seminars, workshops and conferences)  <b>OR</b> <b><u>ONE OF THE FOLLOWING</u></b>	5	SEDC 724	SEDF 706
SEDC 764.12	Student Teaching in Chemistry in Grades 7-9 (30 hrs + 30 days and conferences)	3	SEDC 724	SEDF 706
SEDC 774.12	Practicum in Chemistry, Grades 7-9 (30 hrs + conferences)  <b>PLUS</b> <b><u>ONE OF THE FOLLOWING</u></b>	2	SEDC 724	SEDF 706
SEDC 764.22	Student Teaching in Chemistry in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 724	SEDF 706
SEDC 774.22	Practicum in Chemistry, Grades 10-12 (30 hrs + conferences)	2	SEDC 724	SEDF 706

## THE TEACHER EDUCATION PROGRAM IN EARTH SCIENCE

**Educational Sequence Advisor** Gess LeBlanc, 772-4677;  
gleblanc@shiva.hunter.cuny.edu

**Geography Department Advisor** Jeffrey Osleeb, 772-5413;  
jpo@geo.hunter.cuny.edu

This program is designed to serve individuals who do not have initial or provisional certification in the teaching of science.

### Admission Criteria

#### A. Matriculation Requirements for Teacher Education Program in Earth Science

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. A major of at least 30 credits in arts or sciences.
3. At least 21 credits in geology, physical geography, earth science, or environmental science, including geographic techniques.
4. A general education core in the liberal arts and sciences to include: 6 credits in English, 6 credits in a language other than English, 6 credits in social studies (to include at least one course in U.S. history or geography), 6 credits in the arts, and 6 credits in math/technology.
5. Two professional references to be included with the application for matriculation.
6. An essay to be completed as part of the application for matriculation.

Meeting these minimum requirements does not guarantee acceptance to the program, which is, based on necessity, on the limitations of space and resources.

#### B. Admission with Conditions

Applicants who do not meet all the liberal arts and sciences course requirements may be admitted with up to 12 credits of conditions, which can be fulfilled at either the undergraduate or graduate level. These courses will not count toward the minimum number of credits required for the degree. These conditions must be fulfilled within the first three semesters. Finally, no student who is missing more than one course (3-4 credits) in the required sciences will be admitted to the program.

#### C. Admission to Nonmatriculant Status

Applicants who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the NYS Teacher Certification Examination, should also be submitted in support of admission.

Students may take no more than 12 credits as nonmatriculants, 9 of which need to be from the adolescence education course offerings (SEDC or SEDF).

#### D. Change in Status From Nonmatriculant to Matriculant

Students must reapply for matriculation at the beginning of the semester in which they will complete 12 credits. In order to be matriculated they must meet the standards for the 12-credit benchmarks listed below under "Progress Standards."

E. See the Geography Department section of the catalog for additional information on admission and the course of study in earth science.

### Progress Standards

Students must maintain an overall GPA of 3.0 throughout the program, as well as a GPA of 3.0 in the teacher education sequence (SEDC and SEDF courses).

#### A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses. Note: It is recommended that students with two or more INs take an official leave of absence.
4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the coordinator of adolescence education before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on the essay (Test #5) must enroll in a college-directed writing course before being permitted to register for any additional courses.

#### B. Student Teaching Benchmarks

All field experiences, student teaching, and practica will take place in New York City schools only.

Any student who receives a grade of C+ or C must apply to the chairperson of the department for permission to reregister for, and redo, that experience, which may be repeated only once. Any student who receives a grade of F may not reregister and will not be allowed to continue in the program.

### Exit Criteria: Culminating Experiences

Students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program. In particular, students will be expected to complete a major research-based project, include artifacts that reflect the theme of that research, and connect all components together through critical reflection.

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisors. Students will arrange for a presentation and final review of their work during the last semester in the program. A performance assessment checklist and rating scale will be implemented to assess the quality of the culminating experiences (portfolio and reflective presentation). See the School of Education Graduate Handbook in Adolescence Education, available in the Office of Educational Services, Room 1000 HW for specific guidelines.

See the Geography Department section of the catalog for information about the comprehensive examination in earth science.

## Graduate Adolescence Education Course Sequence: Earth Science

Course/No.	Title	Credits	Prerequisites	Pre-/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3		
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2		
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705, SEDF 710	
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3		
SEDC 713	Methods 1: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science (45 hrs)	3		SEDF 703, SEDF 704
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	
SEDC 724	Methods 2: Intensive Study of Teaching Diverse Learners in Science, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	SEDC 713	SEDC 710, SEDF 705
SEDC 754.04	Student Teaching in Earth Science, Grades 7-12 (60 days student teaching + 30 hrs seminars, workshops, and conferences)  <b>OR</b> <b>ONE OF THE FOLLOWING</b>	5	SEDC 724	SEDF 706
SEDC 764.14	Student Teaching in Earth Science in Grades 7-9 (30 hrs + 30 days and conferences)	3	SEDC 724	SEDF 706
SEDC 774.14	Practicum in Earth Science, Grades 7-9 (30 hrs + conferences)  <b>PLUS</b> <b>ONE OF THE FOLLOWING</b>	2	SEDC 724	SEDF 706
SEDC 764.24	Student Teaching in Earth Science in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 724	SEDF 706
SEDC 774.24	Practicum in Earth Science, Grades 10-12 (30 hrs + conferences)	2	SEDC 724	SEDF 706

## THE TEACHER EDUCATION PROGRAM IN ENGLISH

**Educational Sequence Advisor** Gess LeBlanc, 772-4677;  
gleblanc@shiva.hunter.cuny.edu

**English Department Advisor** Sylvia Tomasch, 772-5079;  
stomasch@shiva.hunter.cuny.edu

## Admission Criteria

## A. Matriculation Requirements for Teacher Education Program in English

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. A major of at least 30 credits in English.
3. A general education core in the liberal arts and sciences to include the following (in addition to an English major): 6 credits in a language other than English, 6 credits in social studies (to include at least one course in U.S. history or geography), 6 credits in the arts, and 12 credits in math/science/technology.
4. Two professional references to be included with the application for matriculation.
5. An essay to be completed as part of the application for matriculation.

## B. Admission with Conditions

Applicants who do not meet all the liberal arts and sciences course requirements may be admitted with up to 12 credits of conditions, which can be fulfilled at either the undergraduate or graduate level.

These courses will not count toward the minimum number of credits required for the degree.

## C. Admission to Nonmatriculant Status

Applicants who have an overall GPA between 2.5 and 2.79 and **meet all other requirements for matriculation** may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the New York State Teacher Certification Examination, should also be submitted in support of admission.

Students may take no more than 12 credits as nonmatriculants, 9 of which need to be from the adolescence education course offerings (SEDC or SEDF).

## D. Change in Status from Nonmatriculant to Matriculant

Students must reapply for matriculation at the beginning of the semester in which they will complete 12 credits. In order to be matriculated they must meet the standards for the 12-credit benchmarks listed below under "Progress Standards."

E. See the English Department section of the catalog for additional information on admission and the course of study in English.

## Progress Standards

Students must maintain an overall GPA of 3.0 throughout the program, as well as a GPA of 3.0 in the teacher education sequence (SEDC and SEDF courses).

### A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses. Note: It is recommended that students with two or more INs take an official leave of absence.
4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the adolescence education coordinator before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on the essay (Test #5) must enroll in a college-directed writing course before being permitted to register for any additional courses.

### B. Student Teaching Benchmarks

All field experiences, student teaching, and practica will take place in New York City schools only.

Any student who receives a grade of C+ or C must apply to the chairperson of the department for permission to reregister for, and redo, that experience, which may be repeated only once. Any student who receives a grade of F may not reregister and will not be allowed to continue in the program.

## Exit Criteria: Culminating Experiences

Students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program. In particular, students will be expected to complete a major research-based project, include artifacts that reflect the theme of that research, and connect all components together through critical reflection.

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisors. Students will arrange for a presentation and final review of their work during the last semester in the program. A performance assessment checklist and rating scale will be implemented to assess the quality of the culminating experiences (portfolio and reflective presentation). See the School of Education Graduate Handbook in Adolescence Education, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the English Department section of the catalog for information about the comprehensive examination in English.

## Graduate Adolescence Education Course Sequence: English

Course/No.	Title	Credits	Prerequisites	Pre-/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3		
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2		
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705, SEDF 710	
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3		
SEDC 711	Advanced Study of Young Adult Literature in Our Diverse Society (45 hrs)	3		SEDF 703, SEDF 704
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	
SEDC 721	Advanced Study of Teaching English Methods to a Diverse Population in Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	SEDC 711	SEDC 710, SEDF 705
SEDC 751	Student Teaching in English, Grades 7-12 (60 days student teaching + 30 hrs seminar, + workshops and conferences)	5	SEDC 721	SEDF 706
	<b>OR</b>			
	<u>ONE OF THE FOLLOWING</u>			
SEDC 761.10	Student Teaching in English in Grades 7-9 (30 hrs + 30 days and conferences)	3	SEDC 721	SEDF 706
SEDC 771.10	Practicum in English, Grades 7-9 (30 hrs + conferences)	2	SEDC 721	SEDF 706
	<b>PLUS</b>			
	<u>ONE OF THE FOLLOWING</u>			
SEDC 761.20	Student Teaching in English in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 721	SEDF 706
SEDC 771.20	Practicum in English, Grades 10-12 (30 hrs + conferences)	2	SEDC 721	SEDF 706

## THE TEACHER EDUCATION PROGRAM IN LANGUAGES OTHER THAN ENGLISH (FRENCH)

**Educational Sequence Advisor** Gess LeBlanc, 772-4677;  
gleblanc@shiva.hunter.cuny.edu

**French Department Advisor** Marlene Barsoum, 650-3511;  
mbarsoum@shiva.hunter.cuny.com

### Admission Criteria

#### A. Matriculation Requirements for Teacher Education Program in Languages Other Than English (French)

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. A major of at least 30 credits in French.
3. A general education core in the liberal arts and sciences to include the following (in addition to a French major): 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or geography), 6 credits in the arts, and 12 credits in math/science/technology.
4. Two professional references to be included with the application for matriculation.
5. An essay to be completed as part of the application for matriculation.

#### B. Admission with Conditions

Applicants who do not meet all the liberal arts and sciences course requirements may be admitted with up to 12 credits of conditions, which can be fulfilled at either the undergraduate or graduate level. These courses will not count toward the minimum number of credits required for the degree.

#### C. Admission to Nonmatriculant Status

Applicants who have an overall GPA between 2.5 and 2.79 and **meet all other requirements for matriculation** may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the New York State Teacher Certification Examination, should also be submitted in support of admission.

Students may take no more than 12 credits as nonmatriculants, 9 of which need to be from the adolescence education course offerings (SEDC or SEDF).

#### D. Change in Status from Nonmatriculant to Matriculant

Students must reapply for matriculation at the beginning of the semester in which they will complete 12 credits. In order to be matriculated they must meet the standards for the 12-credit benchmarks listed below under "Progress Standards."

*E. See the Romance Languages Department section of the catalog for additional information on admission and the course of study in Languages Other Than English (French).*

### Progress Standards

Students must maintain an overall GPA of 3.0 throughout the program, as well as a GPA of 3.0 in the teacher education sequence (SEDC and SEDF courses).

#### A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.  
**Note:** It is recommended that students with two or more INs take an official leave of absence.
4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the adolescence education coordinator before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on the essay (Test #5) must enroll in a college-directed writing course before being permitted to register for any additional courses.

#### B. Student Teaching Benchmarks

All field experiences, student teaching, and practica will take place in New York City schools only.

Any student who receives a grade of C+ or C must apply to the chairperson of the department for permission to reregister for, and redo, that experience, which may be repeated only once. Any student who receives a grade of F may not reregister and will not be allowed to continue in the program.

### Exit Criteria: Culminating Experiences

Students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program. In particular, students will be expected to complete a major research-based project, include artifacts that reflect the theme of that research, and connect all components together through critical reflection.

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisors. Students will arrange for a presentation and final review of their work during the last semester in the program. A performance assessment checklist and rating scale will be implemented to assess the quality of the culminating experiences (portfolio and reflective presentation). See the School of Education Graduate Handbook in Adolescence Education, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

**See the Romance Languages Department section of the catalog for information about the comprehensive examination in French.**



**Graduate Adolescence Education Course Sequence: Languages Other Than English (French)**

Course/No.	Title	Credits	Prerequisites	Pre-/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3		
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2		
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705, SEDF 710	
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3		
SEDC 712	Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7-12 (45 hrs)	3		SEDF 703, SEDF 704
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	
SEDC 722	Methods 2: Intensive Study of Teaching Diverse Learners in Languages Other than English (30 hrs + 36 hrs fieldwork)	2	SEDC 712	SEDC 710, SEDF 705
SEDC 752.01	Student Teaching in French, Grades 7-12 (60 days, 30 hrs seminar, + workshops and conferences)	5	SEDC 722	SEDF 706
	<b>OR</b>			
	<u>ONE OF THE FOLLOWING</u>			
SEDC 762.11	Student Teaching in French in Grades 7-9 (30 hrs + 30 days and conferences)	3	SEDC 722	SEDF 706
SEDC 772.11	Practicum in French, Grades 7-9 (30 hrs + conferences)	2	SEDC 722	SEDF 706
	<b>PLUS</b>			
	<u>ONE OF THE FOLLOWING</u>			
SEDC 762.21	Student Teaching in French in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 722	SEDF 706
SEDC 772.21	Practicum in French, Grades 10-12 (30 hrs + conferences)	2	SEDC 722	SEDF 706

**THE TEACHER EDUCATION PROGRAM IN LANGUAGES OTHER THAN ENGLISH (ITALIAN)**

**Educational Sequence Advisor** Gess LeBlanc, 772-4677;  
gleblanc@shiva.hunter.cuny.edu

**Italian Department Advisor** Giuseppe DiScipio, 772-5109;  
gdiscipi@shiva.hunter.cuny.edu

**Admission Criteria**

**A. Matriculation Requirements for Teacher Education Programs in Languages Other Than English (Italian)**

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. A major of at least 30 credits in Italian.
3. A general education core in the liberal arts and sciences to include the following (in addition to an Italian major): 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or geography), 6 credits in the arts, and 12 credits in math/science/technology.
4. Two professional references to be included with the application for matriculation.
5. An essay to be completed as part of the application for matriculation.

**B. Admission with Conditions**

Applicants who do not meet all the liberal arts and sciences course requirements may be admitted with up to 12 credits of conditions,

which can be fulfilled at either the undergraduate or graduate level. These courses will not count toward the minimum number of credits required for the degree.

**C. Admission to Nonmatriculant Status**

Applicants who have an overall GPA between 2.5 and 2.79 and **meet all other requirements for matriculation** may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the NYS Teacher Certification Examination, should also be submitted in support of admission.

Students may take no more than 12 credits as nonmatriculants, 9 of which need to be from the adolescence education course offerings (SEDC or SEDF).

**D. Change in Status From Nonmatriculant to Matriculant**

Students must reapply for matriculation at the beginning of the semester in which they will complete 12 credits. In order to be matriculated they must meet the standards for the 12-credit benchmarks listed below under "Progress Standards."

**E. See the Romance Languages Department section of the catalog for additional information on admission and the course of study in Languages Other Than English (Italian).**

### Progress Standards

Students must maintain an overall GPA of 3.0 throughout the program, as well as a GPA of 3.0 in the teacher education sequence (SEDC and SEDF courses).

#### A. 12-Credit Benchmark for all Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses. Note: It is recommended that students with two or more INs take an official leave of absence.
4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the adolescence education coordinator before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on the essay (Test #5) must enroll in a college-directed writing course before being permitted to register for any additional courses.

#### B. Student Teaching Benchmarks

All field experiences, student teaching, and practica will take place in New York City schools only.

Any student who receives a grade of C+ or C must apply to the chairperson of the department for permission to reregister for, and redo, that experience, which may be repeated only once. Any student who receives a grade of F may not reregister and will not be allowed to continue in the program.

#### Exit Criteria: Culminating Experiences

Students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program. In particular, students will be expected to complete a major research-based project, include artifacts that reflect the theme of that research, and connect all components together through critical reflection.

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisors. Students will arrange for a presentation and final review of their work during the last semester in the program. A performance assessment checklist and rating scale will be implemented to assess the quality of the culminating experiences (portfolio and reflective presentation). See the School of Education Graduate Handbook in Adolescence Education, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the Romance Languages Department section of the catalog for information about the comprehensive examination in Italian.

### Graduate Adolescence Education Course Sequence: Languages Other Than English (Italian)

Course/No.	Title	Credits	Prerequisites	Pre-/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3		
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2		
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705, SEDC 710	
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3		
SEDC 712	Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7-12 (45 hrs)	3		SEDF 703, SEDF 704
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	
SEDC 722	Methods 2: Intensive Study of Teaching Diverse Learners in Languages Other than English (30 hrs + 36 hrs fieldwork)	2	SEDC 712	SEDC 710, SEDF 705
SEDC 752.02	Student Teaching in Italian, Grades 7-12 (60 days, 30 hrs seminar, + workshops and conferences)  <b>OR</b> <b>ONE OF THE FOLLOWING</b>	5	SEDC 722	SEDF 706
SEDC 762.12	Student Teaching in Italian in Grades 7-9 (30 hrs + 30 days and conferences)	3	SEDC 722	SEDF 706
SEDC 772.12	Practicum in Italian, Grades 7-9 (30 hrs + conferences)  <b>PLUS</b> <b>ONE OF THE FOLLOWING</b>	2	SEDC 722	SEDF 706
SEDC 762.22	Student Teaching in Italian in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 722	SEDF 706
SEDC 772.22	Practicum in Italian, Grades 10-12 (30 hrs + conferences)	2	SEDC 722	SEDF 706

## THE TEACHER EDUCATION PROGRAM IN LATIN (GRADES 7-12)

**Educational Sequence Advisor** Gess LeBlanc, 772-4677;

gleblanc@shiva.hunter.cuny.edu

**Classical and Oriental Studies Department Advisor** Ronnie Ancona,  
1401 West Building; 772-4960; rancona@shiva.hunter.cuny.edu

This program is offered with the Classical and Oriental Studies Department. The applicant must be admitted by both the School of Education and the Classical and Oriental Studies Department.

The MA program in the teaching of Latin is designed for students who have majored in Latin on the undergraduate level and want to pursue a teaching career in adolescence education, and for teachers certified in another area who wish to gain certification in Latin. This program is not for individuals with initial or provisional certification in Latin.

### Admission Criteria

#### A. Matriculation Requirements for Teacher Education Program in Latin

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. An index of at least 3.0 in an undergraduate major or the equivalent in Latin or classics.
3. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 6 credits in the arts, 6 credits in social studies (to include at least one course in U.S. history and geography), and 12 credits in math/science/technology.
4. Two professional references to be included with the application for matriculation.
5. An essay to be completed as part of the application for matriculation.
6. A personal interview.

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.

#### B. Admission with Conditions

Applicants who do not meet all the liberal arts and sciences requirements may be admitted with up to 12 credits of conditions, which can be fulfilled at either the undergraduate or graduate level. These courses will not count toward the minimum number of credits required for the degree.

#### C. Admission to Nonmatriculant Status

Applicants who have an overall GPA between 2.5 and 2.79 and **meet all other requirements for matriculation** may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the New York State Teacher Certification Examination, should also be submitted in support of admission.

Students may take no more than 12 credits as nonmatriculants, 9 of which need to be from the adolescence education course offerings (SEDC or SEDF).

#### D. Change in Status from Nonmatriculant to Matriculant

Students must reapply for matriculation at the beginning of the semester in which they will complete 12 credits. In order to be matriculated they must meet the standards for the 12-credit benchmarks listed below under "Progress Standards."

*E. See the Classics section of this catalog for additional information on admission and the course of study in Latin.*

### Progress Standards

Students must maintain an overall GPA of 3.0 throughout the program, as well as a GPA of 3.0 in the teacher education sequence (SEDC and SEDF courses).

#### A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.  
**Note:** It is recommended that students with two or more INs take an official leave of absence.

4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the adolescence education coordinator before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on the essay (Test #5) must enroll in a college-directed writing course before being permitted to register for any additional courses.

#### B. Student Teaching Benchmarks

Field experiences and student teaching will take place in New York City schools selected by Hunter College.

Any student who receives a grade of C+ or C must apply to the chairperson of the department for permission to reregister for, and redo, that experience, which may be repeated only once. Any student who receives a grade of F may not reregister and will not be allowed to continue in the program.

### Exit Criteria: Culminating Experiences

At the completion of all course work, candidates are required to take comprehensive examinations in Latin translation, Latin grammar, and classical culture. See the Classics section of this catalog for further information about these examinations.

Students will also develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisors. Students will arrange for a presentation and final review of their work during the last semester in the program. A performance assessment checklist and rating scale will be implemented to assess the quality of the culminating experiences (portfolio and reflective presentation). See the School of Education Graduate Handbook in Adolescence Education, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

**See the Classics section of the catalog for additional information about admission, the course of study in Latin, and the comprehensive examinations in Latin.**

**Graduate Adolescence Education Course Sequence: Latin\***  
(for students without initial or provisional certification in Latin)

Course/No.	Title	Credits	Prerequisites	Pre-/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3		
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2		
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705, SEDF 710	
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3		
LATED 712	Methods 1: Classroom Organization, Management, and Assessment of Instruction in Latin (45 hrs)	3		SEDF 703, SEDC 704
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	
LATED 713	Methods 2: Teaching for Diverse Learners in Latin (30 hrs + 36 hrs fieldwork)	2	LATED 712, SEDF 703	SEDF 705
LATED 731	Student Teaching in Latin, Grades 7-12 (60 days, 30 hrs seminar, + workshops and conferences)	5	LATED 713	SEDF 706, SEDC 720
	<b>OR</b>			
	<u>ONE OF THE FOLLOWING</u>			
LATED 751.10	Student Teaching in Latin in Grades 7-9 (30 hrs + 30 days and conferences)	3	LATED 713	SEDF 706, SEDC 720
LATED 741.10	Practicum in Latin, Grades 7-9 (30 hrs + conferences)	2	LATED 713	SEDF 706, SEDC 720
	<b>PLUS</b>			
	<u>ONE OF THE FOLLOWING</u>			
LATED 751.20	Student Teaching in Latin in Grades 10-12 (30 hrs + 30 days and conferences)	3	LATED 713	SEDF 706, SEDC 720
LATED 741.20	Practicum in Latin, Grades 10-12 (30 hrs + conferences)	2	LATED 713	SEDF 706, SEDC 720

Students who enter with initial or provisional certification in adolescence education in a language other than English will be required to take LATED 712, LATED 713, and either LATED 731 or two of the other student teaching/practicum courses that cover grades 7-9 and 10-12 (9-11 credits). Based on a transcript review by the School of Education, such students may be required to complete additional courses in the pedagogical sequence as well. The minimum number of credits for the degree for students who enter with certification in adolescence education is 39 credits.

\* Students may be exempted from up to 6 credits based on prior equivalent course work.

### THE TEACHER EDUCATION PROGRAM IN 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 37- to 39-credit MA program designed for individuals who completed an undergraduate major in mathematics but have little or no background in teacher education. Track II is a 35½- to 37-credit MA program designed for individuals who have certification in an area other than mathematics and are currently teaching mathematics in grades 7-12. A BA/MA program of at least 141 credits is also offered; this program is described in the undergraduate catalog.

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**Mathematics Department Advisor** Edward Binkowski, 772-4715;  
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### Admission Criteria

#### A. Matriculation Requirements

##### Track I: 37- to 39-Credit MA in Teaching

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. 24 or more credits in mathematics approved by the graduate mathematics advisor, including a course in elementary statistics, a year of calculus and a course in matrix algebra or linear algebra. Applicants may be admitted on the condition that they complete up to 12 credits of additional course work in mathematics. A transcript review will determine which additional credits, if any, are needed.
3. An average of at least 2.7 in mathematics courses.
4. A general education core in the liberal arts and sciences to include the following in addition to math: 6 credits in English, 6 credits in a language other than English, 6 credits in social studies (to include at least one course in U.S. history or geography), 6 credits in science/technology, 6 credits in the arts.

## Track II: 35½- to 37-Credit MA in Teaching

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. At least 18 credits in mathematics approved by the graduate mathematics advisor, including a course in elementary statistics, a year of calculus and a course in matrix algebra or linear algebra. Applicants may be admitted on the condition that they complete up to 12 credits of additional course work in mathematics. A transcript review will determine which additional credits, if any, are needed.
3. An average of at least 2.7 in mathematics courses.
4. New York State initial or provisional teacher certification in an area other than mathematics and assignment as a teacher of mathematics in grades 7-12.

### B. Admission with Conditions

Applicants who do not meet all the liberal arts and sciences course requirements may be admitted with up to 12 credits of conditions, which can be fulfilled at either the undergraduate or graduate level. These courses will not count toward the minimum number of credits required for the degree.

### C. Admission to Nonmatriculant Status

Applicants who have an overall GPA between 2.5 and 2.79 and meet **all other requirements for matriculation** may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants to Track I will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the New York State Teacher Certification Examination, should also be submitted in support of admission to Track I.

Students may take no more than 12 credits as nonmatriculants, 9 of which need to be from the adolescence education course offerings (SEDC or SEDF).

### D. Change in Status From Nonmatriculant to Matriculant

Students must reapply for matriculation at the beginning of the semester in which they will complete 12 credits. In order to be matriculated they must meet the standards for the 12-credit benchmarks listed below under "Progress Standards."

E. See the Mathematics Department section of the catalog for additional information on the course of study in mathematics.

## Progress Standards

Students must maintain an overall GPA of 3.0 throughout the program, as well as a GPA of 3.0 in the teacher education sequence (SEDC and SEDF courses).

### A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.  
**Note:** It is recommended that students with two or more INs take an official leave of absence.

4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the adolescence education coordinator before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on the essay (Test #5) must enroll in a college-directed writing course before being permitted to register for any additional courses.

### B. Student Teaching Benchmarks

All field experiences, student teaching, and practica will take place in New York City schools only.

Any student who receives a grade of C+ or C must apply to the chairperson of the department for permission to reregister for, and redo, that experience, which may be repeated only once. Any student who receives a grade of F may not reregister and will not be allowed to continue in the program.

## Exit Criteria: Culminating Experiences

Students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program. In particular, students will be expected to complete a major research-based project, include artifacts that reflect the theme of that research, and connect all components together through critical reflection.

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisors. Students will arrange for a presentation and final review of their work during the last semester in the program. A performance assessment checklist and rating scale will be implemented to assess the quality of the culminating experiences (portfolio and reflective presentation). See the School of Education Graduate Handbook in Adolescence Education, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the Mathematics Department section of the catalog for information about the comprehensive examination in mathematics.



### Graduate Adolescence Education Course Sequence: Mathematics Track I

Course/No.	Title	Credits	Prerequisites	Pre-/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3		
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	SEDF 704	
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 705, SEDF 710	
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2		
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3		SEDF 703, SEDF 704
SEDC 713	Methods 1: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science (45 hrs)	3		
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	
SEDC 723	Methods 2: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	SEDC 713	SEDC 710, SEDF 705
SEDC 753	Student Teaching in Mathematics, Grades 7-12 (60 days, 30 hrs seminar, + workshops, and conferences)	5	SEDC 723	SEDF 706
	<b>OR</b>			
	<u>ONE OF THE FOLLOWING</u>			
SEDC 763.10	Student Teaching in Mathematics in Grades 7-9 (30 hrs + 30 days and conferences)	3	SEDC 723	SEDF 706
SEDC 773.10	Practicum in Mathematics, Grades 7-9 (30 hrs + conferences)	2	SEDC 723	SEDF 706
	<b>PLUS</b>			
	<u>ONE OF THE FOLLOWING</u>			
SEDC 763.20	Student Teaching in Mathematics in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 723	SEDF 706
SEDC 773.20	Practicum in Mathematics, Grades 10-12 (30 hrs + conferences)	2	SEDC 723	SEDF 706

### Graduate Adolescence Education Course Sequence: Mathematics Track II

**Note:** The course sequence listed below is minimal. A transcript review will determine which, if any, additional courses from the full pedagogical sequence (see Track I) will be required.

Course/No.	Title	Credits	Prerequisites	Pre-/Coreq
SEDC 713	Methods 1: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science (45 hrs)	3		SEDF 703, SEDF 704
SEDC 723	Methods 2: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	SEDC 713	SEDC 710, SEDF 705
SEDC 763.10	<u>ONE OF THE FOLLOWING</u>	3	SEDC 723	SEDF 706
SEDC 773.10	Student Teaching in Mathematics in Grades 7-9 (30 hrs + 30 days and conferences)	2	SEDC 723	SEDF 706
	Practicum in Mathematics, Grades 7-9 (30 hrs + conferences)			
	<b>PLUS</b>			
	<u>ONE OF THE FOLLOWING</u>			
SEDC 763.20	Student Teaching in Mathematics in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 723	SEDF 706
SEDC 773.20	Practicum in Mathematics, Grades 10-12 (30 hrs + conferences)	2	SEDC 723	SEDF 706

## THE TEACHER EDUCATION PROGRAM IN MUSIC

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**Music Department Advisor** Poundie Burstein, 772-5152;  
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### Admission Criteria

#### *A. Matriculation Requirements for Teacher Education Program in Music*

Applicants must be admitted by both the School of Education and the Music Department.

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. A major in music.
3. A general education core in the liberal arts and sciences to include the following (in addition to music): 6 credits in English, 6 credits in a language other than English, 6 credits in social studies (with at least one course in U.S. history or geography), and 12 credits in math/science/technology.
4. Two professional references to be included with the application for matriculation.
5. An essay to be completed as part of the application for matriculation.

#### *B. Admission with Conditions*

Applicants who do not meet all the liberal arts and sciences course requirements may be admitted with up to 12 credits of conditions, which can be fulfilled at either the undergraduate or graduate level. These courses will not count toward the minimum number of credits required for the degree.

#### *C. Admission to Nonmatriculant Status*

Applicants who have an overall GPA between 2.5 and 2.79 and **meet all other requirements for matriculation** may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the New York State Teacher Certification Examination, should also be submitted in support of admission.

Students may take no more than 12 credits as nonmatriculants, 9 of which need to be from the adolescence education course offerings (SEDC or SEDF).

#### *D. Change in Status from Nonmatriculant to Matriculant*

Students must reapply for matriculation at the beginning of the semester in which they will complete 12 credits. In order to be matriculated they must meet the standards for the 12-credit benchmarks listed below under "Progress Standards."

*E. See the Music Department section of the catalog for additional information on admission and the course of study in Music.*

### Progress Standards

Students must maintain an overall GPA of 3.0 throughout the program, as well as a GPA of 3.0 in the teacher education sequence (SEDC and SEDF courses).

#### *A. 12-Credit Benchmark for all Students*

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses. Note: It is recommended that students with 2 or more INs take an official leave of absence.
4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the adolescence education coordinator before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on the essay (Test #5) must enroll in a college-directed writing course before being permitted to register for any additional courses.

#### *B. Student Teaching Benchmarks*

All field experiences, student teaching, and practica will take place in New York City schools only.

Any student who receives a grade of C+ or C must apply to the chairperson of the department for permission to reregister for and redo that experience, which may be repeated only once. Any student who receives a grade of F may not reregister and will not be allowed to continue in the program.

### Exit Criteria: Culminating Experiences

Students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program. In particular, students will be expected to complete a major research-based project, include artifacts that reflect the theme of that research, and connect all components together through critical reflection.

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisors. Students will arrange for a presentation and final review of their work during the last semester in the program. A performance assessment checklist and rating scale will be implemented to assess the quality of the culminating experiences (portfolio and reflective presentation). See the School of Education Graduate Handbook in Adolescence Education, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

**See the Music Department section of the catalog for information about the comprehensive examination.**

## Graduate Adolescence Education Course Sequence: Music

Course/No.	Title	Credits	Prerequisites	Pre-/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3		
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2		
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705, SEDF 710	
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3		
MUSED 677	Methods of Teaching Instrumental Music in Grades Pre-K-12 (45 hrs + 18 hrs fieldwork)	2		SEDF 703, SEDC 704
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	
MUSED 678	Methods of Teaching Vocal and General Music in Grades Pre-K-12 (45 hrs + 18 hrs fieldwork)	2	MUSED 677	SEDC 710, SEDF 705
SEDC 756	Student Teaching in Music, Pre-K-12 (60 days + 30 hrs seminar, + workshops and conferences)  <b>OR</b> <b>ONE OF THE FOLLOWING</b>	5	MUSED 678	SEDF 706
SEDC 766.10	Student Teaching in Music in Grades Pre-K-6 (30 hrs + 30 days and conferences)	3	MUSED 678	SEDF 706
SEDC 776.10	Practicum in Music, Grades Pre-K-6 (30 hrs + conferences)	2	MUSED 678	SEDF 706
	<b>PLUS</b> <b>ONE OF THE FOLLOWING</b>			
SEDC 766.20	Student Teaching in Music in Grades 7-12 (30 hrs + 30 days and conferences)	3	MUSED 678	SEDF 706
SEDC 776.20	Practicum in Music, Grades 7-12 (30 hrs + conferences)	2	MUSED 678	SEDF 706

## THE TEACHER EDUCATION PROGRAM IN PHYSICS

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Physics Department Advisor Rodney Varley, 772-5252;  
rvarley@shiva.hunter.cuny.edu

## Admission Criteria

## A. Matriculation Requirements for Teacher Education Program in Physics

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. A major of at least 30 credits in physics.
3. A general education core in the liberal arts and sciences to include the following (in addition to a physics major): 6 credits in English, 6 credits in a language other than English, 6 credits in social studies (to include at least one course in U.S. history or geography), 6 credits in the arts, and 6 credits in math/technology.
4. Two professional references to be included with the application for matriculation.
5. An essay to be completed as part of the application for matriculation.

## B. Admission with Conditions

Applicants who do not meet all the liberal arts and sciences course requirements may be admitted with up to 12 credits of conditions, which can be fulfilled at either undergraduate or graduate level. These courses will not count toward the minimum number of credits required for the degree.

## C. Admission to Nonmatriculant Status

Applicants who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the New York State Teacher Certification Examination, should also be submitted in support of admission.

Students may take no more than 12 credits as nonmatriculants, 9 of which need to be from the adolescence education course offerings (SEDC or SEDF).

## D. Change in Status From Nonmatriculant to Matriculant

Students must reapply for matriculation at the beginning of the semester in which they will complete 12 credits. In order to be matriculated they must meet the standards for the 12-credit benchmarks listed below under "Progress Standards."

E. See the Physics Department section of the catalog for additional information on admission and the course of study in physics.

### Progress Standards

Students must maintain an overall GPA of 3.0 throughout the program, as well as a GPA of 3.0 in the teacher education sequence (SEDC and SEDF courses).

#### A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.  
**Note:** It is recommended that students with two or more INs take an official leave of absence.
4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the adolescence education coordinator before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on the essay (Test #5) must enroll in a college-directed writing course before being permitted to register for any additional courses.

#### B. Student Teaching Benchmarks

All field experiences, student teaching, and practica will take place in New York City schools only.

Any student who receives a grade of C+ or C must apply to the chairperson of the department for permission to reregister for, and redo, that experience, which may be repeated only once. Any student who receives a grade of F may not reregister and will not be allowed to continue in the program.

#### Exit Criteria: Culminating Experiences

Students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program. In particular, students will be expected to complete a major research-based project, include artifacts that reflect the theme of that research, and connect all components together through critical reflection.

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisors. Students will arrange for a presentation and final review of their work during the last semester in the program. A performance assessment checklist and rating scale will be implemented to assess the quality of the culminating experiences (portfolio and reflective presentation). See the School of Education Graduate Handbook in Adolescence Education, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the Physics Department section of the catalog for information about the comprehensive examination in physics.

### Graduate Adolescence Education Course Sequence: Physics

Course/No.	Title	Credits	Prerequisites	Pre-/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3		
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2		
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705, SEDC 710	
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3		SEDF 703, SEDF 704
SEDC 713	Methods 1: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science (45 hrs)	3		
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	
SEDC 724	Methods 2: Intensive Study of Teaching Diverse Learners in Science, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	SEDC 713	SEDC 710, SEDF 705
SEDC 754.03	Student Teaching in Physics, Grades 7-12 (60 days student teaching + 30 hrs seminars, workshops and conferences) <b>OR</b> <b>ONE OF THE FOLLOWING</b>	5	SEDC 724	SEDF 706
SEDC 764.13	Student Teaching in Physics in Grades 7-9 (30 hrs + 30 days and conferences)	3		
SEDC 774.13	Practicum in Physics, Grades 7-9 (30 hrs + conferences) <b>PLUS</b> <b>ONE OF THE FOLLOWING</b>	2	SEDC 724 SEDC 724	SEDF 706 SEDF 706
SEDC 764.23	Student Teaching in Physics in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 724	SEDF 706
SEDC 774.23	Practicum in Physics, Grades 10-12 (30 hrs + conferences)	2	SEDC 724	SEDF 706

## THE TEACHER EDUCATION PROGRAM IN SOCIAL STUDIES

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**History Department Advisor** Barbara Welter, 772-5487;  
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### Admission Criteria

#### A. Matriculation Requirements for Teacher Education Program in Social Studies

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. A major of at least 30 credits in one of the areas of social studies, including at least 12 credits in history with a GPA of 3.0, 3 credits in geography, 3 credits in political science, and 3 credits in economics. The course work in history must include at least one course in each of the following areas: U.S. history, European history, and world or non-Western history.
3. A general education core in the liberal arts and sciences to include the following (in addition to social studies): 6 credits in English, 6 credits in a language other than English, 6 credits in the arts, and 12 credits in math/science/technology.
4. Two professional references to be included with the application for matriculation.
5. An essay to be completed as part of the application for matriculation.

#### B. Admission with Conditions

Applicants who do not meet all the liberal arts and sciences course requirements may be admitted with up to 12 credits of conditions, which can be fulfilled at either the undergraduate or graduate level. These courses will not count toward the minimum number of credits required for the degree.

#### C. Admission to Nonmatriculant Status

Applicants who have an overall GPA between 2.5 and 2.79 and meet all other requirements for matriculation may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the New York State Teacher Certification Examination, should also be submitted in support of admission.

Students may take no more than 12 credits as nonmatriculants, 9 of which need to be from the adolescence education course offerings (SEDC or SEDF).

#### D. Change in Status From Nonmatriculant to Matriculant

Students must reapply for matriculation at the beginning of the semester in which they will complete 12 credits. In order to be matriculated they must meet the standards for the 12-credit benchmarks listed below under "Progress Standards."

E. See the History Department section of the catalog for additional information on admission and the course of study in social studies.

### Progress Standards

Students must maintain an overall GPA of 3.0 throughout the program, as well as a GPA of 3.0 in the teacher education sequence (SEDC and SEDF courses).

#### A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.  
**Note:** It is recommended that students with two or more INs take an official leave of absence.

4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the adolescence education coordinator before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on the essay (Test #5) must enroll in a college-directed writing course before being permitted to register for any additional courses.

#### B. Student Teaching Benchmarks

All field experiences, student teaching, and practica will take place in New York City schools only.

Any student who receives a grade of C+ or C must apply to the chairperson of the department for permission to reregister for, and redo, that experience, which may be repeated only once. Any student who receives a grade of F may not reregister and will not be allowed to continue in the program.

### Exit Criteria: Culminating Experiences

Students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program. In particular, students will be expected to complete a major research-based project, include artifacts that reflect the theme of that research, and connect all components together through critical reflection.

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisors. Students will arrange for a presentation and final review of their work during the last semester in the program. A performance assessment checklist and rating scale will be implemented to assess the quality of the culminating experiences (portfolio and reflective presentation). See the School of Education Graduate Handbook in Adolescence Education, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

See the History Department section of the catalog for information about the comprehensive examination in history.



**Graduate Adolescence Education Course Sequence: Social Studies**

Course/No.	Title	Credits	Prerequisites	Pre-/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3		
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2		
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705, SEDC 710	
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3		
SEDC 715	Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Social Studies, Grades 7-12 (45 hrs)	3		SEDF 703, SEDF 704
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	
SEDC 725	Methods 2: Intensive Study of Teaching Diverse Learners in Social Studies, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2	SEDC 715	SEDC 710, SEDF 705
SEDC 755	Student Teaching in Social Studies, Grades 7-12 (60 days, 30 hrs seminar, + workshops and conferences)  <b>OR</b> <b>ONE OF THE FOLLOWING</b>	5	SEDC 725	SEDF 706
SEDC 765.10	Student Teaching in Social Studies in Grades 7-9 (30 hrs + 30 days and conferences)	3	SEDC 725	SEDF 706
SEDC 775.10	Practicum in Social Studies, Grades 7-9 (30 hrs + conferences)	2	SEDC 725	SEDF 706
	<b>PLUS</b> <b>ONE OF THE FOLLOWING</b>			
SEDC 765.20	Student Teaching in Social Studies in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 725	SEDF 706
SEDC 775.20	Practicum in Social Studies, Grades 10-12 (30 hrs + conferences)	2	SEDC 725	SEDF 706

**THE TEACHER EDUCATION PROGRAM IN LANGUAGES OTHER THAN ENGLISH (SPANISH)**

**Educational Sequence Advisor** Gess LeBlanc, 772-4677;  
gleblanc@shiva.hunter.cuny.edu  
**Spanish Department Advisor** Carlos Hortas, 772-6108;  
chortas@shiva.hunter.cuny.edu

**Admission Criteria**

**A. Matriculation Requirements for Teacher Education Program in Languages Other Than English (Spanish)**

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8.
2. A major of at least 30 credits in Spanish.
3. A general education core in the liberal arts and sciences to include the following (in addition to a Spanish major): 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or geography), 6 credits in the arts, and 12 credits in math/science/technology.
4. Two professional references to be included with the application for matriculation.
5. An essay to be completed as part of the application for matriculation.

**B. Admission with Conditions**

Applicants who do not meet all the liberal arts and sciences course requirements may be admitted with up to 12 credits of conditions,

which can be fulfilled at either the undergraduate or graduate level. These courses will not count toward the minimum number of credits required for the degree.

**C. Admission to Nonmatriculant Status**

Applicants who have an overall GPA between 2.5 and 2.79 and **meet all other requirements for matriculation** may be considered for admission to nonmatriculant status. Only students who demonstrate strong verbal skills in addition to other indices of ability to do graduate work will be admitted as nonmatriculants. Applicants will be required to provide an on-site writing sample (essay) and participate in a face-to-face interview. Academically relevant data, including scores on the General Aptitude Test of the Graduate Record Examination or on the Liberal Arts and Sciences Test of the New York State Teacher Certification Examination, should also be submitted in support of admission.

Students may take no more than 12 credits as nonmatriculants, 9 of which need to be from the adolescence education course offerings (SEDC or SEDF).

**D. Change in Status from Nonmatriculant to Matriculant**

Students must reapply for matriculation at the beginning of the semester in which they will complete 12 credits. In order to be matriculated they must meet the standards for the 12-credit benchmarks listed below under "Progress Standards."

**E. See the Romance Languages Department section of the catalog for additional information on admission and the course of study in Languages Other Than English (Spanish).**

### Progress Standards

Students must maintain an overall GPA of 3.0 throughout the program, as well as a GPA of 3.0 in the teacher education sequence (SEDC and SEDF courses).

#### A. 12-Credit Benchmark for All Students

1. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
2. A student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.
3. Students with one grade of IN (Incomplete) within the first 12 adolescence education credits are restricted from registering for more than one additional course. Those with two or more INs will not be allowed to register for any courses.

**Note:** It is recommended that students with two or more INs take an official leave of absence.

4. All students are expected to take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination and submit their scores to the adolescence education coordinator before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST and who does poorly on the essay (Test #5) must enroll in a college-directed writing course before being permitted to register for any additional courses.

#### B. Student Teaching Benchmarks

All field experiences, student teaching, and practica will take place in New York City schools only.

Any student who receives a grade of C+ or C must apply to the chairperson of the department for permission to reregister for, and redo, that experience, which may be repeated only once. Any student who receives a grade of F may not reregister and will not be allowed to continue in the program.

#### Exit Criteria: Culminating Experiences

Students will develop a professional teaching portfolio, which is a cumulative effort, integrating course and fieldwork throughout the program. In particular, students will be expected to complete a major research-based project, include artifacts that reflect the theme of that research, and connect all components together through critical reflection.

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisors. Students will arrange for a presentation and final review of their work during the last semester in the program. A performance assessment checklist and rating scale will be implemented to assess the quality of the culminating experiences (portfolio and reflective presentation). See the School of Education Graduate Handbook in Adolescence Education, available in the Office of Educational Services, Room 1000 HW, for specific guidelines.

**See the Romance Languages Department section of the catalog for information about the comprehensive examination in Spanish.**

### Graduate Adolescence Education Course Sequence: Languages Other Than English (Spanish)

Course/No.	Title	Credits	Prerequisites	Pre-/Coreq
SEDF 703	Social Foundations of Adolescence Education (45 hrs)	3		
SEDF 704	Adolescent Development, Grades 7-12 (30 hrs + 36 hrs fieldwork)	2		
SEDF 705	Educational Psychology: Applications to Adolescence Education (30 hrs + 36 hrs fieldwork)	2	SEDF 704	
SEDF 706	Assessment of Teaching and Learning in Adolescence Education (30 hrs + Lab)	2	SEDF 705, SEDF 710	
SEDC 710	Building the Foundations of Literacy in Adolescence Education (45 hrs)	3		
SEDC 712	Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7-12 (45 hrs)	3		SEDF 703, SEDF 704
SEDC 720	Adolescent Health and Safety (15 hrs)	1	SEDF 704	
SEDC 722	Methods 2: Intensive Study of Teaching Diverse Learners in Languages Other than English (30 hrs + 36 hrs fieldwork)	2	SEDC 712	SEDC 710, SEDF 705
SEDC 752.03	Student Teaching in Spanish, Grades 7-12 (60 days, 30 hrs seminar, + workshops and conferences)	5	SEDC 722	SEDF 706
	<b>OR</b>			
	<b><u>ONE OF THE FOLLOWING</u></b>			
SEDC 762.13	Student Teaching in Spanish in Grades 7-9 (30 hrs + 30 days and conferences)	3	SEDC 722	SEDF 706
SEDC 772.13	Practicum in Spanish, Grades 7-9 (30 hrs + conferences)	2	SEDC 722	SEDF 706
	<b>PLUS</b>			
	<b><u>ONE OF THE FOLLOWING</u></b>			
SEDC 762.23	Student Teaching in Spanish in Grades 10-12 (30 hrs + 30 days and conferences)	3	SEDC 722	SEDF 706
SEDC 772.23	Practicum in Spanish, Grades 10-12 (30 hrs + conferences)	2	SEDC 722	SEDF 706

## Bilingual Education

### M.S. ED. IN CHILDHOOD EDUCATION WITH A BILINGUAL EXTENSION (SPANISH/ENGLISH)

**Program Coordinator** Yvonne De Gaetano, 1019 West Building; 772-4683; ydegaeta@shiva.hunter.cuny.edu

The number of credits required to complete the master's degree in childhood education with a bilingual extension is determined by the student's educational background. Students who have not previously completed any pedagogical courses equivalent to those in the program must complete 46 credits. Master's candidates may be exempted from up to 12 required credits by providing transcripts and course syllabi as evidence that the content is equivalent and a grade of at least B has been attained. In such cases, the minimum number of credits for the degree is 34.

This program is for students who do not have New York State initial or provisional teacher certification. The purpose of this program is to prepare individuals to become effective bilingual teachers. The focus of the program is to develop high levels of teaching competencies in the participants based on using two languages as mediums of instruction.

#### Admissions Standards

##### A. Matriculation Requirements

1. A bachelor's degree from an accredited institution acceptable to Hunter College with a GPA of 2.8 or better.
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
3. A general core in the liberal arts and sciences of at least 36 credits, distributed as follows: 12 credits in math, science and technology; 6 credits in English; 6 credits in social studies (of which one course must be in United States history or geography); and 6 credits in the arts.
4. Completion of a satisfactory writing sample in English and in Spanish as part of the application process.
5. An on-site writing sample in English and in Spanish and an interview conducted with at least two professors.

##### B. Progress Standards: 12-Credit Benchmark

1. Students must maintain a GPA of 3.0 in order to continue in the program.
2. Students with two or more grades of IN (Incomplete) may not enroll in any courses. It is recommended that such students take a leave of absence until these courses have been completed.
3. No student who receives a grade of F in any course in the first 12 credits of study may continue in the program.
4. Students must demonstrate computer literacy either through a transcript review or through a School of Education assessment procedure.

All students, matriculants and nonmatriculants, must submit their scores on the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination before completing 12 credits of course work. Students should register for the LAST during their first semester in the program. Applications are available in Room 1000 HW.



Students who have not submitted their scores on the LAST before completing 12 credits of course work, and students who do not pass the LAST at least partly because of low scores on the essay (Test #5), must enroll in a college-directed writing course before being allowed to register for any additional courses.

##### C. Nonmatriculant Status Requirements

Applicants who have an undergraduate GPA between 2.5 and 2.79 may be considered for nonmatriculant status if they meet the bilingual (Spanish-English) oral and written proficiency requirement and all other requirements listed above other than the GPA. Applicants who have completed a master's degree with a GPA of at least 3.5 and meet all other requirements will also be considered for nonmatriculant status.

##### D. Change in Status from Nonmatriculated to Matriculated Status

Those applicants who are accepted as nonmatriculants must apply for matriculation during the semester in which they complete 12 credits of course work. Any nonmatriculant who obtains more than one course grade below B will be barred from continuing in the program beyond 12 credits. The 12 credits to be completed are: EDF 709, EDCF 700, BILED 701, and EDC 704. No student who receives a grade of F in any course in the first 12 credits of study may continue in the program.

#### Exit Standards

1. An overall GPA of 3.0.
2. A grade of B or better in student teaching and/or practicum. Any student who obtains a grade of F in student teaching and/or practicum will not be allowed to continue in the program. Any student who obtains a grade of B-, C+, or C must apply to the department chairperson for permission to reregister for student teaching and/or practicum, which may be repeated only once. Any student who does not complete the full complement of required days of student teaching will receive a course grade of IN (Incomplete) and must fulfill the remaining mandated days.
3. Completion of the culminating experience BILED 780 (Bilingual Research Seminar), with a grade of B or better.

**MSEd in Childhood Education With a Bilingual Extension: Course of Study**

<b>Course Title</b>	<b>Credits</b>	<b>Pre- and Corequisites</b>	<b>Field Experiences</b>
EDF 709 (Child Development)	3	None	5 hours
BILED 701 (Foundations of Bilingual Education)	3	None	5 hours
EDCF 700.50 (Art and Science of Effective Teaching)	3	Pre- or coreqs: EDF 709 BILED 701	5 hours
EDC 704 (Teaching Developmental Reading)	3	Pre- or coreqs: EDF 709 EDCF 700	10 hours
BILED 779 (Multicultural Education)	3	Prereqs: EDF 709 BILED 701	5 hours
EDC 729.50 (Fieldwork in General Education for Bilingual Educators)	1	Prereqs: EDF 709 BILED 701	50 hours
BILED 771 (Psychology of Language Learning and Teaching)	2	Prereqs: EDF 709 BILED 701 EDC 704	5 hours
EDF 708 (Social, Historical, Philosophical Foundations of Education)	2	Prereqs: BILED 701 EDF 709	
BILED 711 (Bilingual Literacy)	2	Pre- or coreq: BILED 771	
BILED 711.50 (Fieldwork in Bilingual Literacy)	1	Coreq: BILED 711.50 Coreq: BILED 711	75 hours
EDC 722.50 (Social Studies Curriculum and Instruction: Integrating Literature, the Arts and Technology)	2	Prereqs: EDF 709 EDC 704	
EDC 705 (Mathematics, Curriculum and Methods)	3	Prereqs: EDF 709 EDCF 700	10 hours
EDC 703 (Teaching Science in the Elementary School)	3	Prereqs: EDF 709 EDCF 700	
HED 714 (Health Education for the Classroom Teacher)	3	Prereqs: EDF 709 EDCF 700	
BILED 717 (Language Assessment for ELLS)	3	Prereqs: EDCF 700 BILED 771	
BILED 778 (Instruction Through the Native Language)	3	Prereqs: BILED 701 EDF 709	10 hours
BILED 780 (Bilingual Research Seminar) [Culminating Experience]	2	Prereq: 39 credits or permission of program coordinator	
			<b>Total Fieldwork Hours: 180</b>
			<i>(Continued on next page)</i>

### MSEd in Childhood Education With a Bilingual Extension: Course of Study (Continued)

Course Title	Credits	Pre- and Corequisites	Student Teaching/ Practicum
BILED 782 (Supervised Student Teaching in Grades 1-3 and 4-6)	4	39 credits or permission of program coordinator	20 days grades 1-3 20 days grades 4-6
<b>Or one of the following:</b>			
BILED 785 (Student Teaching in Grades 1-3)	2	39 credits or permission of program coordinator	20 days grades 1-3
BILED 783 (Practicum in Grades 1-3)	2	39 credits or permission of program coordinator	Classroom Supervision grades 1-3
<b>PLUS</b>			
<b>One of the following:</b>			
BILED 786 (Student Teaching in Grades 4-6)	2	39 credits or permission of program coordinator	20 days grades 4-6
BILED 784 (Practicum in Grades 4-6)	2	39 credits or permission of program coordinator	Classroom Supervision
<b>Total Credits:</b>	<b>46</b>		

### Childhood Education, Grades 1-6

**Program Coordinator** Alene Smith, 772-4038;  
alsmith@shiva.hunter.cuny.edu

This program, which focuses on preparing teachers for New York City schools, is designed for students who do *not* have New York State teacher certification in childhood education. Applicants who have initial certification in childhood education should apply to one of the other graduate teacher education programs at Hunter College such as literacy, birth through grade 6; childhood special education, grades 1-6; TESOL (all grades); or early childhood education, birth through grade 2. A master's degree from any of these programs will meet the academic requirements for a professional certificate in that area as well as in childhood education.

The number of credits required to complete this master's degree program is determined by the student's educational background. Students who have not previously completed any pedagogical courses equivalent to those in the program must complete 45-47 credits. Students may be exempted from up to 12 credits based on prior equivalent course work. Thus the minimum number of credits for the degree is 33.

#### Admission Requirements

##### Matriculated Status

1. An undergraduate degree with a grade point average of at least 2.8.
2. A liberal arts or sciences major (or interdisciplinary concentration) of at least 30 credits plus a liberal arts core to include the following: 6 credits in English, including one course in English composition in which a grade of at least B was obtained; 6 credits in history and/or geography with at least one course in U.S. history or geography; 6 credits in a language other than English; 6 credits in the arts; and 12 credits in math/science/technology.
3. Completion of a satisfactory writing sample as part of the application process.

**Note:** Meeting these minimum admission requirements does not guarantee admission, which by necessity is subject to availability of resources.

##### Conditions of Admission

Applicants who do not meet all the liberal arts and sciences requirements may be admitted with up to 12 credits of conditions, which can be fulfilled at either the undergraduate or graduate level. These courses will not count toward the minimum number of credits required for the degree.

##### Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination

Students should register to take the LAST before the end of their first semester in the program. Applications are available in 1000 Hunter West. Students who have not submitted their scores on the LAST before completing 12 credits of course work, and students who do not pass the LAST at least partly because of low scores on the essay (Test #5), must enroll in a college-directed writing course before being allowed to register for any additional courses.

##### Nonmatriculant Status

Applicants with grade point averages between 2.5 and 2.79 may be considered for nonmatriculant status if resources permit. Such applicants will be required to provide academically relevant evidence of their qualifications for graduate study, provide an on-site writing sample, and participate in an interview.

##### Change from Nonmatriculant to Matriculant Status

Students must establish a GPA of at least 3.0 in their first 12 credits in order to be considered for matriculation. The 12 credits of course work required are the courses in the initial core: EDF 709 and 715; EDC 704; EDCF 700. Students may not take more than 12 credits as nonmatriculants.

Students with more than one grade below B will not be matriculated.

##### Progress Standards

1. Students must maintain a GPA of at least 3.0
2. Any student who receives a grade of F in any course in the 12-credit initial core may not continue in the program.
3. Students with two or more grades of IN (Incomplete) may not enroll in any courses until these incompletes are removed.



4. Students must demonstrate computer literacy either through a transcript review or through a School of Education assessment procedure.
5. Grades of at least B- in fieldwork and student teaching/practica. All field experiences, student teaching, and practica will take place in New York City schools only. Any student who receives a grade of C+ or C must apply to the chairperson of the department for permission to reregister for, and redo, that experience, which may be repeated only once. Any student who receives a grade of F will not be allowed to continue in the program.

### Exit Standards

1. An overall GPA of at least 3.0.
2. Students must complete all required days for student teaching. Those who do not complete the minimum required days will receive a grade of Incomplete in that course, preventing them from graduating that semester.
3. Completion of Integrative Seminar with a grade of B or better.

### Childhood Education Course of Study

This program includes four types of courses: Initial Core; Literacy Core; Extended Core; and Culminating Core. Teacher candidates should complete the courses in the Initial Core before starting the Literacy Core. Matriculated students may take courses from the Extended Core at any time as long as they meet the individual course prerequisite requirements. The Culminating Core is completed during the last semester or last two semesters of the program.

<b>Initial Core</b>		
EDF 715	Diversity in the American School	3 credits
EDF 709	Child Development	3 credits (includes 5 hrs. of fieldwork)
EDCF 700	The Art and Science of Effective Teaching	3 credits (includes 5 hrs. of fieldwork)
EDC 704	Teaching Developmental Reading	3 credits (includes 10 hrs. of fieldwork)
<b>Literacy Core</b>		
EDC 730	Perspectives on Literacy Across the Content Areas	2 credits
EDC 722	Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology	2 credits
EDC 715	Fieldwork: Reading and Social Studies	1 credit (includes 75 hrs. of fieldwork)
<b>Extended Core</b>		
EDC 705	Mathematics Curriculum and Methods	3 credits (includes 10 hrs. of fieldwork)
EDC 703	Teaching Science in the Elementary School	3 credits
HED 714	Health Education for the Classroom Teacher	3 credits
EDC 707	The Arts: An Interdisciplinary Learning Experience	3 credits
EDF 716	Assessment of Teaching and Learning	3 credits
EDF 706	Social, Historical, Philosophical Foundations of Education: The American School	3 credits
<b>Electives (choose one):</b>		
EDC 714	Advanced Educational Technology for Elementary School Teachers	3 credits
EDC 712	Advanced Methods of Teaching Math in Elementary Schools	3 credits
EDC 713	Advanced Methods of Teaching Elementary School Science	3 credits
EDLIT 732	Children's Literature	3 credits
EDF 750	Special Topics in Diversity	3 credits
EDC 760	Special Topics in the Arts	3 credits
<b>Culminating Core</b>		
EDF 792	Integrative Seminar: Research in Childhood Education	3 credits
EDC 724	Student Teaching in Grades 1-3 and 4-6	5 credits (30 hrs. of seminar plus 54-56 days of student teaching)
<b>or one of the following:</b>		
EDC 725	Student Teaching in Grades 1-3	3 credits (30 hrs. of seminar and 25 days of student teaching)
<b>or</b>		
EDC 727	Practicum in Grades 1-3	2 credits (30 hrs. of seminar plus supervision and conferences)
<b>plus either</b>		
EDC 726	Student Teaching in Grades 4-6	3 credits (30 hrs. of seminar and 25 days of student teaching)
<b>or</b>		
EDC 728	Practicum in Grades 4-6	2 credits (30 hrs. of seminar plus supervision and conferences)

**Childhood Education: Sample Part-Time Course Sequence  
(for students not exempted from any courses)**

Course No.	Course Title	Credits
<b>SEMESTER I</b>		
EDF 715	Diversity in the American School	3
EDF 709	Child Development (includes 5 hrs. of fieldwork)	3
<b>Total Semester I credits</b>		<b>6</b>
<b>SEMESTER II</b>		
EDCF 700	The Art and Science of Effective Teaching Pre- or corequisites: EDF 709 (includes 5 hrs. of fieldwork)	3
EDC 704	Teaching Developmental Reading Pre- or corequisites: EDCF 700, EDF 709 (includes 10 hrs. of fieldwork)	3
<b>Total Semester II credits</b>		<b>6</b>
<b>SEMESTER III</b>		
EDC 705	Mathematics Curriculum and Methods Pre- or corequisites: EDCF 700, EDF 709 (includes 10 hrs. of fieldwork)	3
HED 714*	Health Education for the Classroom Teacher Pre- or co-requisite: EDCF 700, EDF 709	3
<b>Total Semester III credits</b>		<b>6</b>
<b>SEMESTER IV</b>		
EDC 730	Perspectives on Literacy Across the Content Areas Prerequisites: EDCF 700; EDF 709 and EDF 715; EDC 704 Corequisites: EDC 715, 722	2
EDC 722	Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology Prerequisites: EDCF 700, EDF 709; Corequisites: EDC 730 and 715	2
EDC 715	Fieldwork: Reading and Social Studies Prerequisites: EDCF 700, EDF 709; Corequisites: EDC 730 and 722 (includes 75 hrs. of fieldwork)	1
<b>Total Semester IV credits</b>		<b>5</b>
<b>SEMESTER V</b>		
EDC 703	Teaching Science in the Elementary School Pre- or corequisites: EDCF 700, EDF 709	3
EDF 716	Assessment of Teaching and Learning Prerequisites: EDCF 700, EDF 709	3
<b>Total Semester V credits</b>		<b>6</b>
<b>SEMESTER VI</b>		
EDF 706	Social, Historical, Philosophical Foundations of Education: The American School Prerequisites: EDCF 700, EDF 709, EDF 715	3
EDC 707	The Arts: An Interdisciplinary Learning Experience Pre- or corequisites: EDCF 700, EDF 709 <b>plus</b> One elective from the list below*	3
EDLIT 732	Children's Literature Prerequisites: None	
EDC 714	Advanced Educational Technology for Elementary School Teachers Prerequisites: EDCF 700, EDF 709	
EDC 712	Advanced Methods of Teaching Math in Elementary Schools Prerequisite: EDC 705	
EDC 713	Advanced Methods of Teaching Elementary School Science Prerequisites: EDCF 700, EDC 703, EDF 709	
EDF 750	Special Topics in Diversity Prerequisites: EDCF 700, EDF 709; Pre- or corequisite: EDF 706	
EDC 760	Special Topics in the Arts Prerequisite: EDC 707	
<b>Total Semester VI credits</b>		<b>9</b>
*May be taken any semester prior to student teaching		

(Continued on next page)

**Childhood Education: Sample Part-Time Course Sequence (Continued)**  
**(for students not exempted from any courses)**

Course No.	Course Title	Credits
<b>SEMESTER VII</b>		
EDF 792	Integrative Seminar: Research in Childhood Education Prerequisite: Completion of 31 credits of course work including EDC 730 and EDF 716 or permission of the childhood education advisor	3
EDC 724	Student Teaching in Grades 1-3 and 4-6 Prerequisites: Completion of 37 credits of course work or permission of the childhood education advisor	5 (30 hrs. of seminar plus 54-56 days of student teaching)
<u>or one of the following</u>		
EDC 725	Student Teaching in Grades 1-3 for teacher candidates Prereq: Completion of 31 credits of course work including EDC 730 or permission of the childhood education advisor	3 (30 hrs of seminar plus 25 days of student teaching)
EDC 727	Practicum in Grades 1-3 Prerequisite: Completion of 31 credits of course work including EDC 730 or permission of the childhood education advisor	2 (30 hrs. of seminar plus supervision and conferences)
<b>(Plus below)</b>		
<b>Total Semester VII credits</b>		<b>5 or 8</b>
<b>SEMESTER VIII</b>		
<b>(Only for students who took or will take EDC 725 or 727 rather than 724)</b>		
<u>either</u>		
EDC 726	Student Teaching in Grades 4-6 Prerequisite: Completion of 31 credits of course work including EDC 730 and EDF 716 or permission of the childhood education advisor	3 (30 hrs. of seminar plus 25 days of student teaching)
<u>or</u>		
EDC 728	Practicum in Grades 4-6 Prerequisite: Completion of 31 credits of course work including EDC 730 and EDF 716 or permission of the childhood education advisor	2 (30 hrs. of seminar plus supervision and conferences)
<b>Total Semester VIII Credits</b>		<b>2 or 3</b>
<b>Total program credits:</b>		<b>45-47</b>
NOTE: Full-time students may combine semesters but should not expect to complete this program in less than two years.		

## Counseling Programs

**Coordinator** John O'Neill, 1121 West Building; 772-4755;  
joneil@shiva.hunter.cuny.edu

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 course work. 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 credits of approved courses from the following fields: anthropology, economics, education, guidance, health sciences, political science, psychology, sociology, and related areas
3. Evidence of oral and written expression consonant with graduate-level study.
4. Interviews with faculty members, alumni, 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 credits 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.

### 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 703	Psychosocial, Cultural and Political Aspects of Disability: Rehabilitation and Special Education
COCO 709	Research Methods
COCO 702	Theories of Counseling
COCO 707	Multicultural Aspects of Counseling
COCO 718	Practicum in Counseling
COCO 710	Chemical Dependency or (electives)
COCO 723	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

- COCO 726 Internship in Counseling II  
 COCO 708 Measurement and Appraisal  
 COUNS 720 Culminating Seminar in School Counseling  
 or (depending on specialization)  
 COUNR 720 Medical Aspects of Disability  
 COCO 711 Supervision and Administration  
 COCO 735 Seminar in Chemical Dependency  
 or (electives)  
 COCO 715 Family 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 Services. 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)

## **Early Childhood Education**

### **EARLY CHILDHOOD EDUCATION, BIRTH THROUGH GRADE 2**

**Coordinator** Christina Taharally, 905 West Building; 772-4679;  
 ctahara@shiva.hunter.cuny.edu

There are two programs within this early childhood education master's degree program. Program 1 is for students without prior teaching certification. Program 2 is for students with initial/provisional certification in childhood education, elementary education pre-K-6, special education, or TESOL. The early childhood programs are **not** for applicants who already have initial certification in early childhood education (ECE). Those students who seek a master's degree and who already have ECE initial certification may want to consider the early childhood special education program or some other certification area at the graduate level.

#### **PROGRAM 1**

##### **Admission Standards**

###### **A. Matriculation Requirements**

1. A cumulative undergraduate grade point average (GPA) of 2.8 from an accredited bachelor's degree program or a master's degree with a GPA of 3.5 or better.
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
3. A general education core in the liberal arts and sciences of at least 36 credits, distributed as follows: 12 credits in math, science and technology; 6 credits in English; 6 credits in social studies (of which at least one course must be in United States history or geography); 6 credits in a language other than English; and 6 credits in the arts.
4. Completion of a satisfactory writing sample as part of the application process.

###### **B. Nonmatriculant Status Requirements**

Applicants with an undergraduate GPA of 2.5–2.79 may be considered for nonmatriculant status if resources permit. A grade of at least B on a college-level composition course and an on-site writing sample will be required, unless the applicant provides evidence of a passing score on the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination.

### **Progress Standards: 12-Credit Benchmark**

###### **A. Nonmatriculants**

Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program. **Any nonmatriculant who obtains more than one course grade below B will be barred from continuing in the program beyond 12 credits.**

Students must submit their scores on the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination before completing 12 credits of course work. Students should register to take the LAST during their first semester in the program. Applications are available in Room 1000 Hunter West. Students who have not submitted their scores on the LAST before completing 12 credits of course work, and students who do not pass the LAST at least partly because of low scores on the essay test (Test #5), must enroll in a college-directed writing course before being allowed to register for any additional courses.

###### **B. All Students**

Students must maintain a GPA of 3.0 or they will not be allowed to continue in the program. Students with one grade of Incomplete are restricted from registering for more than one course. Those with two or more INs are prohibited from registering for any courses.

**Note:** Students not enrolled in any course should apply for a leave of absence.

### **Exit Standards**

1. Overall GPA of at least 3.0.
2. A grade of B or better in student teaching and/or practicum. Any student who obtains a grade of F in student teaching and/or practicum will not be allowed to continue in the program. Any student who obtains a grade of B-, C+, or C must apply to the department chairperson for permission to reregister for student teaching and/or practicum and repeat this experience. Students will be allowed to repeat student teaching and/or practicum only once. Any student who does not complete the full complement of required days of student teaching will receive a course grade of IN and must fulfill the remaining mandated days.
3. Completion of ECC 720 (Integrative Seminar in Early Childhood Education).



## Early Childhood Course of Study — Program 1

Courses*	Course Title	Credits
ECF 700	Child Development: Birth to Age Eight (15 hrs fieldwork)	3
ECF 701	Social and Historical Contexts of Early Childhood Education	3
ECF 702	Assessment in Early Childhood Education: Birth through Grade 2	3
ECC 703	Early Childhood Curriculum: Birth through Grade 2 (20 hrs fieldwork)	3
ECC 705	Language and Literacy: Birth through Kindergarten	3
ECC 706	Language and Literacy: K through Grade 2	3
ECC 707	Language and Literacy: English Language Learners	1
ECC 708	Children with Special Needs: Birth through Grade 2 (15 hrs fieldwork)	3
ECC 710	Early Childhood Mathematics: Birth through Grade 2	3
ECC 711	Science in Early Childhood: Birth through Grade 2	3
ECC 712	Pre-Student Teaching Field Placements in Early Childhood (50 hrs fieldwork)	1
ECC 713	The Expressive Arts in Early Childhood	3
ECC 714	Health, Safety and Nutrition in Early Childhood	3
ECC 715	Educational Technology in Early Childhood	1
ECC 716	Student Teaching Experiences in Early Childhood: 40 Days	3
	<b>OR</b>	
ECC 717	Supervised Practicum in Early Childhood	1
	<b>PLUS</b>	
ECC 718	Early Childhood Student Teaching: 20 Days	2
ECC 720	Integrative Seminar in Early Childhood Education	3
<b>Total:</b>		<b>42 credits</b>

\*ECF refers to courses in the foundations of education; ECC refers to courses in curriculum.

**Please note:** Students who qualify for waivers may take **ECC 719.51, .52, .53** (Special Topics in Early Childhood Education), 1, 2 and 3 credits, or a course in another program with permission of the Early Childhood Program coordinator.

**PROGRAM 2****Admission Standards****A. Matriculation Requirements**

1. Undergraduate degree with GPA of 2.8 or master's degree with GPA of 3.5 or better.
2. New York State initial/provisional teacher certification in childhood education, elementary education Pre-K-6, special education, or TESOL.

**B. Nonmatriculant Status Requirements**

1. Applicants with appropriate certification from another state, who meet the GPA requirement and have applied (or will apply) for New York State teacher certification in childhood education, special education, or TESOL.
2. Applicants with an undergraduate degree whose GPA is 2.5-2.79 and who have New York State initial/provisional certification in childhood education, elementary education Pre-K-6, special education, or TESOL will be considered for nonmatriculant status when resources permit.

**Progress Standards: 12-Credit Benchmark****A. Nonmatriculants**

Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program. Applicants who are nonmatriculated because of out-of-state certification must provide proof of New York State certification when applying for matriculation. **Any nonmatriculant who obtains more than one course grade below B will be barred from continuing in the program beyond 12 credits.**

Students who were assigned nonmatriculant status because their certification was from another state must provide proof of New York State certification.

**B. All Students**

Students must maintain a GPA of 3.0 or they will not be allowed to continue in the program.

Students with one grade of IN are restricted from registering for more than one course. Those with two or more INs are prohibited from registering for any courses.

**Note:** Students not enrolled in any course should apply for a leave of absence.

**Exit Standards**

1. Overall GPA of at least 3.0
2. A grade of B or better in student teaching and/or practicum. Any student who obtains a grade of F in student teaching and/or practicum will not be allowed to continue in the program. Any student who obtains a grade of B-, C+, or C must apply to the department chairperson for permission to reregister for student teaching and/or practicum and repeat this experience. Students will be allowed to repeat student teaching and/or practicum only once. Any student who does not complete the full complement of required days of student teaching will receive a course grade of IN and must fulfill the remaining mandated days.
3. Completion of ECC 720 (Integrative Seminar in Early Childhood Education).

## Early Childhood Course of Study — Program 2

Courses*	Course Title	Credits
ECF 700	Child Development: Birth to Age Eight (15 hrs fieldwork)	3
ECF 701	Social and Historical Contexts of Early Childhood Education	3
ECF 702	Assessment in Early Childhood Education: Birth through Grade 2	3
ECC 703	Early Childhood Curriculum: Birth through Grade 2 (20 hrs fieldwork)	3
ECC 704	Language and Literacy: Birth through Grade 2	3
ECC 707	Language and Literacy: English Language Learners	1
ECC 708	Children with Special Needs: Birth through Grade 2 (15 hrs fieldwork)	3
ECC 709	Mathematical and Scientific Thinking in Early Childhood	3
ECC 713	The Expressive Arts in Early Childhood	3
ECC 714	Health, Safety and Nutrition in Early Childhood	3
ECC 715	Educational Technology in Early Childhood	1
ECC 716	Student Teaching Experiences in Early Childhood: 40 Days	3
	<b>OR</b>	
ECC 717	Supervised Practicum in Early Childhood	1
	<b>PLUS</b>	
ECC 718	Early Childhood Student Teaching: 20 Days	2
ECC 720	Integrative Seminar in Early Childhood Education	3
<b>Total:</b>		<b>35 credits</b>

\*ECF refers to courses in the foundations of education; ECC refers to courses in curriculum.

**Please note:** Students who qualify for waivers may take **ECC 719.51, .52, .53** (Special Topics in Early Childhood Education), 1, 2 and 3 credits, or a course in another program with permission of the Early Childhood Program coordinator.

## Literacy Education

## LITERACY, BIRTH THROUGH GRADE 6

**Program Coordinator** Deborah Eldridge, 772-4775;  
deldridg@shiva.hunter.cuny.edu

This is a 37-credit program that prepares students with initial/provisional certification to meet New York State requirements for certification as a teacher of literacy—birth through grade 6.

## Admissions Standards

## Matriculation Requirements

1. Undergraduate degree with a GPA of at least 2.8.
2. New York State initial or provisional teacher certification in early childhood education, childhood education, elementary education, or special education.
3. Completion of a satisfactory writing sample as part of the application process.
4. Submission of a letter of recommendation from a supervisor to be included in the application.
5. Applicants whose provisional certification was or will be obtained prior to February 2, 2004 (when the new New York State teacher education regulations go into effect), must provide evidence of course work in assessment, educational technology, and specific aspects of health education, as reflected in undergraduate and/or graduate transcripts and course catalog descriptions. Applicants who do not meet this requirement will be admitted with conditions and must complete (additional) course work in these areas. (See item 4 in next section.) Applicants certified before February 2004 must

also show evidence of having met Education Law sections 803-a (preventing child abduction), 804 (preventing alcohol, tobacco and other drug abuse), 806 (providing safety education), and 808 (providing instruction in fire and arson prevention), or be conditioned in HED 314 (Health Education of Children).

## Nonmatriculant Status Requirements

1. Students who have completed an approved New York State teacher education program in early childhood, childhood, elementary or special education, and who have passed all required New York State certification tests but have not yet received their initial or provisional teaching certificate, will be admitted as nonmatriculants and will be switched to matriculated status when they show proof of certification.
2. Applicants who have an undergraduate GPA between 2.5 and 2.79 but have completed a master's degree with a GPA of at least 3.5 and have initial or provisional certification in early childhood, childhood, elementary or special education may be considered for nonmatriculant status.
3. Teachers certified (in early childhood, childhood, elementary or special education) in states other than New York, who meet all other admission criteria, will be accepted into the program on a nonmatriculated basis and can take up to 12 credits while seeking reciprocal certification in New York State.
4. Applicants who do not meet the criteria of foundational course work in assessment and/or educational technology will be considered for nonmatriculated status until they either obtain a passing grade in EDC 714 (Advanced Educational Technology) and/or EDF 716 (Assessment of the Teaching-Learning Process) or demonstrate equivalent competence to Hunter College instructors of assessment and/or educational technology courses selected by the relevant department chair(s).



#### *Change in Status From Nonmatriculated to Matriculated*

1. Those applicants who meet all requirements for matriculation other than having received their proof of certification from the state should reapply for matriculation as soon as they can show proof of New York State certification.
2. Those applicants who are accepted as nonmatriculants for other reasons should apply for matriculation during the semester in which they complete 9-12 credits of literacy courses if they have obtained New York State initial or provisional teacher certification and have completed the foundational course work as described on previous page. Students must have achieved an overall grade point average of at least 3.0 within the program.
3. Nonmatriculated students who do not meet the above criteria may not continue to enroll in courses beyond 12 credits.

#### *Course Waivers*

1. Master's candidates may transfer in and/or waive up to three required courses in the Master's in Literacy Program by providing evidence of prior equivalent course work.
2. An elective course must be substituted for a waived course with advisor's approval.
3. Waived courses provide an opportunity for teacher candidates to deepen their knowledge by taking advantage of the academic wealth available in the departments within the School of Education or the School of Arts and Sciences. Any graduate course(s) in either the School of Education or the School of Arts and Sciences for which prerequisites have been met may be substituted for waived courses with the permission of the program coordinator.

#### **Progress Standards**

When 12, 20 and 27 credits have been obtained in the Master's in Literacy Program, the following progress standards will be evaluated:

1. Master's candidates must maintain a GPA of a minimum of 3.0 on all courses taken in the Literacy Master's Program.
2. Master's candidates with any course grades below B- in literacy courses will not be allowed to continue in the program.
3. Master's candidates with a grade of Incomplete in any course will be restricted from registering for more than one course.
4. Master's candidates with two or more grades of Incomplete are prohibited from registering for any more courses until the Incomplete grades are removed.

#### **Exit Standards**

1. Overall GPA of 3.0 or better.
2. A grade of B- or better in EDLIT 740, in which a culminating project is completed.

## Literacy Education: Course of Study

Course Title	Hours/ Credits	Prerequisites	Corequisites	Field Experiences/ Practicum
ECC 704 Language and Literacy in Early Childhood Education: Birth through 2nd grade	45/3	None	EDLIT 739.01 Delays in Early Language and Literacy Development in Young Children with Special Needs	5 hours in an early literacy setting
EDLIT 730 Language, Literacy and Learning in School Contexts: Grades 1 through 6	45/3	None	None	15 hours in the field analyzing language use of ESL learners
EDLIT 731 Literacy Assessment: Birth through Grade 6	45/3	None	None	15 hrs in the field assessing diverse learners
EDLIT 732 Children's Literature	45/3	None	None	5 hours in a classroom-based dramatic demonstration
EDLIT 733 Theories and Process of Teaching Writing: Pre-K through Grade 6	45/3	ECC 704 EDLIT 730 EDLIT 731	None	15 hours observing and analyzing writing development
EDLIT 734 Literacies within the Disciplines: K through Grade 6	45/3	ECC 704 EDLIT 730 EDLIT 731	EDLIT 739.02 Special Needs Issues in Literacies within the Curriculum	10 hours in a classroom focused on older learners (grade 3 to 6) and content area literacy
EDLIT 735 Instructional Approaches to Literacy: K through Grade 6	45/3	ECC 704 EDLIT 730 EDLIT 731	EDLIT 739.03 Adaptations and Modifications in Approaches to Literacy for Students with Special Needs	15 hours in the field adapting instruction, materials, and/or curricula for enrichment, ESL or special needs learners
EDLIT 736 Diagnosis of Reading Difficulties	45/3	EDLIT 733 EDLIT 734 EDLIT 735	None	15 hours* of diagnosis, under supervision, of students with reading difficulties
EDLIT 737 Practicum in Remedial Reading	45/3	EDLIT 736	None	20 hours* of remediation, under supervision, of students with reading difficulties
EDLIT 738 Literacy Programs: Organization and Resources	45/3	EDLIT 737	None	15 hours of survey for the enhancement of literacy programs
EDLIT 739.01 Delays in Early Language Literacy Development in Young Children with Special Needs	15/1		ECC 704	5 hours of observation in an inclusive early childhood setting or a program with a special needs focus
EDLIT 739.02 Special Needs Issues in Literacies within the Curriculum	15/1		EDLIT 734	
EDLIT 739.03 Adaptations and Modifications in Approaches to Literacy for Students with Special Needs	15/1		EDLIT 735	
EDLIT 740 Leadership in Literacy	45/3	A minimum of 27 credits in the Master's in Literacy Program	None	
EDLIT 742 Practicum in Literacy	15/1	15 to 18 credit hours in the Literacy Master's Program		50-hour college-supervised practicum divided into two 25-hour placements: one at early childhood and one at the childhood level
<b>Totals</b>	<b>37 credits</b>			<b>185 hours*</b>
*150 hours of field experience/practicum in the schools, and 35 hours at Hunter College				

## Special Education

### Department Office 772-4700

**Secretary** Jean Leung, 910 West Building; 772-4700; FAX 650-3542;  
jleung@hunter.cuny.edu

**Chairperson** Kate Garnett, 910 West Building; 772-4700;  
kgarnett@hunter.cuny.edu

**Ombudsperson** Ellis Barowsky, 919 West Building, 772-4704;  
ebarowsky@hunter.cuny.edu

### Advisors: 9th Floor, West Building

**Learning Disabilities** Kate Garnett, 913 West Building; 772-4700;  
kgarnett@hunter.cuny.edu and  
Tim Lackaye, 920 West Building; 772-4777;  
tlackaye@hunter.cuny.edu

**Behavior Disorders** Tom McIntyre, 917 West Building; 772-4706;  
tmcintyr@hunter.cuny.edu and  
Ellis Barowsky, 919 West Building; 772-4704;  
ebarowsky@hunter.cuny.edu

**Severe/Multiple Disabilities (including Deafblindness)**  
Rosanne K. Silberman, 916 West Building; 772-4740/1;  
rsilberm@hunter.cuny.edu and  
Ellen Trief, 921 West Building; 772-4110; etrief@hunter.cuny.edu

**Early Childhood Special Education** Shirley Cohen, 915 West Building;  
772-4708; hcohen@hunter.cuny.edu

**Deaf and Hard-of-Hearing** Sara Schley, 918 West Building; 772-4702;  
sschley@hunter.cuny.edu

**Blind and Visually Impaired** Rosanne K. Silberman, 911 West Building;  
772-4740/1; rsilberm@hunter.cuny.edu and  
Ellen Trief, 921 West Building; 772-4110; etrief@hunter.cuny.edu

Hunter's graduate program in special education prepares teachers to provide specially designed instruction for students with disabilities and to work across a variety of educational settings, including: special schools, special classes, resource rooms, and supported general education classrooms in public and private schools, hospitals, clinics, health agencies, home programs, and residential facilities. Completion of one of Hunter's five disability-specific specializations for the master's degree in special education leads to New York State teacher certification. Hunter's five specializations are: childhood special education: learning disabilities; childhood special education: behavior disorders; childhood special education, with an annotation in severe/multiple disabilities (including deafblindness); deaf and hard-of-hearing; and blind and visually impaired.

Students who enter the special education program with initial/provisional certification in childhood education grades 1-6 or elementary education PreK-6 (i.e., students in Hunter's Program 2) and subsequently complete the master's degree will meet the education requirements for New York State professional teacher certification in both childhood education and childhood special education.

The overall program is organized into a set of cross-categorical core courses and disability-specific specializations. Core courses develop knowledge and skills across a variety of disabilities, to be applied across a range of educational settings; specializations provide in-depth preparation for working with students within a particular disability area. Both core and specialization courses provide historical, theoretical, and clinical perspectives, as well as current research and direct experiences with students of different ages and profiles. A hallmark of Hunter's programs is their linking of understandings to effective instruction.

### MSED - SPECIAL EDUCATION PROGRAMS 1 AND 2

Students may be admitted to one of two special education programs. Program 1 is for students without teacher certification in childhood

education (including those with only initial certification in areas other than childhood education); Program 2 is for those *with* teacher certification in childhood education.

**Please note:** Meeting minimum admissions requirements for Programs 1 or 2 does not guarantee admission to the graduate program in special education. Admission to either program is also subject to available space and resources.

### PROGRAM 1

This program is open to applicants who do not have teacher certification in childhood education. Minimum credit requirements for Program 1 are from 52 to 62 credits, depending upon the selected disability-specific specialization.

### Program 1: Admissions Standards

#### A. Matriculation Requirements

1. Undergraduate BA or BS degree from an approved college, with a GPA of 2.8 or better,  
*or*  
Graduate degree from an approved college, with a GPA of 3.5 or better,  
*plus*
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits,  
*plus*

A general education core in liberal arts and sciences, to include a minimum of 6 credits in English (including a course in English composition with a grade of B or better), 6 credits in social studies (with at least one course in U.S. history or geography), 12 credits in math/science/technology, 6 credits in the arts, and 6 credits in a language other than English.

#### B. Conditions of Admission

Applicants who do not meet all of the liberal arts and science prerequisite requirements may be admitted with up to 12 credits of "conditions" that they must take at either the graduate or the undergraduate level. **Note:** Although required, these additional "conditioned" courses do not count in the calculation of minimum credits towards the master's degree.

#### C. Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations

Students in Program 1 should take the LAST within their first semester. (Note: New York State offers this examination in October, January, April and July. Applications are available in Room 1000 West Building.) Any students who have not submitted their LAST scores before they complete 12 credits of course work or who score below criteria on the LAST essay (Test #5) are required to enroll in a college-directed writing course (credit or non-credit) in the semester after they reach 12 credits in order to be allowed to continue in the program

#### D. Consideration for Nonmatriculant Status (Note: Use *matriculation application form*.)

Applicants with an undergraduate degree from an approved college whose GPA falls between 2.5-2.79 may be considered for nonmatriculant status. They are required to provide on-site writing samples, interviews, and other academically relevant evidence of qualification for graduate-level studies. Students may not take more than 12 credits as nonmatriculants, at least 9 of which need to be from the special education (SPED) course offerings.



*E. Change in Status from Nonmatriculated to Matriculated*

Students must reapply for matriculation at the start of the semester in which they will complete 9-12 credits of special education (SPED) courses. In order to be considered for matriculation, nonmatriculants must maintain a GPA of at least 3.0 in their first 9-12 SPED credits. Further, students with more than one course with a grade below B will not be matriculated. (Note: in addition, no course with a grade of less than B will transfer from nonmatriculant to matriculated status, except by special permission of the dean.)

**PROGRAM 2**

This program is open to applicants who already have teacher certification in childhood education (or elementary education). Minimum credit requirements range from 35 to 41, depending upon the selected disability-specific specialization.

**Program 2: Admissions Standards***A. Matriculation Requirements*

1. An undergraduate BA or BS degree from an approved college, with a GPA of 2.8 or better,  
or  
A graduate degree from an approved college with a GPA of 3.5 or better,  
plus
2. New York State initial teacher certification in childhood education grades 1-6 or elementary education K-6.\*

*B. Consideration for Nonmatriculant Status (Note: Use matriculation application form.)*

The following applicants may be considered for nonmatriculant status:

1. Applicants with appropriate certification from another state, who meet the GPA requirement (2.8 or better) and apply for New York State teacher certification in childhood education;
2. Applicants with an undergraduate degree from an approved college who meet the GPA requirement (2.8 or better) and have completed a New York State-approved childhood education program within the prior two years, but who have not yet passed the required New York State Teacher Certification Examinations;
3. Applicants with an undergraduate degree from an approved college whose GPA falls between 2.5-2.79 and who have New York State initial teacher certification. These applicants will be required to provide on-site writing samples, interviews, and other academically relevant evidence of qualification for graduate-level studies.

*C. Change in Status from Nonmatriculated to Matriculated*

Students must reapply for matriculation at the start of the semester in which they will complete 9-12 credits of special education (SPED) courses. In order to be considered for matriculation, Program 2 nonmatriculants must provide evidence of New York State initial teacher certification in childhood education. Also, they must maintain a GPA of at least 3.0 in their first 9-12 SPED credits. Further, students with more than one course with a grade below B will not be matriculated. (Note: in addition, no course with a grade of less than B will transfer from non-matriculant to matriculated status, except by special permission of the dean.)

\*Those entering before February 4, 2004, must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take a 1-credit course covering these topics.

**Programs 1 and 2: Progress Standards***A. 12-Credit Benchmark for Matriculated Students*

1. Students must maintain an overall GPA of at least 3.0. In addition, students with more than one course grade below B in the first 12 credits will be dropped from the program.
2. Students must demonstrate consistently satisfactory written English in course work.
3. Students with one grade of IN within the first 12 SPED credits are restricted from registering for more than one course.

*B. Restrictions Because of Incompletes*

At any point in the program, a student with two or more INs is prohibited from registering for any courses. (Note: It is recommended that, when not enrolled in any course, students take an official leave of absence.)

*C. Entry into Student Teaching or Supervised Practicum*

In order to enroll in student teaching or supervised practicum, students must:

1. Complete at least 15 SPED credits, including the pre-student teaching field placements that are part of SPED 700, 701, 702.
2. Have taken or be registered concurrently for one methods course (e.g., one of the following: SPED 706, 731, 751, 781, 781.50).
3. Have an overall GPA of at least 3.0.
4. Have no outstanding INs.

**Programs 1 and 2: Exit Standards***A. Grade Point Average*

Students must attain an overall GPA of at least 3.0 to be recommended for the degree.

*B. Written Language*

Students must demonstrate consistently satisfactory written English in all course work.

*C. Student Teaching, Supervised Practicum, and Clinical Teaching Lab*

1. Students are required to attain a minimum grade of B in all student teaching, practica, and clinical teaching lab courses. (Note: No grade less than B is acceptable for these teaching-skill courses. Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to reregister for that course, which may be repeated only once. Those who receive an F will be dropped from the program.)
2. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing any minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

*D. Culminating Activity*

Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 707, Research Seminar: Issues in Special Education):

1. A comprehensive research-based oral presentation on a current special education issue  
and, either
2. An original written research proposal  
or  
A written proposal for competitive grant funding.



### Requirements for the Degree: Program 1

(For students entering *without* initial New York State certification in childhood education)

Required minimum number of special education (SPED) course credits:

35-37	Childhood Special Education: Learning Disabilities
36	Childhood Special Education: Behavior Disorders
37	Childhood Special Education: Severe/Multiple Disabilities (including Deafblindness)
37-43	Deaf and Hard-of-Hearing
41	Blind and Visually Impaired

Plus required minimum of 19 credits of childhood education (EDF, EDC, HED) courses:

		Credits
EDF 706.50*	Social, Historical, Philosophical Foundations of Education: The American School	3
EDF 709	Child Development (3 hrs of fieldwork)	3
EDC 722.50*	Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology	2
EDC 703.50*	Teaching Science in the Elementary School	3
EDC 704.50*	Teaching Developmental Reading (10 hrs of fieldwork)	3
EDC 705.50*	Mathematics Curriculum and Methods	3
EDC 729	Fieldwork in Childhood Education for Special Educators (50 hrs, plus 15 hrs seminar)	1
HED 715	Health Education in Childhood Education for Special Educators (15 hrs)	1

### Requirements for the Degree: Program 2

(For students entering *with* initial New York State certification in childhood education)

Required minimum number of special education (SPED) course credits:

35-37	Childhood Special Education: Learning Disabilities
36	Childhood Special Education: Behavior Disorders
37	Childhood Special Education: Severe/Multiple Disabilities (including Deafblindness)
37-43	Deaf and Hard-of-Hearing
41	Blind and Visually Impaired

*Note for Programs 1 and 2:* Students who have taken an equivalent course on the *graduate* level at another institution may seek a transfer of those credits to satisfy that course requirement, or they may seek a course waiver for an equivalent course taken on the *undergraduate* level. Please note, however, that waivers do not reduce the minimum number of required credits. In submitting courses for either transfer or waiver of credits, students must consult their advisor.

\*Open only to Program 1 Childhood Education: Special Education graduate students.

## SPECIAL EDUCATION PROGRAMS: COURSES OF STUDY

Course No.	Course Title	Credits
<b>Learning Disabilities (35-37 cr)</b>		
<i>Cross-Categorical Core Courses (20 cr)</i>		
SPED 700	Issues and Practices in the Education of Students with Disabilities (includes 5 hours of field experience)	3
SPED 701	Assessment of Students with Disabilities (includes 15 hours of field experience)	3
SPED 702	Classroom Management in Special Education and Inclusive Settings (includes 20 hours of field experience )	3
SPED 703	Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders (includes 10 hours of field experience)	3
SPED 704	Issues in Teaching English-Language Learners with Special Education Needs	1
SPED 705	Use of Instructional Technology in Special Education	1
SPED 706	Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities (includes 10 hours of field experience)	3
SPED 707	Research Seminar: Issues in Special Education	3
<i>Learning Disabilities Specialization (15-17 cr)</i>		
SPED 780	The Study of Learning Disabilities	3
SPED 781	Reading and Writing for Students with Learning Disabilities: Methods 1 (includes 10 hours of field experience)	3
SPED 782	Supervised Clinical Teaching of Students with Learning Disabilities: Part 1 (includes 20 hours of field experience)	2
SPED 783	Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2	3
SPED 784	Supervised Clinical Teaching of Students with Learning Disabilities: Part 2 (includes 20 hours of field experience)	2
SPED 785	Student Teaching: Learning Disabilities, Grades 1-3 or 4-6 (30 hrs seminar, plus conferences, plus 40 days of student teaching)	4
	<b>or</b>	
SPED 785.50	Supervised Practicum: Learning Disabilities, Grades 1-3 or 4-6 (30 hrs seminar, plus conferences)	2
<b>Behavior Disorders (36 cr)</b>		
<i>Cross-Categorical Core Courses (20 cr)</i>		
SPED 700	Issues and Practices in the Education of Students with Disabilities (includes 5 hours of field experience)	3
SPED 701	Assessment of Students with Disabilities (includes 15 hours of field experience)	3
SPED 702	Classroom Management in Special Education and Inclusive Settings (includes 20 hours of field experience )	3
SPED 703	Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders (includes 10 hours of field experience)	3
SPED 704	Issues in Teaching English-Language Learners with Special Education Needs	1
SPED 705	Use of Instructional Technology in Special Education	1
SPED 706	Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities (includes 10 hours of field experience)	3
SPED 707	Research Seminar: Issues in Special Education	3
<i>Behavior Disorders Specialization (16 cr)</i>		
SPED 750	The Study of Behavior Disorders (includes 20 hours of field experience)	3
SPED 751	Methods and Materials for Teaching Students with Behavior Disorders (includes 20 hours of field experience)	3
SPED 781.50	Reading and Writing for Students with Learning Disabilities (for those not in LD specialization) (includes 10 hours of field experience)	3

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## SPECIAL EDUCATION PROGRAMS: COURSES OF STUDY (Continued)

Course No.	Course Title	Credits
<b>Behavior Disorders (Continued)</b>		
<i>Behavior Disorders Specialization (Continued)</i>		
SPED 783.50	Math, Organizational and Social Strategies for Students with Learning Disabilities (for those not in LD specialization)	3
SPED 752	Student Teaching: Behavior Disorders, Grades 1-3 and 4-6 (30 hours of seminar, plus conferences, plus 40 days of student teaching)	4
<i>Or two of the following (must include two different grade levels):</i>		
SPED 752.50	Student Teaching: Behavior Disorders, Grades 1-3 (30 hours of seminar, plus conferences, plus 20 days of student teaching)	2
SPED 752.51	Student Teaching: Behavior Disorders, Grades 4-6 (30 hours of seminar, plus conferences, plus 20 days of student teaching)	2
SPED 752.52	Supervised Practicum: Behavior Disorders, Grades 1-3 (30 hrs of seminar, plus conferences)	2
SPED 752.53	Supervised Practicum: Behavior Disorders, Grades 4-6 (30 hrs of seminar, plus conferences)	2
<b>Deaf and Hard-of-Hearing (37-43 cr)</b>		
<i>Cross-Categorical Core Courses (12 cr)</i>		
SPED 700	Issues and Practices in the Education of Students with Disabilities (includes 5 hours of field experience)	3
SPED 701	Assessment of Students with Disabilities (includes 15 hours of field experience)	3
SPED 702	Classroom Management in Special Education and Inclusive Settings (includes 20 hours of field experience)	3
SPED 707	Research Seminar: Issues in Special Education	3
<i>Deaf and Hard-of-Hearing Specialization (25*-31 cr)</i>		
SPED 720	American Sign Language: Level 1 & 2	3
SPED 721	American Sign Language: Level 3 & 4	3
SPED 722	The Study of ASL Linguistics	2
SPED 730	Education of Students Who Are Deaf and Hard-of-Hearing	3
SPED 731	Reading and Writing Development for Students Who Are Deaf and Hard-of-Hearing: Methods 1 (includes 5 hrs of field experience)	3
SPED 732	Supervised Clinical Teaching of Students Who Are Deaf and Hard-of-Hearing: Part 1 (includes 20 hrs of field experience)	2
SPED 733	Math and Across-the-Curriculum Adaptations for Students Who Are Deaf and Hard-of-Hearing: Methods 2 (includes 5 hrs of field experience)	3
SPED 734	Supervised Clinical Teaching of Students Who Are Deaf and Hard-of-Hearing: Part 2 (includes 20 hrs of field experience)	2
SPED 735	Speech Development and Remediation of Students Who Are Deaf and Hard-of-Hearing	3
SPED 736	Aural Rehabilitation of Students Who Are Deaf and Hard-of-Hearing (includes 10 hrs of field experience at one grade level)	3
SPED 737	Student Teaching: Deaf and Hard-of-Hearing, Preschool-Grade 12 (30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels)	4
<i>Or two of the following (must include two different grade levels):</i>		
SPED 737.50	Student Teaching: Deaf and Hard-of-Hearing, Preschool-Grade 6 (30 hrs seminar, plus conferences, plus 20 days of student teaching)	2
SPED 737.51	Student Teaching: Deaf and Hard-of-Hearing, Grades 7-12 (30 hrs seminar, plus conferences, plus 20 days of student teaching)	2
SPED 737.52	Supervised Practicum: Deaf and Hard-of-Hearing, Preschool-Grade 6 (30 hrs seminar, plus conferences)	2
SPED 737.53	Supervised Practicum: Deaf and Hard-of-Hearing, Grades 7-12 (30 hrs seminar, plus conferences)	2
<p><b>*Note:</b> Students entering program with ASL proficiency may be exempted from either or both of the ASL courses, without being required to replace those credits with other course work. Such students would, thus, complete the specialization sequence with either 28 or 25 credits.</p>		

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## SPECIAL EDUCATION PROGRAMS: COURSES OF STUDY (Continued)

Course No.	Course Title	Credits
<b>Blind and Visually Impaired (41 cr)</b>		
<i>Cross-Categorical Core Courses (12 cr)</i>		
SPED 700	Issues and Practices in the Education of Students with Disabilities (includes 5 hours of field experience)	3
SPED 702	Classroom Management in Special Education and Inclusive Settings (includes 20 hours of field experience)	3
SPED 706	Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities (includes 10 hours of field experience)	3
SPED 707	Research Seminar: Issues in Special Education	3
<i>Blind and Visually Impaired Specialization (29 cr)</i>		
SPED 740	Medical Aspects and Educational Implications of Visual Impairments	3
SPED 741	Education and Rehabilitation of Individuals with Visual Impairments (includes 10 hrs of field experience)	3
SPED 791	Alternate Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (includes 15 hrs of field experience)	3
SPED 742	Curriculum and Instructional Strategies for Learners with Visual Impairments (includes 15 hrs of field experience)	3
SPED 743	Braille Literacy and Communication Skills for Learners with Visual Impairments (includes 10 hrs of field experience)	3
SPED 744	Assistive Technology for Learners with Visual Impairments	3
SPED 745	Mathematics Literacy and Nemeth Code for Learners with Visual Impairments	1
SPED 746	Educational Implications of Learners who are Deafblind (includes 10 hrs of field experience)	3
SPED 747	Principles and Practices of Orientation and Mobility for Teachers of Learners with Visual Impairments	3
SPED 748	Student Teaching: Blindness and Visual Impairment, Preschool-Grade 12 (30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels)	4
<i>Or two of the following (Must include two different grade levels):</i>		
SPED 748.50	Student Teaching: Blindness and Visual Impairment, Preschool-Grade 6 (30 hrs seminar, plus conferences, plus 20 days student teaching)	2
SPED 748.51	Student Teaching: Blindness and Visual Impairment, Grades 7-12 (30 hrs seminar, plus conferences, plus 20 days student teaching)	2
SPED 748.52	Supervised Practicum: Blindness and Visual Impairment, Preschool-Grade 6 (30 hrs seminar, plus conferences)	2
SPED 748.53	Supervised Practicum: Blindness and Visual Impairment, Grades 7-12 (30 hrs seminar, plus conferences)	2
<b>Visual Impairment: Rehabilitation Teaching* (40 cr in total)</b>		
<i>Cross-Categorical Core Courses (3 cr)</i>		
SPED 700	Issues and Practices in the Education of Students with Disabilities (includes 5 hours of field experience)	3
<i>Visual Impairment: Rehabilitation Teaching Specialization (37 cr)</i>		
SPED 740	Medical Aspects and Educational Implications of Visual Impairments	3
SPED 741	Education and Rehabilitation of Individuals with Visual Impairments	3
SPED 743	Braille Literacy and Communication Skills for Learners with Visual Impairments	3
SPED 744	Assistive Technology for Learners with Visual Impairments	3
SPED 747	Principles and Practices of Orientation and Mobility for Teachers of Learners with Visual Impairments	3
SPED 760	Skills and Techniques for Rehabilitation Teaching I	3
SPED 761	Skills and Techniques for Rehabilitation Teaching II	3
SPED 762	Principles of Vocational Rehabilitation and Independent Living: Rehabilitation for Adults with Visual Impairments	3
SPED 763	Internship I: Rehabilitation Teaching for Individuals with Visual Impairments	2
SPED 764	Internship II: Rehabilitation Teaching for Individuals with Visual Impairments	2
REH 720	Medical Aspects of Disability	3
REH 730	Rehabilitative Counseling with the Aged	3
COCO 701	Counseling Skills and Interviewing	3
*The Rehabilitation Teaching program alone does not lead to New York State teacher certification.		(Continued)





**SPECIAL EDUCATION PROGRAMS: COURSES OF STUDY (Continued)**

Course No.	Course Title	Credits
<b>Severe/Multiple Disabilities (including Deafblindness) (37 cr)</b>		
<i>Cross-Categorical Core Courses (12 cr)</i>		
SPED 700	Issues and Practices in the Education of Students with Disabilities (includes 5 hours of field experience)	3
SPED 702	Classroom Management in Special Education and Inclusive Settings (includes 20 hours of field experience)	3
SPED 706	Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities (includes 10 hours of field experience)	3
SPED 707	Research Seminar: Issues in Special Education	3
<i>Severe/Multiple Disabilities (including Deafblindness) Specialization (25 cr)</i>		
SPED 790	Foundations and Educational Implications of Severe/Multiple Disabilities	3
SPED 791	Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities (includes 15 hrs of field placement)	3
SPED 792	Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities Including Deafblindness (includes 15 hrs of field experience)	3
SPED 793	Total Communication for Learners with Severe/Multiple Disabilities (includes 10 hrs of field experience)	2
SPED 794	Functional Language and Culture of Learners with Low Incidence Disabilities (includes 5 hrs of field experience)	1
SPED 746	Educational Implications of Learners who are Deafblind (includes 10 hrs of field experience)	3
SPED 781.50	Reading and Writing for Students with Learning Disabilities (for those not in LD specialization) (includes 10 hrs of field experience)	3
SPED 783.50	Math, Organizational and Social Strategies for Students with Learning Disabilities (for those not in LD specialization)	3
SPED 795	Student Teaching: Severe/Multiple Disabilities, including Deafblindness, Grades 1-6 (30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels)	4
<i>Or two of the following (must include two different grade levels):</i>		
SPED 795.50	Student Teaching: Severe/Multiple Disabilities, including Deafblindness, Grades 1-3 (30 hr seminar, plus conferences, plus 20 days student teaching)	2
SPED 795.51	Student Teaching: Severe/Multiple Disabilities, including Deafblindness, Grades 4-6 (30 hrs seminar, plus conferences, plus 20 days student teaching)	2
SPED 795.52	Supervised Practicum: Severe/Multiple Disabilities including Deafblindness, Grades 1-3 (30 hrs seminar, plus conferences)	2
SPED 795.53	Supervised Practicum: Severe/Multiple Disabilities including Deafblindness, Grades 4-6 (30 hrs seminar, plus conferences)	2

## 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 people 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. Courses in the TESOL curriculum reflect three levels of hierarchy: introductory, intermediate, and advanced. Because introductory courses are prerequisites for more advanced courses, students are to take courses in sequence: introductory courses, generally, are taken before intermediate courses, and advanced courses after introductory and intermediate courses.

There are two programs in the MA program in TESOL that lead to New York State certification: (1) PROGRAM 1: Pre-K–12 Track (48–50 (53) credits) for students without prior certification and (2) PROGRAM 2: Pre-K–12 Track (35–37 (40) credits) for students with prior certification. A third curriculum is the ADULT PROGRAM (36 credits). These tracks are not interchangeable, and applications cannot be processed if students have not specified one of them. More important, students in the ADULT PROGRAM do NOT qualify for New York State Pre-K–12 certification, and there is no New York State certification for ESL teachers of adults.

The minimum requirements for the three TESOL programs are listed below. Meeting these minimum requirements does not guarantee acceptance into 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, written personal statement and interview, English language proficiency, foreign language credits, and quality of experience are all carefully considered for admission to the program. Only 6 course credits equivalent to courses in the MA-in-TESOL curriculum can be transferred from other accredited graduate programs.

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 50 on the Test of Spoken English (TSE).

As a teacher-training program, linkage to the ESL classroom is emphasized and students are exposed to extensive field experiences and practice. This practical linkage means that students should be prepared to spend considerable amounts of time observing and participating in educational settings in addition to attending classes at Hunter.

Students who are completing their course work have a choice of either (1) writing a master's essay (EDES 780) for three credits or (2) taking a three-hour comprehensive examination, which carries no credit and is graded on a pass/fail basis. Those who write a master's essay are exempt from taking the comprehensive examination.

## PROGRAM 1

### TESOL PRE-K–12 PROGRAM (48–50 (53) CREDITS) FOR STUDENTS WITHOUT PRIOR CERTIFICATION

The Pre-K–12 Program prepares students for New York State certification in TESOL, which students apply for through the College during the last semester in the program.

#### Minimum Admission Requirements

1. A cumulative undergraduate grade point average of 2.8 from an accredited bachelor's degree program; those applicants who have a GPA between 2.5 and 2.8 may be interviewed by the TESOL faculty and accepted on a nonmatriculated basis if space is available.
2. A liberal arts or sciences major of at least 30 credits.
3. A general education core in liberal arts and sciences to include:
  - 12 credits of foreign language documented on a transcript or equivalent credits on a standardized proficiency test like the College Level Examination Program (CLEP) or the NYU Proficiency Test in Foreign Language;
  - 9 credits in communication and English with at least one course in written analysis and expression and one course in English literature;
  - 12 credits in science, mathematics, and technology;
  - 6 credits in social studies (including at least one course in U.S. history or geography);
  - 6 credits in the arts.
4. Satisfactory communication skills.
5. 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 50 on the Test of Spoken English (TSE).

#### Progress Standards

1. Students must submit their scores on the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination before completing 12 credits of course work. Students who have not taken the LAST or who scored low on the essay (Test #5) of the LAST must take a non-credit writing course to be offered by the School of Education in order to enroll in any courses after completing 12 credits.
2. Students accepted in a nonmatriculated status must earn an overall B average in 12 credits in order to apply for matriculant admission.

**Note:** Applicants may be conditioned in a maximum of 12 credits of arts and sciences or foreign language, which may be fulfilled by either graduate or undergraduate courses but do not count toward the master's degree.

#### Requirements for the Degree

1. A minimum of 48–50 (53) credits beyond the baccalaureate degree as outlined in the sequence of courses below
2. A passing score on the comprehensive examination or a 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, producing a total of 53 credits, unless they have been waived from a 3-credit course.

## COURSE OF STUDY: TESOL PROGRAM 1

Course No.	Course Title	Credits
<b>Sequence of Core Courses</b>		
LING 701	Introduction to General Linguistics	3
EDESL 783	Methodology of Teaching English to Speakers of Other Languages (including 25 hours of field experience)	3
EDESL 705	Structure of English: A Pedagogical View	3
LING 773	Theory and Research of Second Language Acquisition	3
ANTH 777	Language and Culture	3
EDESL 787	TESOL for Children (Pre-K-12) (including 25 hours of field experience)	3
EDESL 781	Curriculum and Materials in TESOL (including 25 hours of field experience)	3
BILED 701	Principles and Practices in Bilingual Education	3
EDESL 791	Language Assessment in TESOL	3
EDESL 792	Second Language Literacy	3
EDESL 793	Technology in TESOL: Pre-K-12	1
EDESL 794	Teaching ESL Students with Disabilities: Pre-K-12	1
EDESL 795	Health Education for Teachers of ESL Students: Pre-K-12	1
<i>Additional Required Courses for Program One Only</i>		
EDESL 783.50	Field Experiences for Students without Prior Certification (50 hours field experience)	1
EDC 704	Teaching Developmental Reading	3
EDF 706	Social, Historical, Philosophical Foundations of Education: The American School	3
EDF 709	Child Development	3
EDF 710	Educational Psychology	3
<i>Two of the following*</i>		
EDESL 785.10	Supervised Student Teaching: Pre-K-6 (30 days at an elementary level)	2
EDESL 785.20	Supervised Student Teaching: 7-12 (30 days at a secondary level)	2
EDESL 788.10	Supervised Practicum in the Elementary School: Pre-K-6, **	1
EDESL 788.20	Supervised Practicum in the Secondary School: Grades 7-12, **	1
<i>One of the following:</i>		
EDESL 780	Master's Essay	(3)
Comprehensive Examination		0
* Teacher candidates must complete two semesters of student teaching and/or practicum, one at grades Pre-K-6 and the other at grades 7-12.		
** Practicum students are expected to be in the classroom during the entire semester of practicum.		
<b>Total Credits 48-50 (53)</b>		

## PROGRAM 2

## TESOL PRE-K-12 TRACK (35-37 (40) CREDITS) FOR STUDENTS WITH PRIOR TEACHER CERTIFICATION IN ANOTHER AREA

Program 2, the Pre-K-12 Track (35-37(40) credits), is intended for students who already have prior New York State certification in another area. Students qualify for New York State certification in TESOL, in this case, an additional certification, which they apply for through the College during the last semester in the program.

## Minimum Admission Requirements

1. A cumulative undergraduate grade point average of 2.8 from an accredited bachelor's degree program or a GPA of 3.5 from a master's program; students who have an undergraduate GPA between 2.5 and 2.8 may be interviewed by the TESOL faculty for nonmatriculant acceptance if space is available.
2. 12 credits of foreign language documented on a transcript or equivalent credits on a standardized proficiency test like the College Level Examination Program (CLEP) or the NYU Proficiency Test in Foreign Language.

3. Proof of New York State teacher certification in an area other than TESOL (specifically, early childhood, childhood, middle childhood, or adolescent education; special subjects; disability areas; or literacy). Applicants who present proof of passing scores on all required tests of the New York State Teacher Certification Examination in addition to completion of an approved New York State teacher education program will be considered for nonmatriculant admission until they present proof of New York State certification. Then they may reapply for matriculant status.

4. Satisfactory communication skills.

5. 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 50 on the Test of Spoken English (TSE).

**Note:** Applications are due in the Office of Graduate Admissions in late November (for spring semester) and late April (for fall semester).

## Requirements for the Degree

1. A minimum of 35-37(40) credits beyond the baccalaureate degree as shown in the course sequence below.
2. A passing score on the comprehensive examination or a master's essay (EDESL 780).

## COURSE OF STUDY: TESOL PROGRAM 2

Course No.	Course Title	Credits
<b>Sequence of Courses</b>		
LING 701	Introduction to General Linguistics	3
EDESL 783	Methodology of Teaching English to Speakers of Other Languages (including 25 hours of field experience)	3
EDESL 705	Structure of English: A Pedagogical View	3
LING 773	Theory and Research of Second Language Acquisition	3
ANTH 777	Language and Culture	3
EDESL 787	TESOL for Children (Pre-K-12) (including 25 hours of field experience)	3
EDESL 781	Curriculum and Materials in TESOL (including 25 hours of field experience)	3
BILED 701	Principles and Practices in Bilingual Education	3
EDESL 791	Language Assessment in TESOL	3
EDESL 792	Second Language Literacy: Reading and Writing, Pre-K-12	3
EDESL 793	Technology in TESOL: Pre-K-12	1
EDESL 794	Teaching ESL Students with Disabilities: Pre-K-12	1
EDESL 795	Health Education for Teachers of ESL Students	1
<i>Two of the following (either 785 or 788)</i>		
EDESL 785.10	Supervised Student Teaching: Pre-K-6 (20 days at an elementary level)	2
EDESL 785.20	Supervised Student Teaching: 6-12 (20 days at a secondary level)	2
EDESL 788.10	Supervised Practicum in the Elementary School: Pre-K-6*	1
EDESL 788.20	Supervised Practicum in the Secondary School: Grades 7-12*	1
<i>One of the following:</i>		
EDESL 780	Master's Essay	(3)
Comprehensive Examination		0
		<hr/>
		<b>Total Credits 35-37 (40)</b>

## TESOL ADULT PROGRAM (36 CREDITS)

The 36-credit TESOL Adult Program prepares students to teach adults in college, continuing education, literacy, business, private, and other academic and professional programs in the United States or abroad. It does not prepare teachers for New York State certification to teach in the public schools.

## Minimum Admission Requirements

1. A cumulative undergraduate GPA of 3.0 from an accredited bachelor's degree program or a GPA of 3.5 from a master's degree program; those students who have an undergraduate GPA between 2.5 and 2.8 may be interviewed by the TESOL faculty if space is available.
2. Twelve (12) credits of foreign-language study documented on the transcript or equivalent credits on a standardized proficiency test like the College Level Proficiency Program (CLEP) or the NYU Proficiency Test in Foreign Language.
3. Satisfactory communication skills.
4. 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 50 on the Test of Spoken English (TSE).

## Requirements for the Degree

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



## COURSE OF STUDY: TESOL ADULT PROGRAM

Course No.	Course Title	Credits
<b>Core Requirements (27 credits)</b>		
LING 701	Introduction to General Linguistics	3
EDESL 783	Methodology of Teaching English to Speakers of Other Languages (including (including 25 hours of field experience)	3
EDESL 786	Phonetics of American English	3
EDESL 705	Structure of English: A Pedagogical View	3
LING 773	Theory and Research of Second Language Acquisition	3
ANTH 777	Language and Culture	3
EDESL 781	Curriculum and Materials in TESOL (including 25 hours of field experience)	3
EDESL 782	TESOL in Adult Education (including 25 hours of field experience)	3
EDESL 784	Fieldwork in TESOL with Adults (60 hours of teaching/seminar in the Community Outreach Program in English)	3
EDESL 780	Master's Essay	3
<b>or</b>		
Comprehensive Examination (Optional)		0
<b>6-9 credits of electives from:</b>		
EDESL 789	Selected Topics in TESOL	3
EDESL 791	Language Assessment	3
EDESL 792	Second Language Literacy: Reading and Writing: Pre-K-12	3
EDESL 790	Technology in TESOL	3
ENGL 615	Rhetoric and Composition	3
THC 778	Sociodrama	3
EDC 717/8/9	Independent Study	1, 2, or 3
		<b>36 total credits</b>

## 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, 707 Field Experience Seminar in Administration and Supervision I and II** Two-semester course combining a field experience arranged and completed in student's own district and a weekly seminar which includes a two-hour unit on reporting suspected cases of child abuse and maltreatment.

**ADSUP 709 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 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 Foundations of Bilingual Education** 45 hrs plus 5 hrs of fieldwork, 3 cr. Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function.

**BILED 711 Bilingual Literacy** 30 hrs, 2 cr. Pre- or coreq: BILED 771; coreq: BILED 711.50. This course will focus on the development of literacy skills among students for whom English is a second language based on the New York State English Language Arts Standards. The emphasis will be on L1 and L2 literacy using both narrative and expository text as well as the arts.

**BILED 711.50 Fieldwork in Bilingual Literacy** 75 hrs, 1 cr. Coreq: BILED 711. This fieldwork will help students develop observation skills and acquire practical knowledge of the design and management of bilingual literacy instruction and the classroom environment. Teacher candidates will apply theory to practice in their work with individuals and small groups. Six hrs per week of fieldwork in a bilingual elementary school or program. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

**BILED 717 Language Assessment for English Language Learners** 45 hrs, 3 cr. Prereqs: BILED 771, EDCF 700. This course offers an in-depth treatment of key concepts, issues, and classroom procedures for assessing English language learners, integrating key notions of assessment and measurement with second language acquisition theory and current practices in the assessment of linguistically, culturally, and ethnically diverse students.

**BILED 771 Psychology of Language Learning and Teaching** 30 hrs plus 5 hrs of fieldwork and lab, 2 cr. Prereqs: BILED 701, EDF 709, EDC 704. Survey of the research in first and second language acquisition as it pertains to bilingual children. Emphasis is on the psychological underpinnings of the language acquisition process and their implications for language learning in the classroom. Lab time is an integral part of this course.

**BILED 778 Instruction Through the Native Language** 45 hrs plus 10 hrs of fieldwork, 3 cr. Prereq: BILED 771. To enhance Spanish language skills of teacher candidates for the purpose of teaching content areas in and through Spanish. The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in Spanish for the bilingual classroom.

**BILED 779 Multicultural Education** 45 hrs plus 5 hrs of fieldwork, 3 cr. Prereqs: EDF 709, BILED 701. Conceptual framework derived from anthropological, cross-cultural research on learning and interaction, emphasizing theories and practical perspectives of multicultural education. Theories and strategies that make use of diversity throughout the curriculum and schools will be the focus of the course.

**BILED 780 Bilingual Research Seminar** 30 hrs plus lab, 2 cr. The bilingual research seminar, which serves as the culminating experience, focuses on the relationship between educational research and the classroom teacher. Students will review significant bilingual research to consider the implications of findings for bilingual instruction, and they will initiate their own classroom/community studies to reflect upon their own practice and to become critical consumers of research.

**BILED 782 Supervised Student Teaching Grades 1-3 & 4-6** 40 days (20 in grades 1-3, 20 in grades 4-6) plus 15 hrs of seminar, 4 cr. Prereq: completion of 39 cr of course work or permission of the program coordinator. Supervised student teaching at two grade levels in an elementary bilingual setting selected by Hunter College; four full days a week plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

**BILED 783 Practicum in Grades 1-3** 15 hrs of seminar plus conferences, 2 cr. Prereq: completion of 39 cr of course work or permission of the program coordinator. Supervised classroom teaching experience in an elementary bilingual setting. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 784 or 786.

**BILED 784 Practicum in Grades 4-6**, 15 hrs of seminar plus conferences, 2 cr. Prereq: completion of 39 cr of course work or permission of the program coordinator. Supervised classroom teaching experience in an elementary bilingual setting. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 783 or 785.

**BILED 785 Supervised Student Teaching in Grades 1-3** 15 hrs of seminar plus conferences, 2 cr. Prereq: completion of 39 cr of course work or permission of the program coordinator. Twenty days of supervised student teaching at grade level 1-3 in an elementary bilingual setting selected by Hunter College; four full days plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 784 or 786.

**BILED 786 Supervised Student Teaching in Grades 4-6** 15 hours of seminar plus conferences, 2 cr. Prereq: completion of 39 credits of course work or permission of the program coordinator. Twenty days of supervised student teaching at grade level 4-6 in an elementary bilingual setting selected by Hunter College; four full days plus conferences and professional development workshops. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Students who take this course must also take BILED 783 or 785.

**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 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.

**ECC 703 Early Childhood Curriculum: Birth through Grade 2** 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels. Pre- or coreq: ECF 700. Models of developmentally appropriate curricula are examined in light of theory and practice, and the needs of diverse learners. Strategies for guiding young children's behavior, for assessing environments and curricula, and using computer technology in early childhood.

**ECC 704 Language and Literacy: Birth through Grade 2** Pre- or coreq: ECF 700. Various perspectives in emergent literacy are examined to learn how young children acquire language and become readers and writers in their different cultural and linguistic communities. The roles of families, centers, schools and communities in urban environments, and assessment of early literacy development are studied. (Not for Program 1 students; see ECC 705 and 706.)

**ECC 705 Language and Literacy: Birth through Kindergarten** Pre- or coreq: ECF 700. Research and practice in language learning and the development of early literacy among diverse learners. Examination of the process of early literacy development between birth and kindergarten and the role of families, programs and schools in early literacy development. (Not for Program 2 students.)

**ECC 706 Language and Literacy: K through Grade 2** Pre- or coreq: ECC 705. Examination of research and practice on emergent literacy and the development of literacy learning among diverse learners between kindergarten and second grade. The role of families and schools in children's literacy development in urban environments is explored. (Not for Program 2 students.)

**ECC 707 Language and Literacy: English Language Learners** 15 hrs, 1 cr. Coreqs: ECC 704, 705, or 706. Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

**ECC 708 Children with Special Needs: Birth through Grade 2** 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels. Prereq: ECC 703; pre- or coreq: ECF 702. The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

**ECC 709 Mathematical and Scientific Thinking in Early Childhood** Pre- or coreq: ECC 703. Research and practice that focus on children's acquisition of mathematical and scientific thinking and appropriate activities to enable them to acquire these skills. The role of parents, providers, and teachers in meeting the needs of diverse learners is examined.

**ECC 710 Early Childhood Mathematics: Birth through Grade 2** Pre- or coreq: ECC 703. Theories and research that focus on the relationship between children's development and learning of mathematical concepts and skills. Appropriate mathematics activities for children from birth to second grade and ways of assessing mathematical learning in diverse infant, toddler, preschool, and grade K-2 settings. (Required in Program 1.)

**ECC 711 Science in Early Childhood Education: Birth through Grade 2** Pre- or coreq: ECC 703. Theories and research of scientific thinking in young children; the inquiry process in developing concepts and understandings of the natural and people-made world in young children. Ways of assessing science learning in infant, toddler, preschool, and grade K-2 settings. (Required in Program 1.)

**ECC 712 Pre-Student Teaching Field Placements in Early Childhood** 15 hrs of seminar plus 50 hrs in the field, 1 cr. Prereq: ECC 703. This course consists of a 15-hour seminar plus a total of 50 hours of field experience in early childhood programs, with 25 hours at each of two of the three following age/grade levels: pre-kindergarten, kindergarten, grades 1 or 2. Students will observe various aspects of an early childhood program and study firsthand how programs for children of different age levels diverge.

**ECC 713 The Expressive Arts in Early Childhood** Pre- or coreq: ECF 700. Research and practice on the importance of creative expression in young children's development. Inquiry into children's artistic and intellectual inventiveness through art, music, movement, theatre and dance activities that reflect the needs of diverse learners in a multicultural environment. Offered in collaboration with Lincoln Center Institute.

**ECC 714 Health, Safety and Nutrition in Early Childhood** Pre- or coreq: ECF 700. This course prepares teachers of children, birth through second grade, with knowledge and skills of developmentally appropriate practices in health promotion and wellness among children of diverse backgrounds and abilities within the context of the family, school and community. Child abuse, drug abuse prevention, prevention of school violence, and fire safety are included.

**ECC 715 Educational Technology in Early Childhood** 15 hrs, 1 cr. Pre- or coreq: None. Educational technology course for students in the graduate early-childhood education programs. Students will enhance their basic computer skills and learn how to assess and use various applications in their early childhood classrooms.

**ECC 716 Student Teaching in Early Childhood Settings** 30 hrs of seminar plus 40 days of student teaching. Prereqs: ECF 702; ECC 703, 704 or 705 and 706, 707, 708, 709 or 710 and 711, 712. Two student-teaching placements of 20 days each at different age/grade levels (Pre-K, K, grades 1-2) that supplement pre-student teaching field experience.

**ECC 717 Supervised Practicum in Early Childhood** 15 hrs of seminar plus conferences, 1 cr. Prereqs: ECF 702; ECC 703, 704 or 705 and 706, 707, 708, 709 or 710 and 711, 712. Teaching practicum for students in early-childhood education. Students who take ECC 717 must also complete ECC 718. (Not for students who have completed ECC 716.)

**ECC 718 Early Childhood Student Teaching** 15 hrs of seminar plus 20 days of student teaching, 2 cr. Prereq: ECF 702; ECC 703, 704 or 705 and 706, 707, 708, 709 or 710 and 711, 712. Student teaching for 20 days at one age/grade level: Pre-K, K, or grades 1-2. Students who take ECC 718 must also complete ECC 717. (Offered during the summer.) (Not for students who have completed ECC 716.)

**ECC 719.51, .52, .53 Special Topics in Early Childhood Education** 15, 30, and 45 hrs, 1, 2, and 3 cr. Prereq: Special permission of an early childhood education advisor. Important special issues as they arise through changes in federal or state law or new developments in early childhood education.

**ECC 720 Integrative Seminar in Early Childhood Education** Prereq: ECF 701, 702; ECC 703, 704 or 705 and 706, 707, 708, 709 or 710 and 711. Students learn how to use research methods to ask and answer questions related to effective practice in early childhood education. Teacher candidates select an area of study related to their practice and complete a research proposal using established research procedures.

**ECF 700 Child Development: Birth to Age Eight** 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels. Pre- or coreq: None. Overview of the physical, social, emotional, and cognitive development of young children, birth to age eight. Theoretical perspectives of typical and atypical development of childhood are discussed with implications for appropriate practice in diverse early childhood settings.

**ECF 701 Social and Historical Contexts of Early Childhood Education** Pre- or coreq: None. Examination and analysis of the social and historical contexts of early childhood education. Applications to contemporary issues in the education of young children in families, child care centers, schools and communities in urban settings.

**ECF 702 Assessment in Early Childhood Education: Birth through Grade 2** Prereq: ECF 700. Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

**EDC 703 Teaching Science in the Elementary School** Pre- or coreqs: EDCF 700, EDF 709. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

**EDC 703.50 Teaching Science in the Elementary School** Pre- or coreq: EDF 709. *This course is for students pursuing dual certification in childhood special education and childhood education.* A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

**EDC 704 Teaching Developmental Reading** Pre- or coreqs: EDCF 700, EDF 709. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored. (Includes 10 hrs of fieldwork.)

**EDC 704.50 Teaching Developmental Reading** Pre- or coreq: EDF 709. *This course is for students pursuing dual certification in childhood special education and childhood education.* The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored. (Includes 10 hrs of fieldwork.)

**EDC 705 Mathematics Curriculum and Methods** Pre- or coreqs: EDCF 700, EDF 709. The course will explore current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics. (Includes 10 hrs of fieldwork.)

**EDC 705.50 Mathematics Curriculum and Methods** Pre- or coreq: EDF 709. *This course is for students pursuing dual certification in childhood special education and childhood education.* The course will explore current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics. (Includes 10 hrs of fieldwork.)

**EDC 707 The Arts: An Interdisciplinary Learning Experience** Pre- or coreqs: EDCF 700, EDF 709. Offered in collaboration with Lincoln Center Institute, this course is designed to introduce teacher candidates to the role of the arts in learning across the curriculum. Teacher candidates will experience the creative process through hands-on study of works of art (visual arts, music, theatre, and dance) to enhance the aesthetic sensibilities of students in grades 1-6.

**EDC 712 Advanced Methods of Teaching Math in Elementary Schools** 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 Advanced Methods of Teaching Elementary School Science** Prereqs: EDCF 700, EDC 703, EDF 709. The major goal of the advanced methods course is to continue to develop a foundation for the growth of the professional science educator. Through selective experiences the course will focus on advanced instructional styles and strategies. In addition, the course includes working with students from culturally diverse backgrounds, working with special needs students, using multimedia technology effectively, and working with parents and the community.

**EDC 714 Advanced Educational Technology for Elementary School Teachers** Prereqs: EDCF 700, EDF 709, and a course on computers or demonstrated literacy in basic computer skills and tool applications (word processing, spreadsheets, database, and presentation as well as the Internet). Students will link prior knowledge of instructional technology with curriculum development strategies to design integrated learning events.

**EDC 715 Fieldwork: Reading and Social Studies** 75 hrs. of fieldwork, 1 cr. Prereqs: EDCF 700, EDF 709; coreqs: EDC 730 and 722. Supervised experiences in pedagogical applications of literacy and social studies methods courses. Students will complete six hours of fieldwork per week for a minimum of 75 contact hours per semester. Students will develop the ability to apply theoretical concepts and deliver instruction to individual and small groups of children. Students will be placed in Hunter College-selected elementary schools and other educational programs.

**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 722 Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology** 30 hrs, 2 cr. Prereqs: EDCF 700, EDF 709; coreqs: EDC 715 and 730. Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings; the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

**EDC 722.50 Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology** 30 hrs, 2 cr. Pre- or coreq: EDF 709. *This course is for students pursuing dual certification in childhood special education and childhood education and those in the bilingual extension program.* Within the framework of New York State Standards, this course reflects concern for quality social studies teaching for all learners. Major attention is given to our common heritage of democracy and human rights; an appreciation of the diverse tapestry that characterizes us as a nation; the study of history within the social studies; the use of literature and the arts to illuminate and enrich understandings;

the application of critical and analytical skills to interpret primary documents and data; the integration of technology to acquire, process, and organize knowledge.

**EDC 724 Student Teaching in Grades 1-3 and 4-6** 30 hrs of seminar plus 54-56 days of student teaching, 5 cr. Prereq: completion of 31 credits of course work or permission of the childhood education advisor. Supervised student teaching at two grade levels, 1-3 and 4-6, in an elementary school selected by Hunter College; four full days a week plus conferences and professional development workshops. Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in student teaching must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

**EDC 725 Student Teaching in Grades 1-3** 30 hrs of seminar plus 25 days of student teaching. Prereq: completion of 31 credits of course work including EDC 730 or permission of the childhood education advisor. Teacher candidates who take this course must also take EDC 726 or 728. Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in student teaching must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Not for students who have completed EDC 724 or 727.

**EDC 726 Student Teaching in Grades 4-6** 30 hrs of seminar plus 25 days of student teaching. Prereq: Completion of 31 credits of course work including EDC 730 or permission of the childhood education advisor. Teacher candidates who take this course must also take EDC 725 or 727. Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in student teaching must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Not for students who have completed EDC 724 or 728.

**EDC 727 Practicum in Grades 1-3** 30 hrs of seminar plus supervision and conferences, 2 cr. Prereq: completion of 31 credits of course work including EDC 730 or permission of the childhood education advisor. Teacher candidates who take this course must also take EDC 726 or 728. Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in student teaching must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Not for students who have completed EDC 724 or 725.

**EDC 728 Practicum in Grades 4-6** 30 hrs of seminar plus supervision and conferences, 2 cr. Prereq: completion of 31 credits of course work including EDC 730 or permission of the childhood education advisor. Teacher candidates who take this course must also take EDC 726 or 727. Note: Applications for spring semester student teaching are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in student teaching must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. Not for students who have completed EDC 724 or 726.

**EDC 729 Fieldwork in General Education for Special Educators** 15 hrs of seminar plus 50 hrs fieldwork, 1 cr. Prereqs: EDF 709, EDC 704.50 and 705.50. Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups. Students receiving a grade of C+ or C in fieldwork must apply to the chairperson for permission to reregister for the course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

**EDC 729.50 Fieldwork in General Childhood Education for Bilingual Educators** 15 hrs of seminar plus 50 hrs fieldwork, 1 cr. Prereqs: EDF 709; BILED 701. Observing and assisting teaching in an elementary school setting. Students will develop guided observation skills, acquire practical knowledge of the design and management of instruction and the classroom environment, and work effectively with individual students and small work groups. Students receiving a grade of C+ or C in fieldwork must apply to the chairperson for permission to reregister for the course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program.

**EDC 730 Perspectives on Literacy Across the Content Areas** 30 hrs, 2 cr. Prereqs: EDCF 700; EDF 709 and 715; EDC 704; coreqs: EDC 715 and 722. This course will emphasize literacy across the curriculum. Skills, strategies and techniques to teach reading and writing in the content areas will be developed. Expository as well as narrative texts will be utilized.

**EDC 760 Special Topics in the Arts** Prereq: EDC 707. The theory and application of children's artistic development. Course includes visual arts contents, instructional techniques, technology, materials and their use across the elementary school curriculum. Through hands-on workshops the teacher candidate will understand how to plan and utilize a visual arts curriculum to enhance student's cognitive, perceptual, expressive and imaginative abilities.

**EDCF 700 The Art and Science of Effective Teaching** Pre- or coreq: EDF 709. This course is designed to introduce pre-service childhood educators to the world of urban education and their roles as quality educators. The course will acquaint students with the basic theoretical pedagogical practices of teaching. Content will include: the connection between theory and practice as it relates to the role of teachers; instructional methods for teaching diverse student populations; effective classroom practices; organizational strategies; motivation techniques and methods of assessment are also explored. (Includes 5 hrs. of fieldwork.)

**EDESL 705 Structure of English: A Pedagogical View** Prereq: LING 701 or permission of TESOL adviser. The total grammatical system of English seen functionally and pedagogically. Students examine research studies of how various English language structures are learned and develop learning environments for presenting these structures. Required of students in PROGRAMS ONE, TWO, and the ADULT PROGRAM.

**EDESL 780 Seminar in Educational Research (Master's Essay)** Prereq: Completion of 24 credits and permission of TESOL adviser. A written study, which may include a researched area, an analysis of a methodology, a review, evaluation, or critique of relevant literature, or a proposal for learning materials. Students in this course, who meet as a group and individually with the adviser, are exempt from taking the comprehensive examination. Registration by adviser's approval only. Elective for all students.

**EDESL 781 Curriculum and Materials in TESOL** Prereq: LING 701, EDESL 783 or permission of TESOL adviser. Overview of the various genres of learning materials in ESL/EFL (listening and audio cassettes, speaking and conversation, reading and vocabulary building, writing and composing, basal series for children and adults, dictionaries, computer-assisted learning materials, video programs and others). Attention is given to classroom management tasks, setting up and exploiting various learning environments, and general literacy concerns. Twenty-five hours of field experience/observation is a part of this course. (Required of students in PROGRAMS ONE, TWO, and the ADULT PROGRAM.)

**EDESL 782 TESOL in Adult Education** Prereq: LING 701, EDESL 783 or permission of TESOL adviser. A treatment of effective TESOL practices, classroom management, and learning environments appropriate to the adult classroom. Twenty-five hours of field experience/observation is a part of this course. Required of students in the ADULT PROGRAM and an elective for students in the Pre-K-12 PROGRAMS ONE and TWO who have been waived from a required course.

**EDESL 783 Methodology of Teaching English to Speakers of Other Languages** An overview of classroom options for teaching English to second language learners. The course covers options for classroom management and setting up learning environments. A field experience is a part of this course: (1) For Program One (Pre-K-12 students without certification), 25 hours of in-school participation is required plus EDESL 783.50, which requires 50 hours of participation; (2) for Pre-K-12 students with certification, 25 hours, which may be met through one's own teaching if currently teaching ESL; and (3) for students in the adult track, 25 hours. Required of students in PROGRAMS ONE, TWO, and the ADULT PROGRAM.



**EDESL 783.50 Field Experience for Students without Prior Certification** 50 hours of in-school experience and 15 hours of seminar, 1 cr. Coreq: EDESL 783. This course consists of supervised field experience in the teaching of English to speakers of other languages in grades pre-K through 12. Students meld theory and practice, apply and adapt methodologies, approaches, and techniques to the needs of diverse second-language learners, and assist the cooperating ESL teacher in general classroom practices. Required of students in Pre-K-12 PROGRAM ONE.

**EDESL 784 Fieldwork in TESOL with Adults** 60 hrs, 3 cr. Prereq: completion of 24 credits or permission of TESOL adviser. Teaching practicum in a field setting with adult learners of English in the Community Outreach Program in English (COPE) on Saturdays. (Sabbath observers meet during the week.) During a one-hour weekly seminar, emphasis is placed on peer dynamics, classroom management and setting and exploiting learning activities and environments. Required of students in the ADULT PROGRAM.

**EDESL 785.10 Supervised Student Teaching in the Elementary School: Pre-K-6** 15 hr seminar plus student teaching and conferences, 2 cr. Prereq: completion of 30 credits or permission of TESOL adviser. N.B.: Students should not take 788.10 if they are in this course. Supervised student teaching in Pre-K through grade 6 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. (1) Students without prior certification in another area must teach 30 days in Pre-K-6; (2) Students with prior certification in another area must teach 20 days in Pre-K-6. Required of students in PROGRAMS ONE and TWO.

**EDESL 785.20 Supervised Student Teaching in the Secondary School: Grades 7-12** 15 hr seminar plus student teaching and conference, 2 cr. Prereq: Completion of 30 credits or permission of TESOL adviser. N.B.: Students should not take 788.20 if they are in this course. Supervised student teaching in grades 7 through 12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. (1) Students without prior certification in another area must teach 30 days in grades 7 through 12; (2) Students with prior certification in another area must teach 20 days in grades 7 through 12. Required of students in PROGRAMS ONE and TWO.

**EDESL 786 Phonetics of American English** Prereq: LING 701 or permission of TESOL adviser. Phonological (phonetic and phonemic) analysis of contemporary American speech. Required of students in the ADULT PROGRAM and for students in Pre-K-12 PROGRAMS ONE and TWO who have been waived from a required course.

**EDESL 787 TESOL for Children: Pre-K-12** Prereqs: LING 701, EDESL 783 or permission of TESOL adviser. Applications of methods, techniques, and approaches for teaching English as a second/foreign language to children. Intensive treatment coverage of classroom management and the setting and exploitation of learning environments. A field experience is a part of this course: (1) For Pre-K-12 students without certification, 25 hours of in-school observation is required and (2) for Pre-K-12 student with certification, 25 hours. Required of students in both Pre-K-12 PROGRAMS ONE and TWO.

**EDESL 788.10 Supervised Practicum in the Elementary School: Pre-K-6.** 15 hr seminar plus supervised teaching and conferences, 1 cr. Prereq: Completion of 30 credits or permission of TESOL adviser. N.B.: Students should not take 785.10 if they are in this course. Teaching practicum at the elementary level in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. For students in PROGRAMS ONE and TWO who teach ESL in an elementary school setting.

**EDESL 788.20 Supervised Practicum in the Secondary School: Grades 7-12.** 15 hr seminar plus supervised teaching and conferences, 1 cr. Prereq: completion of 30 credits or permission of TESOL adviser. N.B.: Students should not take 785.20 if they are in this course. Teaching practicum at the secondary level in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. For students in PROGRAMS ONE and TWO who teach ESL in a secondary school setting.

**EDESL 789 Selected Topics in TESOL** Prereq: Ling 701 or permission of TESOL adviser. An in-depth treatment of new and critical issues in the teaching of ESL/EFL to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, reading and writing, adult literacy, testing, content-based materials, materials development. Elective for students in the ADULT PROGRAM and for students in the Pre-K-12 PROGRAMS ONE and TWO who have been waived from a required course.

**EDESL 790 Technology in TESOL: Adults** Through reading, class discussions, demonstrations, and hands-on applications, students are introduced to a range of technologies available to adult language learners in the computer laboratory, through distance learning, and on the Internet; students are also exposed to procedures in computer-assisted language learning (CALL) and computer-assisted instruction (CAI). An elective for students in the ADULT PROGRAM and for students in PROGRAMS ONE and TWO who have been waived from a required course.

**EDESL 791 Language Assessment in TESOL** Prereq: LING 701 or BILED 771. Pre- or coreq: EDESL 705 or permission of TESOL adviser. This course offers an in-depth treatment of a wide range of classroom language assessment procedures (both formal and informal) for learners of English as a second or foreign language, including diagnostic, proficiency, placement, and achievement testing. Required of students in both Pre-K-12 PROGRAMS ONE and TWO; elective for students in the ADULT PROGRAM.

**EDESL 792 Second Language Literacy: Reading and Writing, Pre-K-12** Prereq: LING 701, EDESL 705 or permission of TESOL adviser, EDC 704. This course offers an in-depth treatment of theory and practice in the teaching of literacy skills, specifically reading and writing, to English language learners in the public schools. Required of students in both Pre-K-12 PROGRAMS ONE and TWO; elective for students in the ADULT PROGRAM.

**EDESL 793 Technology in TESOL: Pre-K-12** 15 hours, 1 cr. This mini-course covers basic technology and computer operations/concepts (second language learning software; accessing, generating, manipulating data, and publishing results); the use of technology in personal/professional growth; and the applications of technology for language instruction. Required of students in both PROGRAMS ONE and TWO and an elective in the ADULT PROGRAM.

**EDESL 794 Teaching ESL Students with Disabilities: Pre-K-12** 15 hrs, 1 cr. Overview of issues and practices relevant to the teaching and learning of second language learners with special education needs. Required of students in PROGRAMS ONE and TWO.

**EDESL 795 Health Education for Teachers of ESL: Pre-K-12** 15 hrs, 1 cr. This course presents an overview of health promotion and wellness for teachers of ESL students from diverse ethnic/cultural backgrounds and different abilities in grades pre-K through grade 12. It includes child abuse and neglect, drug education, fire safety education, nutrition and fitness, and violence prevention. Required of students in PROGRAMS ONE and TWO.

**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. Required of students in Pre-K-12 PROGRAM ONE.

**EDF 706.50 Social, Historical, Philosophical Foundations of Education: The American School** Pre- or coreq: EDF 709. This course is for students pursuing dual certification in childhood special education and childhood education. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.

**EDF 709 Child Development** Pre- or coreqs: None. Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth. Includes 5 hrs of fieldwork.

**EDF 710 Educational Psychology** Prereq: 709 or the equivalent. Advanced educational psychology. Theories and research applied to learning, motivation, cognition, pupil and teacher relationships, and classroom management with a focus on students from diverse backgrounds. Required of students in Pre-K-12 PROGRAM ONE.

**EDF 715 Diversity in the American School** Pre- or coreqs: None. Advanced, graduate-level survey of current issues and theories of diversity and their impact upon the contemporary American school. Topics will be from an interdisciplinary perspective with attention to social policy implications.

**EDF 716 Assessment of Teaching and Learning** Prereqs: EDCF 700, EDF 709. Basic principles and practices for the assessment of learning in the elementary school classroom. Includes instructional objectives, test construction, descriptive statistics, interpretation of standardized test scores, and alternative forms of assessment.

**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 750 Special Topics in Diversity** Prereqs: EDCF 700, EDF 709; pre- or coreq: EDF 706. An examination of the history and adaptation of diverse groups in the U.S. and their experience in the American educational system. Emphasis is on the role of culture, structure and policy in facilitating and/or hindering opportunities for these groups to achieve educational equity.

**EDF 792 Integrative Seminar: Research in Childhood Education** Prereq: completion of 31 credits of course work including EDC 730 and EDF 716 or permission of the childhood education advisor. Students prepare research proposals on topics which summarize and apply previous learnings. Written and oral presentations.

**EDLIT 730 Language, Literacy and Learning in School Contexts: Grades 1 through 6** Psychological, anthropological, sociolinguistic and sociological theories on the interrelationship between language, literacy and learning. Development and documentation of the effects of strategies for building community and promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools. Includes 15 hours in the field analyzing language use.

**EDLIT 731 Literacy Assessment: Birth Through Grade 6** Formal and informal approaches to literacy assessment (including oral language, listening, writing, and reading) grounded in theory of first and second language acquisition, literacy development, and learning. Selecting, adapting, and interpreting assessments for instructional planning and meeting NYS English Language Arts performance standards. Includes 15 hours in the field assessing diverse learners.

**EDLIT 732 Children's Literature** Exposure to the breadth, depth, and utilization of children's literature and its role in children's development, appreciating diversity and fostering a lifelong interest in reading. Sensitive issues (health, abuses, addictions), technology and management issues are examined. Includes 5 hours in the field.

**EDLIT 733 Theories and Process of Teaching Writing: Pre-K Through Grade 6** Prereq: ECC 704, EDLIT 730, EDLIT 731. Development and assessment of writing skills including analysis of techniques and environments that foster writing development in all children (ESL, gifted, special needs). State writing standards and technology are integrated. Includes 15 hours in the field analyzing writing development.

**EDLIT 734 Literacies within the Disciplines: K Through Grade 6** Prereq: ECC 704, EDLIT 730, EDLIT 731. Coreq: EDLIT 739.02. Exploration into the literacy demands inherent in the academic subjects of math, science, health education and social studies, as well as media, technology and the arts. Includes 10 hours in classrooms focused on older learners (grades 3-6) and content area literacy.

**EDLIT 735 Instructional Approaches to Literacy: K Through Grade 6** Prereq: ECC 704, EDLIT 730, EDLIT 731. Coreq: EDLIT 739.03. Historical background and research on the objectives, methods, and materials pertinent to the curriculum for teaching of reading on the elementary levels. Includes 15 hours in the field adapting curriculum.

**EDLIT 736 Diagnosis of Reading Difficulties** Prereq: EDLIT 733, EDLIT 734, EDLIT 735. A study of factors related to students who are experiencing difficulty acquiring literacy. Procedures for diagnosing reading achievement and related language skills. Includes 15 hours of individual diagnosis, under supervision, of students with reading difficulties.

**EDLIT 737 Practicum in Remedial Reading** Prereq: EDLIT 736. Theoretical consideration and procedures in the instruction of students with reading difficulties. Includes 20 hours of supervised remedial sessions with individual students on-site at Hunter College.

**EDLIT 738 Literacy Programs: Organization and Resources** Prereq: EDLIT 737. Seminar of a survey of literacy programs in diverse settings utilizing a range of techniques and organizational approaches in the literacy instruction of students, with and without discernible reading difficulties. Includes 15 hours of survey for the enhancement of literacy programs.

**EDLIT 739.01 Delays in Early Language and Literacy Development in Young Children with Special Needs** 15 hrs, 1 cr. Coreq: ECC 704. Historical, theoretical, and research-based teaching practice issues related to literacy and language instruction for children with special needs, ages birth through second grade. Includes 5 hours observation in an inclusive early childhood setting.

**EDLIT 739.02 Special Needs Issues in Literacies within the Curriculum** 15 hrs, 1 cr. Coreq: EDLIT 734. Adaptation, modification and management of instruction, curriculum, the learning environment, materials and technology across the curriculum for children with special learning needs.

**EDLIT 739.03 Adaptations and Modifications in Approaches to Literacy for Students with Special Needs** 15 hrs, 1 cr. Coreq: EDLIT 735. Adaptation and modification of instructional strategies, technology and curriculum in literacy for full inclusion of children with disabilities.

**EDLIT 740 Leadership in Literacy** Prereq: minimum of 27 cr in the literacy program. Culminating experience in planning, assessing, and developing literacy and staff development programs that utilizes understandings gained throughout the Master's in Literacy Program. Fundamentals of leadership are explored in the context of communication, supervision, and support of literacy programs.

**EDLIT 741 Selected Topics** Pre- or coreq: ECC 704, EDLIT 730, EDLIT 731. In-depth study of emerging areas related to literacy education for children birth through grade 6.

**EDLIT 742 Practicum in Literacy** 15 hr seminar plus 50 hrs in the field, 1 cr. Prereq: 15 to 18 credit hours in the Literacy Master's Program. Fifty-hour college-supervised practicum divided into two 25-hour placements; one at early childhood and one at the childhood level.

**HED 714 Health Education for the Classroom Teacher** Pre- or coreqs: EDCF 700, EDF 709. The preparation of the elementary educator to assist children in grades 1 through 6 in making decisions for optimum health and wellness. Content areas: nutrition education and fitness; mental/emotional health, conflict resolution and stress management; drug education and stress management; safety education including fire safety; family living/sex education including HIV/AIDS education. Includes required workshops on child abuse and neglect and on school violence prevention.

**HED 715 Health Education for Special Educators** 15 hrs, 1 cr. Pre- or coreqs: None. This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention.

**LATED 712 Methods 1: Classroom Organization, Management, and Assessment of Instruction in Latin** 45 hrs, 3 cr. Prereq: completion of 18 credits of graduate Latin courses; prereq or coreq: SEDF 704, SEDC 710. Familiarizes prospective teachers of grades 7-12 with classroom organization patterns, rules and routines appropriate to the teaching of Latin. Close work with the design and evaluation of classroom lessons and materials in the context of national and state standards will be emphasized.

**LATED 713 Methods 2: Teaching for Diverse Learners in Latin** 30 hrs plus 36 hrs fieldwork, 2 cr. Prereq: LATED 712, SEDF 703; prereq or coreq: SEDF 705. Familiarizes prospective teachers of grades 7-12 with pedagogical approaches for teaching a diverse body of learners, in light of national and state standards, in part by utilizing aspects of diversity in the ancient world. Innovative uses of technology, development of instructional units, individualizing for students with special needs, exploring aspects for a student-centered classroom will be emphasized.

**LATED 731 Student Teaching in Latin, Grades 7-12** 30 hrs, 60 days student teaching plus workshops and conferences, 5 cr. Prereq: LATED 713; prereq or coreq: SEDF 706, SEDC 720. Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students who receive a grade of C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program.

**LATED 741.10 Practicum in Latin, Grades 7-9** 30 hrs plus conferences, 2 cr. Prereq: LATED 713; prereq or coreq: SEDF 706, SEDC 720. Supervised practicum in the teaching of Latin in grades 7-9. Students who receive a grade of C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who take LATED 741.10 must also take either LATED 751.20 or LATED 741.20.

**LATED 741.20 Practicum in Latin, Grades 10-12** 30 hrs plus conferences, 2 cr. Prereq: LATED 713; prereq or coreq: SEDF 706, SEDC 720. Supervised practicum in the teaching of Latin in grades 10-12. Students who receive a grade of C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who take LATED 741.20 must also take either LATED 751.10 or LATED 741.10.

**LATED 751.10 Student Teaching in Latin, Grades 7-9** 30 hrs plus 30 days and conferences, 3 cr. Prereq: LATED 713; prereq or coreq: SEDF 706, SEDC 720. Teacher candidates complete 30 days of student teaching at grades 7-9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students who receive a grade of C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who enroll in LATED 751.10 must also complete LATED 751.20 or LATED 741.20.

**LATED 751.20 Student Teaching in Latin, Grades 10-12** 30 hrs plus 30 days and conferences, 3 cr. Prereq: LATED 713; prereq or coreq: SEDF 706, SEDC 720. Teacher candidates complete 30 days of student teaching at grades 10-12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students who receive a grade of C+ or C must apply to the department chairperson for permission to reregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat this course and may not continue in the program. Students who enroll in LATED 751.20 must also complete LATED 751.10 or LATED 741.10.

**LING 701 Introduction to General Linguistics** The study of the basic components of linguistics and their applications to language teaching and first- and second-language literacy. Required of students in PROGRAMS ONE, TWO, and the ADULT PROGRAM.

**LING 773 Theory and Research of Second Language Acquisition** Prereq: LING 701, pre- or coreq: EDESL 705 or permission of TESOL adviser. A survey of current theory and research in second language acquisition with particular reference to the acquisition of English and the classroom. Required of students in PROGRAMS ONE, TWO, and the ADULT PROGRAM.

**\*MUSED 677 Methods of Teaching Instrumental Music, Grades Pre-K-12** 45 hrs plus 18 hrs of fieldwork, 2 cr. Organization and administration of school instrumental programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques, including a review of principles of performance for strings, woodwinds, brass, and percussion; classroom management strategies; supervised fieldwork in applying these topics.

**\*MUSED 678 Methods of Teaching Vocal and General Music, Grades Pre-K-12** 45 hrs plus 18 hrs fieldwork, 2 cr. Prereq: MUSED 677; prereq or coreq: SEDF 705, SEDC 710. Organization and administration of school vocal programs serving diverse student populations; New York State standards in the arts; rehearsal, teaching, and conducting techniques; an overview of technology, content, and materials of the nonperforming general music curriculum; classroom management strategies; supervised fieldwork in applying these topics.

**SEDF 703 Social Foundations of Adolescence Education** Students explore in depth different sociological, historical, philosophical, anthropological, and political concepts and theories related to urban schooling. Particular emphasis will be placed on issues such as tracking, parent-school-community relations, inclusion of students with disabilities, the teaching of English language learners, and other diverse populations. Students will learn to analyze these concepts and theories and apply them to current classroom practices.

**SEDF 704 Adolescent Development, Grades 7-12** 30 hrs, plus 36 hrs fieldwork, 2 cr. This course examines the process of cognitive, social/emotional, personality, and language development among youth who vary by gender, race and ethnicity, English proficiency and varying levels of abilities.

**SEDF 705 Educational Psychology: Applications to Adolescence Education** 30 hrs, plus 36 hrs fieldwork, 2 cr. Prereq: SEDF 704. This course is designed to prepare teacher candidates to think about how adolescents develop and learn. Emphasis will be placed on identifying effective teaching strategies, adapting instruction for diverse student populations (including gifted students and students with special needs), designing and managing classroom instruction, creating culturally compatible classrooms, motivating students, and assessing their learning.

\*These courses are offered in the Music Department, but they are part of the Music Education course of study

**SEDF 706 Assessment of Teaching and Learning in Adolescence Education** 30 hrs, plus lab, 2 cr. Prereq: SEDF 705; SEDC 710. Basic principles and practices for the assessment of learning and teaching in the secondary classroom. Includes instructional objectives, test construction, descriptive statistics, interpretations of standardized test scores, performance outcome measures and alternative forms of assessment.

**SEDC 710 Building the Foundations of Literacy in Adolescence Education** Supporting the development of literacy across the curriculum, with a focus on under-prepared students, students with special education needs, and students who are English language learners; implications for working toward standards.

**SEDC 711 Advanced Study of Young Adult Literature in Our Diverse Society** Pre- or coreqs: SEDF 703, SEDF 704. Familiarizes prospective teachers with a wide variety of literature for or about young adults. Books discussed and dramatized during each session reflect diverse cultures, varying learning styles, and special needs of young adults. The English Language Arts standards are addressed as delineated in city and state regulations. Literacy and comprehension skills are explored as well.

**SEDC 712 Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7-12** Prereq or coreq: SEDF 703, SEDF 704. Candidates will identify the impact of various classroom organization patterns, rules and routines, and methods of assessment. Candidates will be able to design, implement, and evaluate lessons in the context of state and city standards for learning in grades 7-12.

**SEDC 713 Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science** Prereq or coreq: SEDF 703, SEDF 704. Examines the interrelationship between the educational environment and the adolescent's learning of mathematics and science. Teacher candidates study the basic classroom management in the teaching of science and mathematics as they explore the content and implementation of national, New York State and New York City standards for mathematics and science. Fosters the use of technology as an educational tool to improve the mathematics and science literacy of the adolescent.

**SEDC 715 Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Social Studies, Grades 7-12** Prereq or coreq: SEDF 703, SEDF 704. Rationales and methodologies for teaching social studies based on current theories of the nature of students, the social sciences and secondary schooling.

**SEDC 720 Adolescent Health and Safety** 15 hrs. 1 cr. Prereq: SEDF 704. Health issues that are relevant to the health promotion and wellness of adolescents and their families from diverse backgrounds, abilities, and sexual orientations. Specific content areas will include nutrition, fitness, drug education, child abuse and neglect, fire prevention and safety, and violence prevention and intervention.

**SEDC 721 Advanced Study of Teaching English Methods to a Diverse Population in Grades 7-12** 30 hrs plus 36 hrs fieldwork, 2 cr. Prereq: SEDC 711; prereq or coreq: SEDF 705, SEDC 710. Methodology that facilitates the learning of English language arts for a diverse population in secondary schools. Teacher candidates will engage in ways of teaching adolescents the skills of reading, responding to literature, writing (creative and expository), listening, speaking, and applying grammar conventions. They will write lesson and unit plans and experiment with classroom management and assessment techniques as they present lessons to the class for peer and instructor criticisms. These presentations will be videotaped for further self-analysis at home. New York State and city teaching standards will be applied throughout the course.

**SEDC 722 Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7-12** 30 hrs plus 36 hrs fieldwork, 2 cr. Prereq: SEDC 712; prereq or coreq: SEDF 705, SEDC 710. Familiarizes prospective middle and high school teachers, grades 7-12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in the Languages Other Than English. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

**SEDC 723 Methods II: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7-12** 30 hrs plus 36 hrs fieldwork, 2 cr. Prereq: SEDC 713; prereq or coreq: SEDF 705, SEDC 710. Familiarizes prospective middle and high school teachers, grades 7-12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in mathematics. Innovative uses of



technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

**SEDC 724 Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7-12** 30 hrs plus 36 hrs fieldwork, 2 cr. Prereq: SEDC 713; prereq or coreq: SEDF 705, SEDC 710. Familiarizes prospective middle and high school teachers, grades 7-12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in science. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

**SEDC 725 Methods II: Intensive Study of Teaching Diverse Learners in Social Studies, Grades 7-12** 30 hrs plus 36 hrs fieldwork, 2 cr. Prereq: SEDC 715; prereq or coreq: SEDF 705, SEDC 710. Familiarizes prospective middle and high school teachers, grades 7-12, with pedagogical approaches and innovative teaching techniques needed to convey to a diverse population current state and professional standards-based curriculum in the social studies. Innovative uses of technology, development of instructional units, individualizing for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course.

**SEDC 751 Student Teaching in English, Grades 7-12** 30 hrs, 60 days student teaching plus workshops and conferences, 5 cr. Prereq: SEDC 721; prereq or coreq: SEDF 706. Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**SEDC 752.01 Student Teaching in French, Grades 7-12** 30 hrs, 60 days student teaching plus workshops and conferences, 5 cr. Prereq: SEDC 722; prereq or coreq: SEDF 706. Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**SEDC 754.01 Student Teaching in Biology, Grades 7-12** 30 hrs, 60 days student teaching plus workshops and conferences, 5 cr. Prereq: SEDC 724; prereq or coreq: SEDF 706. Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified biology teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**SEDC 752.02 Student Teaching in Italian, Grades 7-12** 30 hrs, 60 days student teaching plus workshops and conferences, 5 cr. Prereq: SEDC 722; prereq or coreq: SEDF 706. Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**SEDC 752.03 Student Teaching in Spanish, Grades 7-12** 30 hrs, 60 days student teaching plus workshops and conferences, 5 cr. Prereq: SEDC 722; prereq or coreq: SEDF 706. Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**SEDC 753 Student Teaching in Mathematics, Grades 7-12** 30 hrs, 60 days student teaching plus workshops and conferences, 5 cr. Prereq: SEDC 723; prereq or coreq: SEDF 706. Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**SEDC 754.01 Student Teaching in Biology, Grades 7-12** 30 hrs, 60 days student teaching plus workshops and conferences, 5 cr. Prereq: SEDC 724; prereq

or coreq: SEDF 706. Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified biology teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**SEDC 754.02 Student Teaching in Chemistry, Grades 7-12** 30 hrs, 60 days student teaching plus workshops and conferences, 5 cr. Prereq: SEDC 724; prereq or coreq: SEDF 706. Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member and a certified chemistry teacher in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**SEDC 754.03 Student Teaching in Physics, Grades 7-12** 30 hrs, 60 days student teaching plus workshops and conferences, 5 cr. Prereq: SEDC 724; prereq or coreq: SEDF 706. Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**SEDC 754.04 Student Teaching in Earth Science, Grades 7-12** 30 hrs, 60 days student teaching plus workshops and conferences, 5 cr. Prereq: SEDC 724; prereq or coreq: SEDF 706. Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**SEDC 755 Student Teaching in Social Studies, Grades 7-12** 30 hrs, 60 days student teaching plus workshops and conferences, 5 cr. Prereq: SEDF 725; prereq or coreq: SEDF 706. Teacher candidates complete 30 days of student teaching at grades 7-9 and 30 days at grades 10-12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**SEDC 756 Student Teaching in Music, Pre-K-12** 30 hrs, 60 days student teaching plus workshops and conferences, 5 cr. Prereq: MUSED 678; prereq or coreq: SEDF 706. Teacher candidates complete 30 days of student teaching at Grades Pre-K-6 and 30 days at Grades 7-12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**SEDC 761.10 Student Teaching in English, Grades 7-9** 30 hours, 30 days student teaching plus conferences, 3 cr. Prereq: SEDC 721; prereq or coreq: SEDF 706. Students who enroll in SEDC 761.10 must also complete SEDC 761.20 or SEDC 771.20. Teacher candidates complete 30 days of student teaching at grades 7-9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**SEDC 761.20 Student Teaching in English, Grades 10-12** 30 hrs, 30 days student teaching plus conferences, 3 cr. Prereq: SEDC 721; prereq or coreq: SEDF 706. Students who enroll in SEDC 761.20 must also complete SEDC 761.10 or SEDC 771.10. Teacher candidates complete 30 days of student teaching at grades 10-12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**SEDC 762.11 Student Teaching in French, Grades 7-9** 30 hrs plus 30 days and conferences, 3 cr. Prereq: SEDC 722; prereq or coreq: SEDF 706. Students who enroll in SEDC 762.11 must also complete SEDC 762.21 or SEDC 772.21. Teacher candidates complete 30 days of student teaching at grades 7-9 under the supervision of a Hunter College faculty member in a New York City school selected by the college. They further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.



ing at grades Pre-K–6 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**SEDC 766.20 Student Teaching in Music, Grades 7-12** 30 hrs, 30 days student teaching plus conferences, 3 cr. Prereq: MUSED 678; prereq or coreq: SEDF 706. Students who enroll in SEDC 766.20 must also complete SEDC 765.10 or SEDC 775.10. Teacher candidates complete 30 days of student teaching at grades 7-12 under the supervision of a Hunter College faculty member in a New York City school selected by the college. Students will further develop their skills in the delivery of instruction. Student teachers will assume significant responsibility for classroom instruction and management.

**SEDC 771.10 Practicum in English, Grades 7-9** 30 hrs plus conferences, 2 cr. Prereq: SEDC 721; prereq or coreq: SEDF 706. Supervised practicum for teachers of English in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 771.10 must also take either SEDC 761.20 or SEDC 771.20.

**SEDC 771.20 Practicum in English, Grades 10-12** 30 hrs plus conferences, 2 cr. Prereq: SEDC 721; prereq or coreq: SEDF 706. Supervised practicum for teachers of English in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 771.20 must also take either SEDC 761.10 or SEDC 771.10.

**SEDC 772.11 Practicum in French, Grades 7-9** 30 hrs plus conferences, 2 cr. Prereq: SEDC 722; prereq or coreq: SEDF 706. Supervised practicum for teachers of French in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 772.11 must also take either SEDC 762.21 or SEDC 772.21.

**SEDC 772.12 Practicum in Italian, Grades 7-9** 30 hrs plus conferences, 2 cr. Prereq: SEDC 722; prereq or coreq: SEDF 706. Supervised practicum for teachers of Italian in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 772.12 must also take either SEDC 762.22 or SEDC 772.22.

**SEDC 772.13 Practicum in Spanish, Grades 7-9** 30 hrs plus conferences, 2 cr. Prereq: SEDC 722; prereq or coreq: SEDF 706. Supervised practicum for teachers of Spanish in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 772.13 must also take either SEDC 762.23 or SEDC 772.23.

**SEDC 772.21 Practicum in French, Grades 10-12** 30 hrs plus conferences, 2 cr. Prereq: SEDC 722; prereq or coreq: SEDF 706. Supervised practicum for teachers of French in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 772.21 must also take either SEDC 762.11 or SEDC 772.11.

**SEDC 772.22 Practicum in Italian, Grades 10-12** 30 hrs plus conferences, 2 cr. Prereq: SEDC 722; prereq or coreq: SEDF 706. Supervised practicum for teachers of Italian in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 772.22 must also take either SEDC 762.12 or SEDC 772.12.

**SEDC 772.23 Practicum in Spanish, Grades 10-12** 30 hrs plus conferences, 2 cr. Prereq: SEDC 722; prereq or coreq: SEDF 706. Supervised practicum for teachers of Spanish in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 772.23 must also take either SEDC 762.13 or SEDC 772.13.

**SEDC 773.10 Practicum in Mathematics, Grades 7-9** 30 hrs plus conferences, 2 cr. Prereq: SEDC 723; prereq or coreq: SEDF 706. Supervised practicum for teachers of mathematics in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 773.10 must also take either SEDC 763.20 or SEDC 773.20.

**SEDC 773.20 Practicum in Mathematics, Grades 10-12** 30 hrs plus conferences, 2 cr. Prereq: SEDC 723; prereq or coreq: SEDF 706. Supervised practicum for teachers of mathematics in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 773.20 must also take either SEDC 763.10 or SEDC 773.10.

**SEDC 774.11 Practicum in Biology, Grades 7-9** 30 hrs plus conferences, 3 cr. Prereq: SEDC 724; prereq or coreq: SEDF 706. Hunter College-supervised practicum for teachers of biology in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 774.11 must also take either SEDC 764.21 or SEDC 774.21.

**SEDC 774.12 Practicum in Chemistry, Grades 7-9** 30 hrs plus conferences, 2 cr. Prereq: SEDC 724; prereq or coreq: SEDF 706. Supervised practicum for teachers of chemistry in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 774.12 must also take either SEDC 764.22 or SEDC 774.22.

**SEDC 774.13 Practicum in Physics, Grades 7-9** 30 hrs plus conferences, 2 cr. Prereq: SEDC 724; prereq or coreq: SEDF 706. Hunter College-supervised practicum for teachers of physics in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 774.13 must also take either SEDC 764.23 or SEDC 774.23.

**SEDC 774.14 Practicum in Earth Science, Grades 7-9** 30 hrs plus conferences, 2 cr. Prereq: SEDC 724; prereq or coreq: SEDF 706. Hunter College-supervised practicum for teachers of earth science in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 774.14 must also take either SEDC 764.24 or SEDC 774.24.

**SEDC 774.21 Practicum in Biology, Grades 10-12** 30 hrs plus conferences, 2 cr. Prereq: SEDC 724; prereq or coreq: SEDF 706. Hunter College-supervised practicum for teachers of biology in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 774.21 must also take either SEDC 764.11 or SEDC 774.11.

**SEDC 774.22 Practicum in Chemistry, Grades 10-12** 30 hrs plus conferences, 2 cr. Prereq: SEDC 724; prereq or coreq: SEDF 706. Supervised practicum for teachers of chemistry in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 774.22 must also take either SEDC 764.12 or SEDC 774.12.

**SEDC 774.23 Practicum in Physics, Grades 10-12** 30 hrs plus conferences, 2 cr. Prereq: SEDC 724; prereq or coreq: SEDF 706. Hunter College-supervised practicum for teachers of physics in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 774.23 must also take either SEDC 764.13 or SEDC 774.13.

**SEDC 774.24 Practicum in Earth Science, Grades 10-12** 30 hrs plus conferences, 2 cr. Prereq: SEDC 724; prereq or coreq: SEDF 706. Hunter College-supervised practicum for teachers of earth science in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 774.24 must also take either SEDC 764.14 or SEDC 774.14.

**SEDC 775.10 Practicum in Social Studies, Grades 7-9** 30 hrs plus conferences, 2 cr. Prereq: SEDF 725; prereq or coreq: SEDF 706. Supervised practicum for teachers of social studies in grades 7-9 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 775.10 must also take either SEDC 765.20 or SEDC 775.20.



**SEDC 775.20 Practicum in Social Studies, Grades 10-12** 30 hrs plus conferences, 2 cr. Prereq: SEDF 725; prereq or coreq: SEDF 706. Supervised practicum for teachers of social studies in grades 10-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 775.20 must also take either SEDC 765.10 or SEDC 775.10.

**SEDC 776.10 Practicum in Music, Grades Pre-K-6** 30 hrs plus conferences, 2 cr. Prereq: MUSED 678; prereq or coreq: SEDF 706. Supervised practicum for teachers of music in grades Pre-K-6 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 775.10 must also take either SEDC 765.20 or SEDC 775.20.

**SEDC 776.20 Practicum in Music, Grades 7-12** 30 hrs plus conferences, 2 cr. Prereq: MUSED 678; prereq or coreq: SEDF 706. Supervised practicum for teachers of music in grades 7-12 in a New York City school. Students will continue to develop and refine classroom expertise in curriculum development, delivery of instruction, and assessment of student learning. Students who take SEDC 775.20 must also take either SEDC 765.10 or SEDC 775.10.

**SPED 700 Issues and Practices in Educating Students with Disabilities** (Includes 5 hours of field experience.) Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

**SPED 701 Assessment of Students with Disabilities** (Includes 15 hours of field experience.) Prereq or coreq: SPED 700. The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities.

**SPED 702 Classroom Management in Special Education and Inclusive Settings** (Includes 20 hours of field experience.) Prereq or coreq: SPED 700. Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches.

**SPED 703 Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders** (Includes 10 hours of field experience.) Prereq: SPED 700; coreq: current employment as a teacher or enrollment in student teaching. 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 general education graduate students.

**SPED 704 Issues in Teaching English Language Learners with Special Education Needs** 15 hrs, 1 cr. Prereq or coreq: SPED 700. Overview of issues and best practices for teaching English as a second language to learners with disabilities and special educational needs. Techniques for distinguishing language-related issues from disability-related learning and behavioral characteristics. Methods for developing and adapting teaching and materials specifically for second language learners who have disabilities.

**SPED 705 Use of Instructional Technology in Special Education** 30 hrs lab, 1 cr. Prereq or coreq: SPED 700. Computer lab course focused on both broadly based and specialized applications for supporting students with learning disabilities, mild/moderate mental retardation, and behavioral disorders. Focus on select number of tools and their multiple uses. Also, overview of specialized computer curriculum software, Web resources, and assistive technology for students with severe disabilities.

**SPED 706 Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities** (Includes 10 hrs of field experience.) Prereq or coreq: SPED 700. Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms. Focus on disability-specific skills that foster independence and social inclusion including self-care skills, community and domestic skills, and facilitating friendships. Development of curriculum adaptations, innovative scheduling, and access to technological support.

**SPED 707 Research Seminar: Issues in Special Education** Prereq or coreq: 24 cr in special education. Integration of theory and practice as related to concerns across the entire field of special education. Two major projects, one oral and one written, constitute the special education program's culminating activity.

**SPED 710.51, 710.52, 710.53 Independent Study in Special Education** 15-45 hrs, 1-3 cr. Designed to allow advanced students to further their understanding and skill within special education. Students must obtain the approval and participation of a special education advisor to take SPED 710.51 (1 cr), while both SPED 710.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

**SPED 711.51, 711.52, 711.53 Independent Study in Deaf and Hard-of-Hearing** 15-45 hrs, 1-3 cr. Designed to allow advanced students to further their understanding and skill within deaf and hard-of-hearing special education. Students must obtain the approval and participation of their advisor to take SPED 711.51 (1 cr), while both SPED 711.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

**SPED 712.51, 712.52, 712.53 Independent Study in Blindness and Visual Impairment** 15-45 hrs, 1-3 cr. Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education. Students must obtain the approval and participation of their advisor to take SPED 712.51 (1 cr), while both SPED 712.52 (2 cr) and .53 (3 cr) require the additional approval of the department chairperson.

**SPED 713.51, 713.52, 713.53 Topics in Special Education** 15-45 hrs, 1-3 cr. Prereq or coreq: SPED 700. In-depth study of one area relevant to teaching students with disabilities.

**SPED 720 American Sign Language: Levels 1 & 2** 90 hrs lab, 3 cr. Prereq or coreq: SPED 700. An intensive first course in American Sign Language (ASL), designed to establish a foundation of ASL communicative competence. Emphasizes ASL grammar, vocabulary, receptive and expressive skills, finger-spelling, numbers, and spatial and pronominal reference.

**SPED 721 American Sign Language: Levels 3 & 4** 90 hrs lab, 3 cr. Prereq: SPED 720. This intensive course continues material covered in SPED 720. Emphasizes increased communicative competence in ASL, as well as grammar, vocabulary, and receptive and expressive skills.

**SPED 722 The Study of ASL Educational Linguistics** 60 hrs lab, 2 cr. Prereq: SPED 721. Focus on the linguistic structure of ASL: phonology, morphology, syntax, pragmatics, and discourse rules. Traces acquisition of ASL during infancy, childhood and adolescence. Differences are highlighted between ASL and English linguistics, as well as the interaction between such structures and children's learning. ASL is the instructional language used to teach this course.

**SPED 730 Education of Students Who Are Deaf and Hard-of-Hearing** Prereq or coreq: SPED 700. History of theory, practice and conceptualizations in the education of students who are deaf and hard-of-hearing. The study of language acquisition (English and ASL), bilingualism, and learning English as a second language in hearing and deaf children. Linguistic understanding and analysis of the components of language proficiency. Educational settings, issues of inclusion, and use of technology.

**SPED 731 Reading and Writing Development for Students Who Are Deaf and Hard-of-Hearing: Methods 1** (Includes 5 hrs of field experience.) Prereq or coreq: SPED 730. Coreq: SPED 732. (Note: Students must take concurrently with SPED 732 and must take SPED 733/734 in semester immediately following.) Theoretical and practical aspects of deaf children's receptive and expressive language use. Instructional procedures used to facilitate language acquisition in deaf and hard-of-hearing children and their learning to read and write. Assessment, instructional procedures, specific remediation techniques, and technology supports. Offered fall semester only.

**SPED 732 Supervised Clinical Teaching of Students Who Are Deaf and Hard-of-Hearing: Part 1** 15 hrs seminar, plus 20 hrs lab, 2 cr. Coreq: SPED 731. (Note: Students must take concurrently with SPED 731 and must take SPED 733/734 in semester immediately following.) On-site, supervised clinical teaching experience, providing intensive, specially designed instruction for students who are deaf and hard-of-hearing. Focus on special methods and techniques, technology, ongoing assessment, and adaptation of instruction for language proficiency and literacy. Requires 20 clinical teaching hours at one age/grade level, grades 1-12, that does not overlap with pre-student-teaching field experience, student teaching, or practicum. Offered fall semester only.

**SPED 733 Math and Across-the-Curriculum Adaptations for Students Who Are Deaf and Hard-of-Hearing: Methods 2** (Includes 5 hrs of field experience.) Prereq or coreq: SPED 700; coreq: SPED 734. (Note: Students must take concurrently with SPED 734 and have taken SPED 731/732 in the immediately preceding semester.) Methods for assessing and teaching deaf and hard-of-hearing students in mathematics, science, social studies, other content areas, and time/space organization. Focus on math concept development and compensations; reading/writing and the arts across the curriculum; and organizational strategies for school, home and life. Offered spring semester only.

**SPED 734 Supervised Clinical Teaching of Students Who Are Deaf and Hard-of-Hearing: Part 2** 15 hrs seminar, plus 20 hrs lab, 2 cr. Prereq or coreq: SPED 700; coreq: SPED 733. (Note: Students must take concurrently with SPED 733 and must take SPED 731/32 in semester immediately preceding.) Focus on developing math skills and abilities, as well as attention to literacy in science, social studies, and other content areas, and the arts across the curriculum. Continuation of supervised, intensive, one-to-one clinical teaching. Requires a total of 20 hours at a grade level different from that in SPED 732. Offered spring semester only.

**SPED 735 Speech Development and Remediation of Students Who Are Deaf and Hard-of-Hearing** Prereq or coreq: SPED 700. Psycho-acoustic aspects of speech sounds and their relationship to speech acquisition in hearing and deaf children. Effects of various degrees of hearing loss on speech acquisition; sense modalities in speech production; typical voice and speech errors in deaf and hard-of-hearing children; methods, procedures, materials, and technology used for speech development and remediation; inclusion of deaf and hard-of-hearing students.

**SPED 736 Aural Rehabilitation of Students Who Are Deaf and Hard-of-Hearing** (Includes 10 hrs of field experience at one grade level) Prereq or coreq: SPED 700. Principles and methods of teaching speech and auditory training. Methods, procedures and materials used in development of oral communication, supports for inclusive settings and use of technology.

**SPED 737 Student Teaching: Deaf and Hard-of-Hearing, Preschool-Grade 12** 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels, 4 cr. Prereq or coreq: SPED 721, SPED 733, SPED 734. Supervised student teaching placement providing direct, specially designed classroom instruction for deaf and hard-of-hearing students at two grade levels that do not overlap with either pre-student-teaching field experience (see SPED 702) or clinical teaching (see SPED 732 and SPED 734). Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

**SPED 737.50 Student Teaching: Deaf and Hard-of-Hearing, Preschool-Grade 6** 30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr. Prereq or coreq: SPED 721, SPED 733, SPED 734. Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap with either pre-student-teaching field experience (see SPED 702) or clinical teaching (see SPED 732 and SPED 734). Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

**SPED 737.51 Student Teaching: Deaf and Hard-of-Hearing, Grades 7-12** 30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr. Prereq or coreq: SPED 721, SPED 733, SPED 734. Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap with either pre-student-teaching field experience (see SPED 702) or clinical teaching (see SPED 732 and SPED 734). Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Addresses factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

**SPED 737.52 Practicum: Deaf and Hard-of-Hearing, Preschool-Grade 6** 30 hrs seminar, plus conferences, 2 cr. Prereq or coreq: SPED 721, SPED 733, SPED 734. Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience (see SPED 702) as well as supervised clinical teaching experience (see SPED 732 and SPED 734). Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

**SPED 737.53 Practicum: Deaf and Hard-of-Hearing, Grade 7-12** 30 hrs seminar, plus conferences, 2 cr. Prereq or coreq: SPED 721, SPED 733, SPED 734. Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience (see SPED 702) as well as supervised clinical teaching experience (see SPED 732 and SPED 734). Weekly seminar and conferencing to integrate knowledge and skills requisite to the teaching of children who are deaf and hard-of-hearing. Factors influencing teaching and management outcomes such as inclusion, technology, and family influences.

**SPED 740 Medical and Educational Implications of Visual Impairments** Prereq or coreq: SPED 700. Characteristics, etiologies, and effects of blindness and visual impairments on educational functioning; interpretations of clinical examination reports; pre-clinical functional vision assessment; identification, classification, and utilization of optical devices in school and community environments.

**SPED 741 Education and Rehabilitation of Individuals with Visual Impairments** (Includes 10 hrs of field placement.) Prereq or coreq: SPED 740. Focus on service delivery systems, psycho-social aspects of blindness and visual impairment, attitudes, legislation, advocacy, resources and unique curriculum areas that relate to learners with visual impairments. Effects of blindness and low vision on motor, cognitive, social and language development.

**SPED 742 Curriculum and Instructional Strategies for Learners with Visual Impairments** (Includes 15 hrs of field placement.) Prereq or coreq: SPED 740, SPED 741. Principles, teaching strategies, and curriculum adaptations relevant to academic, social, vocational and life-skill needs of learners with blindness and low vision, including those with additional impairments.

**SPED 743 Braille Literacy and Communication Skills for Learners with Visual Impairments** (Includes 10 hrs of field placement.) Prereq or coreq: SPED 740, SPED 741, SPED 742. History of tactile reading systems used by individuals who are blind. Students must demonstrate proficiency in reading and writing Grade 2 literary Braille and using the Braillewriter and slate and stylus. Other skills include modifying print materials for use by Braille readers. Current research and issues related to Braille literacy are reviewed.

**SPED 744 Assistive Technology for Learners with Visual Impairments** Prereq: SPED 742 and SPED 743. Course provides students with hands-on experiences with access technology options for individuals who are blind or visually impaired. These include screen review software, speech synthesizers, scanning devices, Braille translators, refreshable Braille displays, and portable speech and Braille note takers. Emphasis will be on learning to assess the strengths of current and future access technology in relation to individual learners in school and community settings.

**SPED 745 Mathematics Literacy and Nemeth Code for Learners with Visual Impairments** 15 hrs, 1 cr. Prereq or coreq: SPED 740, 741, 742, 743. This course provides knowledge and skills to transcribe mathematical and scientific print material into Braille by use of the Nemeth Code at both the elementary and secondary school levels; content related to methods for teaching math literacy to students who are blind; and current literature and research.

**SPED 746 Educational Implications of Learners Who Are Deafblind** (Includes 10 hrs of field experience.) Prereq: SPED 700, SPED 790. Characteristics and etiologies of dual sensory impairments and how causative factors and age of onset impact on learning and intervention strategies. Emphasis will be on service delivery systems, adapting sensory environments in the school, developing communication modes, using assistive technology devices, and accessing resources in deafblindness.

**SPED 747 Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments** Prereq or coreq: SPED 740, 741, 742. The focus of this course is the history of orientation and mobility (O&M), systems of O&M, techniques of utilizing sensory information for children who are visually impaired, and concepts (e.g. spatial, positional, environmental, and time) taught by teachers of students with visual impairments. This course includes lab experiences to teach pre-cane skills with the use of blind-folds and low-vision simulators in both indoor and outdoor environments.

**SPED 748 Student Teaching: Blindness and Visual Impairment, Preschool-Grade 12** 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels, 4 cr. Prereq or coreq: SPED 740, SPED 741. Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired at two grade levels that do not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, adapting sensory environments, selecting appropriate learning media, adapting curriculum through tactile graphics, developing IEPs, and forming partnerships with families.

**SPED 748.50 Student Teaching: Blindness and Visual Impairment, Preschool-Grade 6** 30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr. Prereq or coreq: SPED 740, SPED 741. Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.



**SPED 748.51 Student Teaching: Blindness and Visual Impairment, Grades 7-12** 30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr. Prereq or coreq: SPED 740, SPED 741. Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in either middle adolescence or adolescence, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

**SPED 748.52 Supervised Practicum: Blindness and Visual Impairment, Preschool-Grade 6** 30 hrs seminar, plus conferences, 2 cr. Prereq or coreq: SPED 740, SPED 741. Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in preschool or childhood settings, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

**SPED 748.53 Supervised Practicum: Blindness and Visual Impairment, Grades 7-12** 30 hrs seminar, plus conferences, 2 cr. Prereq or coreq: SPED 740, SPED 741. Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescence or adolescence, whichever does not overlap with the pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEPs, forming partnerships with families.

**SPED 750 The Study of Behavior Disorders** (Includes 20 hrs of field experience) Prereq or coreq: SPED 700. Etiology and characteristics of children with behavioral disorders. Theories underlying the development of behavior disorders, including an understanding of constitutional, environmental and family influences. Use of contemporary diagnostic criteria and their implications for placement. Sensitivity to cultural factors and individual's behavior and customs.

**SPED 751 Methods and Materials for Teaching Students with Behavior Disorders** (Includes 20 hrs of field experience.) Prereq or coreq: SPED 750. Educational assessment for effective instruction of students with behavior disorders in both academic and behavioral areas. Individualized remedial procedures, with attention to cultural considerations in understanding and responding to students.

**SPED 752 Student Teaching: Behavior Disorders, Grades 1-3 and 4-6** 30 hrs seminar, plus conferences, plus 40 hours student teaching at two age levels, 4 cr. Prereq: SPED 750; prereq or coreq: SPED 751 or SPED 781.50. Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instructions at grade levels 1-3 and 4-6. Factors influencing teaching and management outcomes such as family influences.

**SPED 752.50 Student Teaching: Behavior Disorders, Grades 1-3** 30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr. Prereq: SPED 750; prereq or coreq: SPED 751 or SPED 781.50. Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes such as family influences.

**SPED 752.51 Student Teaching: Behavior Disorders, Grades 4-6** 30 hrs seminar, plus conferences, plus 20 days student teaching, 2 cr. Prereq: SPED 750; prereq or coreq: SPED 751 or SPED 781.50. Supervised student teaching and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences.

**SPED 752.52 Supervised Practicum: Behavior Disorders, Grades 1-3** 30 hrs seminar, plus conferences, 2 cr. Prereq: SPED 750; prereq or coreq: SPED 751 or SPED 781.50. Supervised practicum and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences.

**SPED 752.53 Supervised Practicum: Behavior Disorders, Grades 4-6** 30 hrs seminar, plus conferences, 2 cr. Prereq: SPED 750; prereq or coreq: SPED 751 or SPED 781.50. Supervised practicum and weekly seminar to integrate knowledge and skills requisite to teaching children with behavior disorders. This

includes teaching strategies and understanding influences in planning IEPs and implementing appropriate instruction. Factors influencing teaching and management outcomes, including family influences.

**SPED 760 Skills and Techniques for Rehabilitation Teaching I** (Includes a minimum of 30 practicum hrs.) Prereq: SPED 740, 741. This course focuses on methods and alternative techniques in the areas of daily living skills, sensory development, communication skills and personal management for individuals who are visually impaired. Students receive instruction in assessment and evaluation, assessment-based goal planning, and lesson preparation for instructing consumers with visual impairments.

**SPED 761 Skills and Techniques for Rehabilitation Teaching II** Prereq: SPED 760. This course focuses on methods and alternative instructional techniques in the areas of home management, food preparation, home mechanics, leisure activities and craftmaking for the purpose of instructing persons who are visually impaired. Students learn the evaluation of persons with visual impairments. This course also teaches evaluation and instruction of age-appropriate activities for youth of transition age.

**SPED 762 Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments** Prereq: SPED 740, 741. Job modification options. Transition planning from education to adult services.

**SPED 763 Internship I: Rehabilitation Teaching for Individuals with Visual Impairments** 230 hrs, 2 cr. Prereq: SPED 760, 761. This course provides supervised placement in itinerant or center-based programs for children or adults who are blind and/or visually impaired. All students are required to attend individual conferences and a weekly seminar.

**SPED 764 Internship II: Rehabilitation Teaching for Individuals with Visual Impairments** 230 hrs, 2 cr. Prereq: SPED 760, 761. This course provides supervised advanced-level field placement in a variety of settings for teaching persons with visual impairments including youth of transition age and individuals with multiple impairments. All students are required to attend individual conferences and a weekly seminar.

**SPED 780 The Study of Learning Disabilities** Prereq or coreq: SPED 700. History of theory, practices and conceptualizations of learning disabilities and mild/moderate mental retardation. Current issues, controversies and research, offering frameworks for appropriate instruction. Includes student characteristics, LD as an approach to teaching, family and cultural needs, as well as services and settings from special schools to supported inclusion.

**SPED 781 Reading and Writing for Students with Learning Disabilities: Methods 1** (Includes 10 hrs of field experience.) Prereq or coreq: SPED 700. Coreq: SPED 782. (Note: Must take concurrently with SPED 782 and must take SPED 783/784 in semester immediately following.) Principles, methods, and specially-designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels. Offered only in the fall semester.

**SPED 781.50 Reading and Writing for Students with Learning Disabilities (for those not in LD Specialization)** (Includes 10 hrs of field experience.) Prereq or coreq: SPED 700. Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.

**SPED 782 Supervised Clinical Teaching of Students with Learning Disabilities: Part 1** 15 hrs seminar, plus 20 hrs lab, 2 cr. Prereq or coreq: SPED 700. Coreq: SPED 781. (Note: Must take concurrently with SPED 781 and must take SPED 783/784 in semester immediately following.) On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities or mild mental retardation from grades 1-6. Focus on specialized reading instruction, active engagement, structuring, sequencing, ongoing assessment, family, culture, and school relations. Videotape and computer use. Offered only in the fall semester.

**SPED 783 Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2** Prereq: SPED 781/782; coreq: SPED 784. (Note: Students must take concurrently with SPED 784 and have taken SPED 781/782 in preceding semester.) Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, proce-

dural learning, memory strategies and compensations; time/space/task organization and body movement, social-interaction, and the arts across the curriculum. Offered only in the spring semester.

**SPED 783.50 Math, Organizational and Social Strategies for Students with Learning Disabilities (for those not in LD specialization)** Prereq or coreq: SPED 700. Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate mental retardation. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations; time/space/task organization and body movement, social interaction, and the arts across the curriculum.

**SPED 784 Supervised Clinical Teaching of Students with Learning Disabilities: Part 2** 15 hrs seminar, plus 20 hrs lab, 2 cr. Prereq: SPED 781/782; coreq: SPED 783. Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1-6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use. Offered only in the spring semester.

**SPED 785 Student Teaching: Learning Disabilities, Grades 1-3 or 4-6** 30 hrs seminar, plus conferences, plus 40 days student teaching, 4 cr. Prereq or coreq: SPED 700. Supervised student teaching, providing direct, specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1-3 or 4-6, whichever is not covered in SPED 782/784. Weekly seminar and conferencing. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

**SPED 785.50 Supervised Practicum: Learning Disabilities, Grades 1-3 or 4-6** 30 hrs seminar, plus conferences, 2 cr. Prereq or coreq: SPED 700. Supervised practicum, providing direct, specially designed instruction for students with learning disabilities or mild/moderate mental retardation in either grades 1-3 or 4-6, whichever is not covered in SPED 782/784. Weekly seminar and conferencing. Focus on selecting, applying, and monitoring instructional and behavioral strategies. Includes IEP, families and communities.

**SPED 790 Foundations and Educational Implications of Severe/Multiple Disabilities** Prereq or coreq: SPED 700. Medical foundations of low incidence disabilities. Focus is on characteristics, etiologies, and effects of multiple impairments in learners in school environments and impact upon motor, cognitive, social, and adaptive skills.

**SPED 791 Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities** (Includes 15 hrs of field experience.) Prereq or coreq: SPED 700, SPED 790. The study of alternative procedures used in assessing learners with low-incidence disabilities. Emphasis is on behavior observation techniques, ecological inventories, performance and curriculum-based assessment and routine task analysis assessment. Practice in use of selected instruments and participation in parent/teacher conferences.

**SPED 792 Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness** (Includes 15 hrs of field experience.) Prereq or coreq: SPED 700. Focus of course is on nonlinguistic and linguistic forms of communication used by learners with severe disabilities including deafblindness. Emphasis is on instruction in aided and unaided augmentative, alternative, and assistive technological devices that enhance communication.

**SPED 793 Total Communication for Learners with Severe/Multiple Disabilities** (Includes 15 hrs of field experience.) 2 cr. Prereq: SPED 700. This course provides students with knowledge of the manual alphabet and basic sign vocabulary appropriate for instruction with learners with severe disabilities. Also focuses on differences among sign language systems and introduction to deaf culture.

**SPED 794 Functional Language and Culture of Learners with Low Incidence Disabilities** (Includes 5 hrs of field experience) 1 cr. Prereq: SPED 706. This course emphasizes language strategies for English language learners (ELL), cultural/family values, home/school partnerships, teacher expectations and assumptions, classroom environments, learning materials. Students are expected to relate and adapt curriculum and ELL instructional strategies to learners with severe disabilities.

**SPED 795 Student Teaching: Severe/Multiple Disabilities, Including Deafblindness, Grades 1-6** 30 hrs seminar, plus 40 days of student teaching at two grade levels, 4 cr. Prereq or coreq: SPED 790, 791. Supervised student teaching in a disability-specific school setting with learners with severe disabilities



ities including deafblindness in grades 1-3 and 4-6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

**SPED 795.50 Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 1-3** 30 hrs seminar, plus conferences, plus 20 days of student teaching, 2 cr. Prereq or coreq: SPED 790, 791. Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 1-3. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

**SPED 795.51 Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 4-6** 30 hrs seminar, plus 20 days of student teaching, 2 cr. Prereq or coreq: SPED 790, 791. Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness, grades 4-6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

**SPED 795.52 Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 1-3** 30 hrs seminar, plus conferences, 2 cr. Prereq or coreq: SPED 790, 791. Supervised practicum in an inclusive school setting with learners who have mild/moderate and severe disabilities, grades 1-3. Conferences and weekly seminar. Focus on writing lesson plans for cooperative groups, curriculum strategies and adaptations, peer-tutoring programs, barrier-free classroom design, and behavioral support plans, forming partnerships with families.

**SPED 795.53 Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 4-6** 30 hours seminar, plus conferences, 2 cr. Prereq or coreq: SPED 790, 791. Supervised practicum placement in an inclusive school setting with learners who have mild/moderate and severe disabilities, grades 4-6. Conferences and weekly seminar. Focus on writing lesson plans for cooperative groups, curriculum strategies and adaptations, peer-tutoring programs, barrier-free classroom design, and behavioral support plans, forming partnerships with families.



# 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 to meet the needs of the urban population.

## 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. Interdisciplinary programming and research are strategic initiatives of the schools.

## THE SCHOOLS OF THE HEALTH PROFESSIONS

<b>Brookdale Health Science Center</b>	425 East 25th Street New York, NY 10010
<b>Administrative Offices</b>	6th Floor, West Building 481-4314
<b>Student Advisor</b>	Room 628 West Building 481-4773
<b>Helen Fuld Media Center</b>	Mezzanine, West Building 481-5129
<b>Dean of the Schools</b>	Laurie Sherwen, PhD, RN, FAAN

## School of Health Sciences

**Brookdale Health Science Center**  
425 East 25th Street  
New York, NY 10010  
**Main Office** 1010 West Building, 481-4324  
**Student Information** 481-4773  
**School Director** Lynne W. Clark, PhD

## FACULTY

**Philip Alcabes**, Associate Professor, Urban Public Health; MPH, Columbia; PhD, Johns Hopkins; Epidemiology, Biostatistics, AIDS and HIV, Tuberculosis  
**Marilyn Auerbach**, Associate Professor, 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, Urban Public Health; ScD, Harvard; Nutritional Epidemiology and Biochemistry, Nutrition and Minorities  
**Jack Caravanos**, Assistant Professor, 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 W. 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, 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; Cancer and Tumor Immunology, Cell Cultures  
**Nechama Karman**, Instructor, Physical Therapy; MS, Touro; MS, Columbia; Orthopedics and Traumatic Brain Injury in Children  
**Susan Klitzman**, Associate Professor, Urban Public Health; MPH, Columbia; Environmental and Occupational Health and Disease Prevention  
**David Kotelchuck**, Associate Professor, 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, Urban Public Health; PhD, 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, Belgrade; Neuroanatomy and Physiology, Pharmacology  
**Martha Macht-Sliwinski**, Lecturer, Physical Therapy; MA, NYU; Clinical Education, Diversity Issues  
**Khurshed Navder**, Associate Professor, Urban Public Health; PhD, Kansas; Lipid Metabolism, Alcohol Metabolism, Sensory Evaluation of Foods  
**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 and Voice Physiology and Disorders  
**Lynn Roberts**, Assistant Professor, Urban Public Health; PhD, Cornell; Adolescent Health, Violence and Prevention, Minority Health  
**Kathryn Rolland**, Associate Professor, Urban Public Health; EdD, Fairleigh Dickinson; Child and Adolescent Health, HIV/AIDS, School Health  
**Elaine Rosen**, Associate Professor, Physical Therapy; MS, LIU; Orthopedic Management of Extremities and Spine  
**Dorothy Ross**, Assistant Professor, Communication Sciences; PhD, CUNY; Speech Science, Fluency and Speech Disorders  
**Carol R. Silverman**, Professor, Communication Sciences; PhD, NYU; Diagnostic and Rehabilitative Audiology  
**Arlene Spark**, Associate Professor, 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 and a cafeteria.

As a principal unit of The City University of New York for health sciences education, Hunter's School of Health Sciences prepares liberal-ly 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
MPT	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 sessions for prospective students 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 Building, New York, NY 10021, 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; 481-4467

**Director, Center for Communication Disorders** Florence Edelman, Brookdale Center, 133 North Building; 481-4464

**Coordinator, Audiology Program** Carol A. Silverman, Brookdale Center, 1306 North Building; 481-4467

**Matriculant Graduate Advisors** Florence Edelman, Robert Orlikoff, Dorothy Ross, Carol A. Silverman, Dava Waltzman; 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 481-4464.

### 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, rehabilitative centers, college or university clinics, health-care agencies, specialized clinical settings, or, after further post-graduate preparation, private practice. The Teacher of Students with Speech and Language Disabilities curriculum prepares students as above and also prepares students for professional practice as Teachers of Students with Speech and Language Disabilities in preschool, elementary and secondary schools, and early-intervention 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 1220)****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 20 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 undergraduate students in the COMHE/COMSC (Community Health Education/Communication Sciences) 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 Spoken English  
 COMSC 609 — The Auditory and Vestibular Mechanisms: Physiology and Hearing Science  
 COMSC 610 — Anatomy and Physiology of the Speech Mechanism  
 COMSC 620 — Introduction to Speech-Language Pathology  
 COMSC 640 — Introduction to Audiology  
 COMSC 642 — Clinical Observation of Communication Disorders

5. The candidates for matriculation must have satisfactorily completed the following at the undergraduate or graduate level:
  - a. 3 credits of study in biological/physical sciences
  - b. 3 credits of study in mathematics and statistics (remedial, historical, or methods courses do not fulfill this requirement)
  - c. 6 credits of study in behavioral/social sciences (including study that pertains to understanding normal/abnormal human behavior, development across the life span; social interaction; and issues of culturally diverse populations)

**Requirements for the Degree (55-75 credits)**

The number of required credits for obtaining the degree is determined by the student's educational background. The Arts and Sciences curriculum has two components:

1. A basic Communication Sciences sequence with a range of 0-20 credits. A chart is provided below to indicate how previous communication sciences course work will affect the credit and content of this program.
2. A 55-credit professional sequence with a major in Speech-Language Pathology or Audiology. In order to progress to the professional sequence of the program, students must complete the basic communication sequence and obtain a GPA of at least 3.5 with no individual grade less than a B.

**Program (55-75 credits) Basic Communication Sciences**

<i>Basic Communication Sciences</i>		<i>Credits</i>
COMSC 604	Introduction to Language Science	3
COMSC 607	Phonetics of Spoken English	3
COMSC 609	The Auditory and Vestibular Mechanisms: Physiology and Hearing Science	3
COMSC 610	Anatomy and Physiology of the Speech Mechanism	3
COMSC 620	Introduction to Speech-Language Pathology	3
COMSC 640	Introduction to Audiology	3
COMSC 642*	Clinical Observation of Communication Disorders	2
Subtotal		20 credits

**Professional: Speech-Language Pathology Major**

- A. Core curriculum\*\* (28 credits): COMSC 700, 701, 705, 711, 712, 729, 729, 729, 732, 733, 734, 735, 749, 750, 781 (or 782)
- B. Language Disorders (9 credits): COMSC 703, 715, 717, 718, 726
- C. Speech Disorders (12 credits): COMSC 716, 722, 724, 727, 730, 731
- D. Hearing Disorders (3 credits): COMSC 741, 745
- E. Aural Rehabilitation (3 credits): COMSC 740, 744

**Professional: Audiology Major**

- A. Core curriculum\*\*\* (46 credits): COMSC 700, 710, 729, 732, 740, 741, 742, 743, 744, 745, 746, 749, 749, 750, 751, 754, 754, 761, 781 (or 782); SPED 793 Total Communication for Learners with Severe/Multiple Disabilities
- B. Speech and Language Science (3 credits): COMSC 705, 711, 712
- C. Language Disorders (3 credits): COMSC 703, 715, 717, 718
- D. Speech Disorders (3 credits): COMSC 716, 727

\*Required if the student does not present evidence of 25 hours of observation.

\*\*A maximum of 5 or of clinical practicum for Speech-Language Pathology majors can be applied to the degree.

\*\*\*A maximum of 6 or of clinical practicum for Audiology majors can be applied to the degree.

Students in the Arts and Sciences curriculum must complete the professional sequence within 5 years and with a grade point average of 3.0 or better in the professional sequence. Students maintaining an overall GPA of 3.0 in the professional sequence 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 250 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 two externship placements at different affiliated settings. Students will be considered for clinical practicum (Speech-Language Pathology or Audiology) upon completion of a minimum of 12-15 credits in the professional sequence. 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.

### National Examination in Speech Pathology and Audiology

Students must submit passing scores for the PRAXIS National Examination in the area for which certification is sought (major) prior to graduation. The test, which is a requirement for graduation, cannot be taken until at least 24 credits are completed.

**Research Project/Thesis** Candidates for the master's degree must engage in a research activity under faculty supervision (COMSC 781, 782). Students may elect to write a thesis (in lieu of taking COMSC 781, 782). The thesis topic must be approved by the candidate's thesis advisor. Students on academic probation will not be permitted to engage in a research project or thesis.

### TEACHER OF STUDENTS WITH SPEECH AND LANGUAGE DISABILITIES CURRICULUM (CODE 0815)

#### 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 in Communication Sciences and Disorders.

Students with a background in communication sciences and disorders who wish to matriculate into the MS-degree program in Communication Sciences, Teacher of Students with Speech and Language Disabilities curriculum, must file for matriculated status.

Students without a background in communication sciences and disorders must complete at least 15 of the required 20 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 Students with Speech and Language Disabilities curriculum. These courses are available at the 600 level and are not credited toward the MS degree. These courses are also available to undergraduate COMHE students in the COMHE/COMSC pathway track.

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 coursework 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 Spoken English

COMSC 609 — The Auditory and Vestibular Mechanisms: Physiology and Hearing Science

COMSC 610 — Anatomy and Physiology of the Speech Mechanism

COMSC 620 — Introduction to Speech-Language Pathology

COMSC 640 — Introduction to Audiology

COMSC 642 — Clinical Observation of Communication Disorders

5. The candidate for matriculation must have satisfactorily completed 15 undergraduate/graduate credits of the following courses (or their equivalents):

Social or Historical Foundations of Education

Special Education Curriculum and Instruction

Technology in the Classroom

Methods of Teaching Reading/Literacy

Human Development: Child or Adolescent Development

The candidate for matriculation who has satisfactorily completed at least 9 of the aforementioned 15 credits in education may be matriculated with the condition that the remaining 6 credits be completed with the grade of B or better at graduate level.

6. The candidate for matriculation must have satisfactorily completed the following at the undergraduate or graduate level:
  - a. At least 6 credits of study in English (including a course in written analysis and expression)
  - b. At least 6 credits of study in the arts
  - c. At least 3 credits of study in U.S. history or U.S. geography and at least 3 credits in social sciences (dealing with human interaction)
  - d. At least 6 credits of a language other than English
  - e. At least 12 credits of mathematics, science, and technology (including 3 or more credits in mathematics and statistics that are not remedial, historical, or methods courses; and 3 or more credits of biological or physical sciences)
  - f. 3 credits of study in behavioral sciences (dealing with human interaction)

## Requirements for the Degree (58-78 credits)

The number of required credits for obtaining the degree is determined by the student's educational background. The Teacher of Students with Speech and Language Disabilities curriculum has three components:

1. A basic Communication Sciences sequence with a range of 0-20 credits. The chart below indicates how previous Communication Sciences coursework will affect the credit and content of this program.
2. A 58-credit professional sequence with a major in Speech-Language Pathology.
3. Completion of school-based requirements. Students are required to complete at least one school-based practicum and complete the child abuse workshop mandated by the New York State Education Department and the mandated workshop on school violence prevention and intervention.

In order to progress to the professional sequence of the program, students must complete the basic Communication Sciences sequence with a GPA of at least 3.5 and no individual grade less than a B.

<i>Basic Communication Sciences</i>		<i>Credits</i>
COMSC 604	Introduction to Language Science	3
COMSC 607	Phonetics of Spoken English	3
COMSC 609	The Auditory and Vestibular Mechanisms: Physiology and Hearing Science	3
COMSC 610	Anatomy and Physiology of the Speech Mechanism	3
COMSC 620	Introduction to Speech-Language Pathology	3
COMSC 640	Introduction to Audiology	3
COMSC 642*	Clinical Observation of Communication Disorders	2
Subtotal		20 credits

## Professional Speech-Language Pathology Major

- A. Core curriculum\*\* (31 credits): COMSC 700, 701, 703, 705, 711, 712, 729, 729, 732, 733, 734, 735, 749, 750, 781 (or 782).
- B. Language Disorders (9 credits): COMSC 717, 718, 726
- C. Speech Disorders (12 credits): COMSC 716, 722, 724, 727, 730, 731
- D. Hearing Disorders (3 credits): COMSC 741, 745
- E. Aural Rehabilitation (3 credits): COMSC 740, 744

Students in the Teacher of Students with Speech and Language Disabilities curriculum must complete the professional sequence within five years and with a grade point average of 3.0 or better in the professional sequence. Students who maintain an overall GPA of 3.0 in the professional sequence who receive less than a B in any semester of clinical practicum may be counseled regarding their status in the program.

\*Required if the student does not present evidence of 25 hours of observation

\* A maximum of 5 credits of clinical practicum for Speech-Language Pathology majors can be applied to the degree.

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 250 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 two externship placements at different affiliated settings. Students will be considered for clinical practicum (Speech-Language Pathology or Audiology) upon completion of a minimum of 12-15 credits in the professional sequence. 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 speech-language pathology. 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.

## National Examination in Speech Pathology and Audiology

Students must submit passing scores on the PRAXIS National Examination in Speech-Language Pathology prior to graduation.

## Teacher Examination

Prior to graduation, students must take the New York State Teacher Certification Examinations: Liberal Arts and Sciences Test (LAST) and Elementary (or Secondary) Assessment of Teaching Skills-Written (ATS-W)

**Research Project/Thesis** Candidates for the master's degree must engage in a research activity under faculty supervision (COMSC 781, 782). Students may elect to write a thesis in lieu of taking COMSC 781, 782. The thesis topic must be approved by the candidate's thesis advisor. Students on academic probation will not be permitted to engage in a research project or thesis.

## Bilingual Education (Spanish-English) Extension Curriculum (Code 0815)

A Bilingual Education (Spanish-English) Extension Option is available to students in the Teacher of Students with Speech and Language Disabilities curriculum who meet the admission requirements regarding demonstration of bilingual proficiency at the Communication Sciences Program's administered evaluation of written and oral Spanish/English proficiency. The Extension requirements include:

- EDESL 783 — Methodology of Teaching English to Speakers of Other Languages
- BILED 701 — Foundations of Bilingual Education
- BILED 771 — Psychology of Language Learning and Teaching
- BILED 778 — Instruction through the Native Language

A school-based language practicum (COMSC 729.04 for 1 credit) must involve working with Spanish-speaking children eligible for bilingual education services.

In addition to submitting passing scores on the PRAXIS National Examination in Speech Pathology (administered by the Educational Testing Service) prior to graduation, students must take the New York State Teacher Certification Examination: Liberal Arts and Sciences Test (LAST) and Elementary (or Secondary) Assessment of Teaching Skills-Written (ATS-W) prior to graduation, as well as NYSTCE tests for English Language Proficiency Assessment (LPA) and the Target Language Proficiency Assessment (TLPA).

### Nonmatriculant Status

Students who do not know whether they wish to major in Speech-Language Pathology as opposed to Audiology, or who feel their academic qualifications make them noncompetitive with other applicants for matriculation, may take courses in Communication Sciences as nonmatriculant students. To obtain nonmatriculant status, students must file a formal application for nonmatriculant admission with the Office of Admissions.

Nonmatriculant students who have not completed all the courses or course-equivalents in the basic Communication Sciences sequence may take 600-level courses in the Program, subject to Program approval. Nonmatriculant students who have completed all the courses or course-equivalents in the basic Communication Science sequence may take 700-level courses in the Program, subject to Program approval. No more than 12 credits taken as a nonmatriculant or at any other 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

A Hunter College senior who is within 9 credits of completing the course requirements for the bachelor's degree and who has the approval of the appropriate Hunter department(s) may be admitted to a limited program of graduate work. Graduate tuition rates for these courses will be charged when it is determined that the courses will not be used for the bachelor's degree and the graduate transfer of credit form has been filed.

Courses in the graduate division may be taken for credit toward the bachelor's degree by highly qualified Hunter College undergraduates. A course approval should be presented at the time of registration.

Those Hunter College undergraduate students majoring in Community Health Education registered as COMHE/COMSC Pathway students 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 multi-cultural linguistic systems, relation between verbal and non-verbal communication, and language acquisition across the life span.

**COMSC 607 Phonetics of Spoken English** Phonetic features of oral American English and non-native English speech.

**COMSC 609 The Auditory and Vestibular Mechanisms: Physiology 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 the Speech Mechanism** Normal anatomy and physiology of the ventilatory, laryngeal, supralaryngeal and orofacial mechanisms of speech and voice.

**COMSC 620 Introduction to Speech-Language Pathology** Introduction to organic and behavioral correlates of human communication, its developmental processes and disorders. The influence of culture, heritage, and socioeconomic status on disorders of voice, articulation, fluency, and language.

**COMSC 640 Introduction to Audiology** Prereq: COMSC 609. Etiology and pathology of hearing disorders, basic properties of the auditory stimulus; measurement of pure-tone thresholds by air and bone conduction. Overview of the audiologist in diagnosis and management of hearing disorders.

**COMSC 642 Clinical Observation of Communication Disorders** 30 hours, 2 cr; prereq: COMSC 604, 607, 610, 620, 640. Observation of the diagnosis and clinical management of communication disorders varying in type and severity in children, adolescents, and adults.

**COMSC 700 Introduction to Research Methods** Prereq: COMSC 604, 607, 610, 620, 640. Introduction to basic research design and techniques for evaluating research in communication sciences and disorders. Issues addressed include fundamental and timely research concerning developmental processes; speech, language, and hearing acquisition and disabilities; diagnostic and intervention strategies in clinical and school environments; instructional and assistive technology, validation of instructional strategies; and program evaluation.

**COMSC 701 Counseling of the Communicatively Handicapped and Their Significant Others** 2 cr; prereq: COMSC 604, 607, 610, 620, and 640. The theoretical and practical aspects of counseling the communicatively handicapped across a varying range of types and severity of disorders; interviewing and counseling skills appropriate to age, gender, education, and cultural background of the communicatively handicapped; the influence of factors in the home, school and community on counseling the communicatively handicapped and their significant others.

**COMSC 703 Professional Practice in Educational Settings** Prereq: COMSC 604, 607, 610, 620, 640; COMSC 711 is a recommended prerequisite. The multifaceted role of the Speech-Language Pathologist in school settings; models of service delivery; collaborative assessment and teaching; computerized teaching programs; national and state legislation and regulations; rights and responsibilities of teachers and other staff; individualized educational planning; language-based learning disabilities; cultural diversity issues including bilingual and multicultural issues; roles of language in academic development and instruction; drug abuse education and fire safety. For successful completion of the course, students must also attend (a) a 2-hour workshop on identifying and reporting suspected child abuse or maltreatment; (b) a 2-hour workshop on school violence prevention and intervention.

**COMSC 705 Speech Science** Prereq: COMSC 604, 607, 610, 620, 640. Overview of the principles of speech science focusing on the interpretation of instrumental data relevant to speech and voice production; application of technology to research in Speech-Language Pathology, assessment and management of Speech-Language disorders.

**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** Prereq: COMSC 604, 607, 610, 620, 640. Speech and language developmental processes in the young and school-age child; acquisition of pre-literacy skills from pre-linguistic stages to complex language development in typically developing monolingual and bilingual children; impact of cultural, ethnic, gender, socioeconomic, and individual variation on language acquisition.

**COMSC 712 Neural Processes of Speech and Language** Prereq: COMSC 604, 607, 610, 620, 640. Neuroanatomy of speech, voice, and language; human nervous system developmental processes, major motor, sensory, vascular, autonomic and language systems; effects of nervous system lesions on 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 604, 607, 610, 620, 640. Current research on the study of normal and deviant articulatory and phonological development and disorders across the range of severity and etiology; methods of assessment and remediation; impact of phonological disorders on acquisition of literacy; influence of culture, gender, socioeconomic, and motivational factors; collaboration with teachers in management.

**COMSC 717 Language Disorders in Preschool-Age Children** Prereq: COMSC 711. Models of language disorders in preschool-age children; assessment and intervention; cultural diversity issues. Impact of language and learning disorders that vary in type and severity (specific language impairment, pervasive developmental delay, autism, mental retardation) on the acquisition of literacy. Interdisciplinary strategies for intervention for children with speech, language, and communication challenges within the home, school, and community settings.

**COMSC 718 Language Disorders in the School-Age Child** Pre- or coreq: COMSC 604, 607, 610, 620, 640; recommended pre- or coreq: COMSC 711. The impact of language disorders in children and adolescents on the acquisition of academic skills required for literacy; formal and informal assessment; collaborative management strategies; cultural diversity issues; the use of assistive technology in fostering learning.

**COMSC 722 Fluency and Fluency Disorders** Prereq: COMSC 604, 607, 610, 620, 640. Current theories and research findings relating to normal fluency process, onset, development, maintenance, assessment, and treatment of fluency disorders in children, adolescents, and adults. Strategies for management within the home, school, and work environments.

**COMSC 724 Motor Speech Disorders in Children and Adults** Prereq: COMSC 604, 607, 610, 620, 640; recommended pre- or coreq: COMSC 712. The neural mechanisms underlying motor speech disorders in children, adolescents, and adults; assessment of the apraxia and dysarthria including cerebral palsy; intervention strategies within the home, hospital, school, and work environments; augmentative and other alternative assistive devices for communication.

**COMSC 726 Aphasia and Related Disorders** Prereq: COMSC 604, 607, 610, 620, 640; 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 in children, adolescents, and adults; formal and informal assessment; management strategies within the variety of settings including home, school, hospital, and work environments.

**COMSC 727 Voice Disorders** Prereq: COMSC 604, 607, 610, 620, 640; recommended pre- or coreq: COMSC 705. Normal and pathologic phonatory physiology in children, adolescents, and adults, including laryngectomy; formal (including technologic) and informal methods of voice evaluation; management strategies within a variety of settings including home, school, hospital, and work environments.

**COMSC 729 Clinical Practicum in Speech-Language Pathology** 30 plus hrs. 1 cr. Prereq for 1st cr. of COMSC 729 (SLP majors): COMSC 604, 607, 610, 620, 640, 642, 711, 716, 732 (co- or prereq); COMSC 717, 718 or 703 co- or prereq. 2nd cr. co- or prereq: COMSC 733. 3rd credit: prereq: COMSC 726; COMSC 724, 727, 731 or 790.1, (Audiology majors 1 cr. only); Prereq for Audiology majors: COMSC 604, 607, 610, 620, 640, 642, 716 or 727, 732; COMSC 703, 715, 717 or 718. Prereq for COMSC 729.04 (for students in the bilingual extension); 2 credits of COMSC 729, EDESL 783, BILED 701, 771, and 778. Clinical practicum in assessment and management of a wide variety of communication disorders of varying types and severity under the supervision of an ASHA-certified and New York State-licensed Speech-Language Pathologist. College supervised on-campus clinical practica and off-campus clinical practica include experiences with students with speech and language disabilities in early childhood, middle childhood, adolescence, as well as with adults. Students in the Teacher of Students with Speech and Language Disabilities curriculum will complete at least 150 clock hours of on-campus clinical practica with students in early childhood through adolescence and off-campus clinical practica within the elementary and/or secondary school setting. COMSC 729.04, for students in the bilingual extension, designates a special section of COMSC 729 for practicum with Spanish-speaking children eligible for bilingual services.

**COMSC 730 Craniofacial Disorders of Speech** Prereq: COMSC 604, 607, 610, 620, 640. Broad spectrum of velopharyngeal incompetence, including embryogenesis, classification of clefts, aspects of cleft palate speech, associate disorders, modes of formal and informal assessment and intervention strategies within the home, school, hospital, and work environments; current surgical and prosthetic management of cleft lip, palate and related craniofacial disorders; impact on learning and literacy acquisition.

**COMSC 731 Rehabilitation of Speech Following Laryngectomy, Tracheostomy, Glossectomy** 45 hrs, 3 cr. Prereq: COMSC 604, 607, 610, 620, 640; recommended pre- or coreq: COMSC 712. Assessment and management of surgically and neurologically based swallowing disorders in children, adolescents and adults; the rehabilitation of speech and voice following oral and laryngeal surgery including assistive technology; management strategies and curriculum development for students in the home, school, and hospital settings.

**COMSC 732 Basic Clinical Methods & Procedures in Speech-Language Pathology** 30 hrs, 1 cr. Prereq: COMSC 604, 607, 610, 620, 640, 642. Basic clinical methods and procedures in the identification, assessment and management of speech disorders; both oral and written language disorders varying in type and severity in children, adolescents, and adults; analysis of clinical and classroom intervention and instruction; evaluation of behavioral teaching objectives; outcomes assessment.

**COMSC 733 Advanced Clinical Methods and Procedures in Speech-Language Pathology** 30 hrs, 2 cr. Prereq: COMSC 732, 729. Advanced clinical seminar devoted to the changing nature of clinical populations, delivery of health-care service in the home, hospital, school, and work environments; measures of clinical outcomes, prevention, and professional/ethical practices; analysis of clinical and classroom management and instruction.

**COMSC 734 Cultural Diversity Issues in the Clinical Process** 15 hrs., 1 cr. Prereq: COMSC 732. Clinical issues, legislation, and historical perspectives as related to the nonbiased assessment and treatment of individuals from linguistically and culturally diverse populations; exploration of the impact of cultural, ethnic, gender, socioeconomic, and individual variations on speech-language disorders; understanding of the processes involved in learning a second language.

**COMSC 735 Advanced Clinical Practicum in Speech-Language Pathology** Min. 60 hrs., 2 cr. Prereq: COMSC 729. Intensive clinical practicum externship experience in Speech-Language Pathology selected from school-based, hospital, early intervention or health care settings under the direct supervision of an ASHA-certified and New York State-licensed Speech-Language Pathologist.

**COMSC 740 Aural Habilitation and Rehabilitation** Prereq: COMSC 640; recommended pre- or coreq: COMSC 741, 745. Aural habilitation and rehabilitation of the hearing impaired, from infancy to old age; evaluation of communicative functioning; personal and classroom amplification; assistive-listening devices; tactile aids and cochlear implants; psychosocial, educational and caregiver issues.

**COMSC 741 Advanced Audiology** Prereq: COMSC 640. Audiometric interpretation, speech audiometry; masking; assessment of functional hearing impairment; traditional site-of-lesion test battery.

**COMSC 742 Hearing Aids** 4 cr. 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 hrs., 1 cr. Prereq: for 1st cr (Audiology Majors): Prereq: COMSC 640, 642, 741; coreq: COMSC 740 (or 744), 750; prereq for 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 hrs, 1 cr. Prereq: COMSC 640, 642, and 741; 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; ear history-taking.

**COMSC 751 Clinical Issues in Advanced Audiology** 15 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 modification; 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 771 Summer clinic** for COMSC 729 or COMSC 749. Min 30 hrs, 1 cr.

**COMSC 781, 782 Independent Study** Hours to be arranged; 2 cr. Prereq: Completion of 24 cr 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 Dependency**

**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. Individual research under supervision.

## Physical Therapy

**Director and Advisor** Gary Krasilovsky, Room E 007 Brookdale Center; 481-4469

**Associate Professors** Krasilovsky, Rosen, Lipovac

**Assistant Professors** Babyar, Holland

**Academic Coordinators of Clinical Education** Macht-Sliwinski, Karman

**Web Site** [www.hunter.cuny.edu/health/pt](http://www.hunter.cuny.edu/health/pt)

The Physical Therapy Program has completed its transition to a post-baccalaureate master's degree curriculum. Upon completion of the program, students will receive an MPT degree. Please go to the Physical Therapy Program Web site for updated information on the admissions process, to download clinical experience forms, and for open-house dates.

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 graduate program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association. Graduates are prepared for the National Licensing Examination in Physical Therapy.

### ADMISSION REQUIREMENTS

Admission requirements for entry into the master's degree program are described below.

The bachelor's degree requirement for entry is based upon the CAPTE criterion 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."<sup>1</sup>

The pathway will require the following prerequisite course work 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.

<sup>1</sup>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 or is available from our Web site. The completed documentation should be provided by the supervising physical therapist by the deadline of February 1 prior to the fall semester for which admission is sought.
12. Filing of a Hunter College Graduate Admissions Application, available from the Hunter College Admissions Office, or the Hunter College Physical Therapy Program by the February 1st 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, 575  
(Second semester) PT 550, 555, 560, 565, 570

### Second Year

(First semester) PT [600, 610, 615, 620, 625, 630]<sup>1</sup>,  
635<sup>2</sup>  
(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

### Academic and Clinical Education Grading Policy Summary\*

Students are required to maintain a cumulative GPA of 3.0 or above to remain in good academic standing (refer to graduate catalog academic policies). *Students earning a grade below C in any academic 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 take a leave of absence in order to retake the course and reapply for admission at least two months before the beginning of the semester in which the student plans to resume studies. The total time permitted for completion of the Physical Therapy Program curriculum is five years as per the Hunter College Graduate Catalog. 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 be earned in the repeated course and that the student's GPA 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 only one course while enrolled in the Physical Therapy Program, and they are permitted to repeat that course only once.* This policy also applies to clinical affiliation grades, which are credit/no credit (CR/NC). A student is limited to repeating one clinical affiliation throughout the entire curriculum sequence. If a clinical affiliation is graded no credit (NC), the student is placed in one make-up clinical affiliation. This make-up clinical affiliation, and any and all remaining clinical affiliations, must be graded as credit (CR) for successful continuation and graduation from the program. The grade of credit (CR) or no credit (NC) does not influence the student's GPA. If a student withdraws from any course, the academic policies as per the Hunter College Graduate Catalog will be followed.

The grading policy in courses which include a practical (laboratory) examination or checkout as part of their grades is determined by the faculty member instructing the course. Students must pass all practical examinations. The policy for the passing criteria is included in the course syllabus.

\* Pending Senate approval.

<sup>1</sup>These courses are scheduled during the first nine weeks of the semester.

<sup>2</sup>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 cr. An introduction to the physical therapy profession and 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 cr. 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 include 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 cr. 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 cr. Principles of development; maturation process from utero to maturity and the influence of environment on growth.

**PT 550 Electrotherapeutic Modalities** 6 hrs, 4 cr. 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 that are commonly employed in the physical therapy clinic for evaluation and treatment of various physical dysfunctions.

**PT 555 Prevention and Intervention** 6 hrs, 4 cr. 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 cr. 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 cr. 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 framework for students to understand neural organization.

**PT 570 Clinical Medicine** 3 hrs, 3 cr. 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. 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 cr. 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 Orthopedics I** 2 hrs, 2 cr. Prereq: PT 555, 560; coreq: PT 620. Introduction to the etiology and clinical therapeutic management of selected orthopedic and rheumatological conditions.

**PT 615 Cardiopulmonary Rehabilitation** 3 hrs, 3 cr. 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 cr. Prereq: PT 555, 560, 570; coreq: PT 610. Basic examination techniques utilizing selective tissue tension testing will be applied to clarify common orthopedic 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 that are used in clinical problem-solving will be addressed.

**PT 630 Research Design** 2 hrs, 2 cr. 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** 60 hours, 2 cr. Prereq: all PT course work 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 cr. 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.

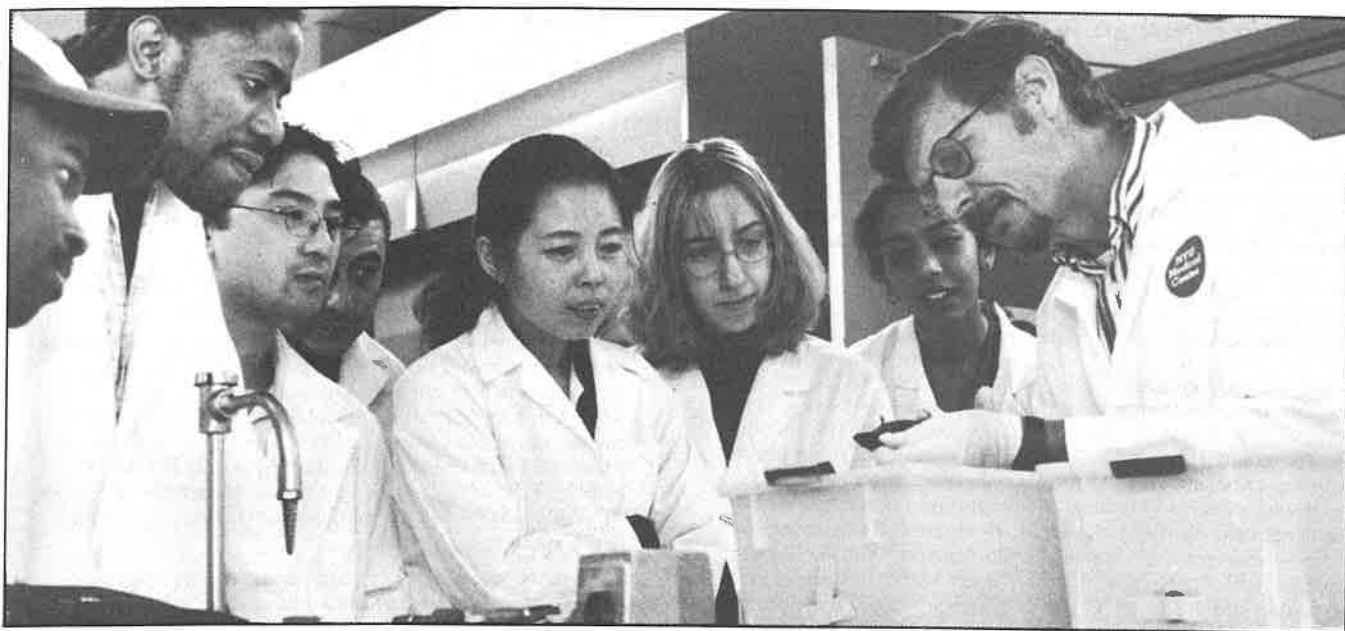
**PT 660 Clinical Orthopedics II** 1 hr, 1 cr. Prereq: PT 610, 620, 635. Etiology and therapeutic management of selected orthopedic conditions.

**PT 665 Proprioceptive Neuromuscular Facilitation** 1 hr, 1 cr. 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 cr. 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 orthopedic 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 in order 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 cr. 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 cr. 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 cr. 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 cr. 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 cr. 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 Electrodiagnosis and Motion Analysis** 2 hrs, 2 cr. 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 cr. 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. Assessment 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 cr. 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 cr. 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.

**\*PT 770.01 Topics in Physical Therapy** 1 hr, 1 cr. Content varies from semester to semester to address changing needs of the profession and/or the physical therapy curriculum. This course may become available online.

**\*PT 770.02 Topics in Physical Therapy** 2 hrs, 2 cr. Content varies from semester to semester to address changing needs of the profession and/or the physical therapy curriculum. This course may become available online.

**\*PT 770.03 Topics in Physical Therapy** 3 hrs, 3 cr. Content varies from semester to semester to address changing needs of the profession and/or the physical therapy curriculum. This course may become available online.

**\*PT 775.01 Independent Study** 1 cr.

**\*PT 775.02 Independent Study** 2 cr.

**\*PT 775.03 Independent Study** 3 cr.

\*Pending Senate approval



## Program in Urban Public Health — MPH and MS

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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 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. Graduates of the community health education track plan and manage community health programs to reduce social and behavioral threats to health. Graduates of the environmental and occupational health track 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 fieldwork 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: Brookdale Center on Aging, the Center on AIDS, Drugs and Community Health, and the Center for Occupational and Environmental Health. They provide opportunities for students to become involved

in demonstration projects and research through internships and independent study. (See section on Research Centers and Institutes in front section of this catalog.)

### 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 from an accredited U.S. university.
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 is required.
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 fieldwork 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 examinations or submitting documentation of relevant skills.



**Course Distribution**

Group A	<b>Public Health Core Required</b> PH 700,701,702,703	12 cr
Group B	<b>Urban Health Core Required</b> PH 710, 740	6 cr
Group C	<b>Specialization Track Required</b> 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	15-18 cr
Group D	<b>Supervised Field Work Required</b> 3-6 credits COMHE 737.1; 737.2 EOHS 760 NUTR 737.1, 737.2 or NUTR 701, 702 [9 cr for students choosing dietetic internship program to become registered dietitians (RD)].	6 cr 3 cr 6 cr
Group E	<b>Electives/Concentrations</b>	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 the approval of the faculty advisor, 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  
BILED 779  
COMHE 770.76, 770.99  
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

**Dietetic Internship**

NUTR 700, 703

**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 Education and Research 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 from an accredited U.S. university.

An undergraduate major in science or engineering is desirable.

Students are expected to have completed at least 40 credits in undergraduate or graduate-level basic science and math courses such as courses in organic chemistry (with labs), general chemistry, general physics, biology, and environmental or health sciences. Generally, an undergraduate major in biology, chemistry, environmental sciences or physics would satisfy these requirements. Students must also have completed one semester of calculus and one of statistics.

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 48 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 four semesters. Students are required to complete an internship project of at least 240 hours.

### Course Distribution for MS

#### \*Core (all required)

PH 700	PH 740	EOHS 759
PH 701	EOHS 702	EOHS 760
PH 702	EOHS 741	EOHS 762
PH 703	EOHS 755	
PH 710	EOHS 757	

### 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, and 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.

\*Pending final CUNY approval

**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** Using 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 related to health identified and refined.

**COMHE 702 Theory and Practice in Health Communication** How to communicate effectively with participants in health programs. Theoretical foundation of health education. Understanding educational materials for health education settings.

**COMHE 703 Health Advising in the Community** Prereq: COMHE 701, 702. Examination of individual and group advising approaches focused on helping individuals and families to reach optimal health and full development of health resources.

**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 legal and illegal drugs. Recent legislation. 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** 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 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 700. 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 700. 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 770.70-99 Topics in Community Health Education** Courses on current areas of professional interest, offered periodically. The following courses are expected to be offered in the next two years:

**COMHE 770.39 Developing Community Control Program for Asthma**

**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 Pregnancy Prevention**

**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: PH 702. 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 and Occupational Health Issues** Prereq: EOHS 700 or EOHS 702. Environmental and occupational health and safety problems of current importance in urban areas, including air and water pollution, hazardous waste, noise pollution, radiological health, toxicology, epidemiology and industrial hygiene.

**EOHS 730 Environmental and Occupational Epidemiology** Prereq: PH 700 and PH 703. 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 wastewater 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: PH 702 and EOHS 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 Principles of Industrial Hygiene** Prereq: EOHS 702 and 705. Recognition, evaluation, and control of industrial hazards due to chemical and physical agents. Topics include occupational health standards, regulatory agency activities, effects of contaminants on human health, sampling and control of hazards, current issues.

**EOHS 758 Industrial Hygiene Laboratory** 60 hrs, 2 cr. Coreq or prereq: EOHS 757. Practical aspects of recognition, evaluation, and control of industrial health hazards such as air contaminants, noise, heat, and radiation instruments and techniques for sampling and measurement of workplace hazards.

**EOHS 759 Industrial Processes and Plant Visits** Prereq: EOHS 757. A review of major industrial processes and health hazards associated with each. Includes 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 Public Health Nutrition Fieldwork I** 210 hrs, 3 cr. Directed field experiences in public health nutrition agencies and/or programs.

**NUTR 737.2 Public Health Nutrition Fieldwork II** 210 hrs, 3 cr. 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  
 Clark School  
 Clove Lakes Nursing Home  
 Coler-Goldwater Memorial Hospital  
 Columbia Presbyterian Medical Center  
 DC 37 Audiology Service  
 East Orange Veterans Administration Medical Center  
 East River Child Developmental Center  
 Family School  
 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, Ear and Throat Hospital  
 Mary Manning Walsh Home  
 Mount Sinai Medical Center  
 NYC Board of Education  
 NY Eye and Ear Infirmary  
 NY Institute for Special Education  
 NY League for the Hard of Hearing  
 NY Veterans Administration Medical Center  
 Park Avenue Hearing Services  
 Parker Jewish Institute for Health Care and Rehabilitation  
 Parkside School  
 Queens General Hospital  
 Rainbow School  
 Shield Institute

\*Field Instruction Centers are subject to change.

Silvercrest Extended Care Facility  
 Staten Island University Hospital  
 St. Barnabas Hospital  
 St. Charles Hospital and 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)  
 Village Child Development Center  
 Westchester County Medical Center, Valhalla  
 YAI NY League for Early Learning

### Physical Therapy

A & K Physical Therapy  
 Aishel Abraham Nursing Home  
 Atra Sports Medicine and Physical Therapy  
 Augustana Lutheran Home  
 Bellevue Hospital  
 Bellmore-Wantagh Physical Therapy  
 Best Associates  
 Beth Abraham Hospital  
 Beth Israel Medical Center  
 Blythedale Children's Hospital  
 Bronx Lebanon Hospital  
 Brookdale Hospital Schulman Rehabilitation Institute  
 Brooklyn Hospital Center  
 Brunswick Hospital  
 Burke Rehabilitation Center  
 Cabrini Medical Center  
 Cabrini Nursing Home  
 Caldwell Therapy Center  
 Center for Physical Therapy  
 Center for Rehabilitation  
 Central Park Physical Therapy  
 CERC, Robert F. Kennedy Center  
 Children's Specialized Hospital  
 Chilton Memorial Hospital  
 Citadel Care Center  
 City Hospital Center at Elmhurst  
 Clara Maass Hospital  
 Coler-Goldwater Hospital  
 Columbia Cedars Medical Center  
 Columbia Hospital  
 Columbia Presbyterian Medical Center  
 Community General Hospital of Sullivan County  
 Community Physical Therapy  
 Complete Care Physical Therapy  
 Comprehensive Physical Therapy and Rehabilitation  
 Concourse Rehabilitation and Nursing Center  
 Coney Island Hospital  
 Danbury Hospital, Physical Medicine and Rehabilitation  
 DeVita/Becker Physical Therapy  
 East End Physical Therapy  
 East Side Sports Medicine  
 Einstein, Wyler Hospital, Lubin Rehabilitation  
 Ellenville Community Hospital  
 Florence Nightingale  
 Flushing Hospital Medical Center  
 Frank Nani, Physical Therapy  
 Golden Hill Health Center  
 Hackensack Medical Institute for Child Development  
 Hackensack University Medical Center  
 Harlem Hospital  
 HASC Summer Program  
 HealthLink Beaufort Memorial Hospital  
 Heath South  
 Hebrew Hospital Home  
 Helen Hayes Hospital  
 Henry Viscardi School

Holy Name Hospital  
 Horton Hospital  
 Hospital for Joint Diseases  
 Hospital for Special Surgery  
 Inspire  
 Institute for Physical Therapy  
 Institute for Rehabilitation Medicine (NYU Medical Center)  
 International Center for the Disabled  
 Jacobi Hospital  
 Jamaica Hospital  
 Jersey Shore Medical Center  
 Jewish Home and Hospital  
 Jewish Home and Hospital for the Aged  
 JFK Medical Center  
 Joseph R. Masfield Jr., Physical Therapy  
 Kessler Institute for Rehabilitation  
 King's County Hospital  
 Kingsbrook Jewish  
 Lamm Institute  
 Lawrence Hospital  
 Lenox Hill Hospital  
 Lighthouse International Child Development Center  
 Lincoln Hospital  
 Long Beach Memorial Hospital  
 Long Island College Hospital  
 Long Island Jewish Medical Center  
 Lutheran Medical  
 Madison Avenue Physical Therapy and Sports Training Center  
 Maimonides Medical Center  
 Marathon Physical Therapy  
 Mary Manning Walsh Nursing Home  
 Mauka Physical Therapy Inc.  
 Memorial Sloan Kettering Cancer Center  
 Mercy Hospital  
 Metropolitan Hospital  
 MJG Nursing Home  
 Montefiore Hospital  
 Mt. Sinai Hospital of Queens  
 Nassau County Medical Center  
 New Rochelle Hospital  
 New York Foundling Hospital  
 New York Hospital  
 New York Hospital, Queens  
 New York Methodist  
 North Central Bronx Hospital  
 North Shore Hospital  
 North Shore Hospital at Forest Hills  
 Norwalk Hospital  
 OIOC/HJD  
 Our Lady of Mercy Medical Center  
 Park South Physical Therapy Group  
 Parker Jewish Geriatric Institute  
 Peninsula Hospital  
 Performing Arts Physical Therapy  
 Phelps Memorial Hospital  
 Physical Therapy Sports Rehabilitation  
 Physical Therapy Works  
 Queens Hospital Center  
 Queens Rehabilitation Center  
 Raritan Bay Medical Center  
 Ronkonkoma Sports Medicine  
 Roosevelt Hospital  
 Sandra Perry Physical Therapy  
 Scott Physical Therapy  
 Seaview Hospital and Home  
 Shore View Nursing Home  
 Sound Shore Medical Center of Westchester  
 Southampton Hospital  
 Southwestern Vermont Medical Center  
 SS Lamm  
 St. Agnes Hospital  
 St. Agnes Hospital-Pediatrics  
 St. Barnabas Hospital  
 St. Charles Hospital - Adult  
 St. Charles Hospital - Pediatrics



St. Francis Hospital  
 St. John's Episcopal  
 St. Joseph's Hospital  
 St. Mary's Hospital for Children  
 St. Vincent's Hospital  
 St. Vincent's Medical Center of Richmond  
 Staten Island North Pediatrics  
 Staten Island University Hospital North  
 Staten Island University Hospital South  
 SUNY - SHCB  
 Terence Cardinal Cooke Health Care Center  
 These Our Treasures (TOTS)  
 Turner Physical Therapy  
 UCP Brooklyn  
 UCP Middletown  
 UCP of Greater Suffolk  
 UCP of Nassau  
 Union Square Sports Medicine and Rehabilitation  
 United Cerebral Palsy - Queens  
 United Hospital  
 United Cerebral Palsy Associations of NY State  
 United Presbyterian Home  
 University Hospital at Stonybrook  
 University Pain Center  
 Veterans Administration Hospital  
 Veterans Administration Hospital - Brooklyn  
 Veterans Administration Medical Center - Northport  
 Visiting Nurse Service of New York  
 Westchester County Medical Center  
 Westside Dance Physical Therapy  
 White Plains Medical Center  
 Whitestone School for Child Development  
 Workmen's Circle Multicare Center  
 Yonkers General

### Urban Public Health

#### Community Health Education

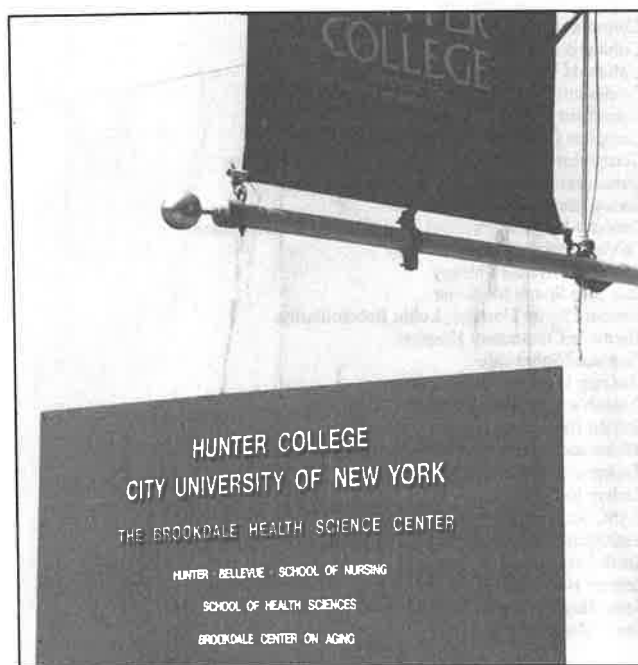
American Cancer Society  
 American Diabetes Association  
 American Lung Association  
 Arthur Ashe Institute for Urban Health  
 Brooklyn Teen Pregnancy Network  
 Caribbean Women's Health Association  
 Children's Aid Society  
 Columbia Presbyterian Medical Center  
 Young Adult Clinic  
 Cornell University Medical Center  
 Department of Obstetrics and Gynecology  
 District Council 37 Health and Safety  
 The Door - A Center of Alternatives  
 Gay Men's Health Crisis, Inc.  
 Hunter College Brookdale—  
 Brookdale Center on Aging  
 Center on AIDS, Drugs and Community Health  
 Center for Occupational and Environmental Health  
 Institute for Urban Family Health  
 March of Dimes  
 Memorial Sloan-Kettering Hospital  
 Cancer Information Service  
 Mount Sinai Medical Center  
 Department of Health Education  
 Department of Emergency Medicine  
 NYC Department of Health  
 Health Resource Training Center  
 HIV Prevention  
 Office of Health Promotion  
 NY State Department for the Aging  
 NY State Department of Health  
 Offices of Members of:  
 NYC Council  
 NY State Assembly  
 U.S. Congress  
 Planned Parenthood of NYC  
 United Nations Fund for Population Activities

### Environmental and Occupational Health Sciences

Ambient Labs  
 ATC Environmental, Inc.  
 Bellevue Hospital  
 Health and Safety Office  
 District Council 37  
 Hunter College  
 Center for Occupational and Environmental Health  
 Metropolitan Bridge & Tunnel Authority  
 MHRA Healthy Homes Initiative  
 Mount Sinai Medical Center  
 Division of Occupational and Environmental Medicine  
 National Union of Hospital and Health Care Employees (Local 1199)  
 NJ State Department of Health Occupational Health Program  
 NYC Department of Environmental 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 Department of Environmental Conservation  
 NYU Medical Center  
 Health and Safety Division  
 United Needle Industrial and Textile employees (UNITE)  
 U.S. Department of Labor  
 Occupational Health and Safety Administration  
 U.S. EPA, Region II

### Public Health Nutrition

Bellevue Hospital  
 City Harvest  
 Coler-Goldwater Memorial Hospital  
 Community Food Resource Center  
 Cornell University Cooperative Extension  
 Health Insurance of Greater New York (HIP)  
 Hunter College  
 Brookdale Center on Aging  
 Wellness Education Program  
 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** Violet Malinski, 506 West; 481-4465;  
Fax 481-4427; vmalinsk@hejira.hunter.cuny.edu

### FACULTY

**Steven L. Baumann**, Associate Professor; PhD, Adelphi; GNP and Psychiatric NP, Primary Care of Older Adults and Persons with Psychiatric Diagnoses

**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

**Pamela J. Dole**, Assistant Professor; EdD, Institute for Advanced Study of Human Sexuality; FNP, Primary Care of Adults, Women's Health, HIV/AIDS

**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, Healing and Spirituality

**Marilyn D. May**, Lecturer, Nursing; MEd, Columbia; Maternal and Child Health

**Mary Anne McDermott**, Associate Professor; PhD, NYU; Medical-Surgical Nursing, Gerontological Nursing

**Marie O. Mosley**, Associate Professor; EdD, Columbia; Maternal and Child Health, Historical Research

**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

**Kathleen A. Nokes**, Professor; PhD, NYU; Community Health Nursing, HIV/AIDS

**Diane Rendon**, Associate Professor; EdD, Columbia; Psychiatric Nursing, Gerontological Nursing

**Carol F. Roye**, Associate Professor; EdD, Columbia; PNP, Primary Care of Children and Adolescents, Women's Health, Community Health Education

**Joan Sayre**, Assistant Professor; PhD, New School; Sociology, 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. All students must have an annual physical exam and submit the necessary clearance forms in order to progress through the clinical courses.

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 or in complementary modalities.

### 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. Professional résumé listing relevant educational and work experiences.
5. Statement of purpose clearly identifying why the applicant wants this particular graduate specialization.
6. Applicants for dual-degree MS and MPH also meet requirements for admission to the MPH program.
7. 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 credits for all degree programs (except 57 credits in the dual-degree option MS and MPH).
2. Completion of the program of study within five years from the date of matriculation.
3. 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 program and advanced certificate pediatric

nurse practitioner program 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

The program prepares nurses to assume leadership roles in community health nursing in a variety of settings including home care, public health, and community-based agencies. Students learn to apply theories and research findings to nursing practice through course work and a series of practicums. Students who select the dual degree option attain additional knowledge of public health sciences, with emphasis on community health education. Graduates of the program meet additional requirements for specialty certification by the American Nurses Credentialing Center. In addition to the required core (12 credits), 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
PH 700 Biostatistics	3
PH 702 Environmental Health and Safety	3
PH 703 Principles of Epidemiology	3
Cognate-electives	9

### Community Health Nursing/Public Health Education (57 cr)

**Specialization Coordinator:** Kathleen Nokes

The program prepares nurses to assume leadership roles in community health nursing in a variety of settings including home care, public health, and community-based agencies. Students learn to apply theories and research findings to nursing practice through course work and a series of practicums. Students who select the dual degree option attain additional knowledge of public health sciences, with emphasis on community health education. Graduates of the program meet educational requirements for specialty certification by the American Nurses Credentialing Center. Students are required to complete the following courses:

	Credits
<i>Nursing Specialty Courses</i>	
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
<i>Public Health Core Courses</i>	
PH 700 Biostatistics	3
PH 701 Principles of Health Care Administration	3
PH 702 Environmental Health and Safety	3
PH 703 Principles of Epidemiology	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

The program prepares nurses to assume a leadership role in maternal and/or child nursing in a variety of health care settings including homes, clinics, and acute care hospitals. Students learn to apply theories and research findings to practice through course work and in a series of practicums with pregnant women, children, and their families. 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. Graduates of the program meet educational requirements for specialty certification by the American Nurses

\*Not required for nursing administration and community health nursing

\*\*Not required for nurse practitioner programs

Credentialing Center. In addition to the required core (15 credits) students take:

	Credits
NURS 614 Pathophysiology and Environmental Influences on the Fetus, Infants, Children, and Adolescents	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 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 ambulatory clinics, schools, and hospitals for a total of 600 clinical hours. Graduates of the program are eligible to apply for NYS Certification as PNPs and to the National Certification Board of Pediatric Nurse Practitioners for national certification. In addition to the required core courses (12 credits), students take:

	Credits
NURS 614 Pathophysiology and Environmental Influences on the Fetus, Infants, Children, and Adolescents	3
NURS 615 Health Assessment of Infants, Children and Adolescents	3
NURS 616 Advanced Pharmacology for Infants, Children, and Adolescents	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

This advanced certificate pediatric nurse practitioner program is 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

ambulatory clinics, schools, 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 Pathophysiology and Environmental Influences on the Fetus, Infants, Children, and Adolescents	3
NURS 615 Health Assessment of Infants, Children and Adolescents	3
NURS 616 Advanced Pharmacology for Infants, Children, and Adolescents	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:** Joan Sayre

The program prepares nurses to assume an advanced practice nursing role in medical-surgical nursing in a variety of health care settings, from acute care to home care. Students learn to apply theories and research findings to practice through course work and in a series of practicums. Nurses who earn this degree are preparing themselves for advanced practice positions in medical-surgical specialties in acute-care or community-based nursing services. Graduates of the program meet educational requirements for specialty certification by the American Nurses Credentialing Center. In addition to the required core (15 credits) 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

\*Candidates who have successfully completed this course or one determined to be comparable in their master's degree program need not repeat NURS 614.

**Psychiatric Nursing (42 cr)****Specialization Coordinator:** Joan Sayre

The program prepares nurses to assume an advanced practice nursing role in a variety of community mental health services as well as in institutional settings, in private practice, and in such developing fields as liaison nursing and hospice care. Emphasis is on group and family modalities. Students learn to work with other mental health professionals in providing preventive mental health services to target populations in the community and in designing and implementing new treatment approaches. Graduates of the program meet educational requirements for specialty certification by the American Nurses Credentialing Center. In addition to the required core (15 credits), 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 credits), students take:

	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.

\*Or one equivalent clinical course

\*\* Currently admission to this program is suspended.

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. Graduates of the program are eligible for certification as adult nurse practitioners by New York State Education Department and by specialty organizations.

**Additional Requirements for Admission to ANP Program**

In addition to the graduate admission requirements of Hunter College and for the master of science in nursing, students seeking matriculation in the ANP program must meet the following requirements:

1. Résumé
2. At least two years of prior relevant clinical experience for both full- and part-time students. Because the program is competitive and space is limited, preference is given to those applicants with more clinical experience who meet the other admission criteria.
3. Statement of purpose clearly identifying why the student wants to be an ANP.

In addition to the required core (12 credits), 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:** Steven Baumann

The program prepares nurses to assume a leadership role in gerontological nursing and primary care for older adults in the community and in a variety of health care settings. Interdisciplinary studies with students in medicine and the health and social service professions are an integral part of the program. Students learn to apply select theories and research in 630 hours of preceptored practice. Graduates of the program are eligible for certification as nurse practitioners by New York State Education Department and by specialty organizations. In addition to the required core (12 credits), 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 Pathophysiology and Environmental Influences in the Fetus, Infants, Children, and Adolescents** 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 Infants, Children, and Adolescents** 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 III** An examination of the origins, development, research into, and manifestations of chronic mental illness with a focus on nursing management. Elective.

**NURS 699.84 Therapeutic Touch, Meditation, and Imagery: Health Patterning Across the Lifespan** 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 Integrative Modalities in Health** Examines the science of wholeness emerging across disciplines as a basis for integrative approaches to health. Presents a survey of major modalities and health applications.

**NURS 700 Theoretical Foundations of Nursing Science** Analysis of nursing models and theories through systematic exploration of concepts as articulated in the extant works of major theorists. Specification of the interrelationships of theory, research, and practice.

**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.

**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 groups. Guided learning experiences in selected psychiatric mental-health settings.

**NURS 721 Psychobehavioral Patterns of Adults: Nursing II** 30 hrs theory, 45 hrs pract, 3 cr. Prereq: NURS 720. Examination of psychobehavioral patterns of interaction among family and community and environmental factors that influence levels of wellness. Guided learning experiences in community mental-health settings.

**NURS 722 Psychobehavioral Patterns of Adults: Nursing III** Prereq: NURS 721. Synthesis of advanced theoretical and empirical sciences as basis for clinical specialization and leadership role in psychiatric nursing.

**NURS 723 Nursing Practicum in Psychobehavioral Patterns of Adults 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 725 for CNSs, NURS 727 for PNPs. 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.

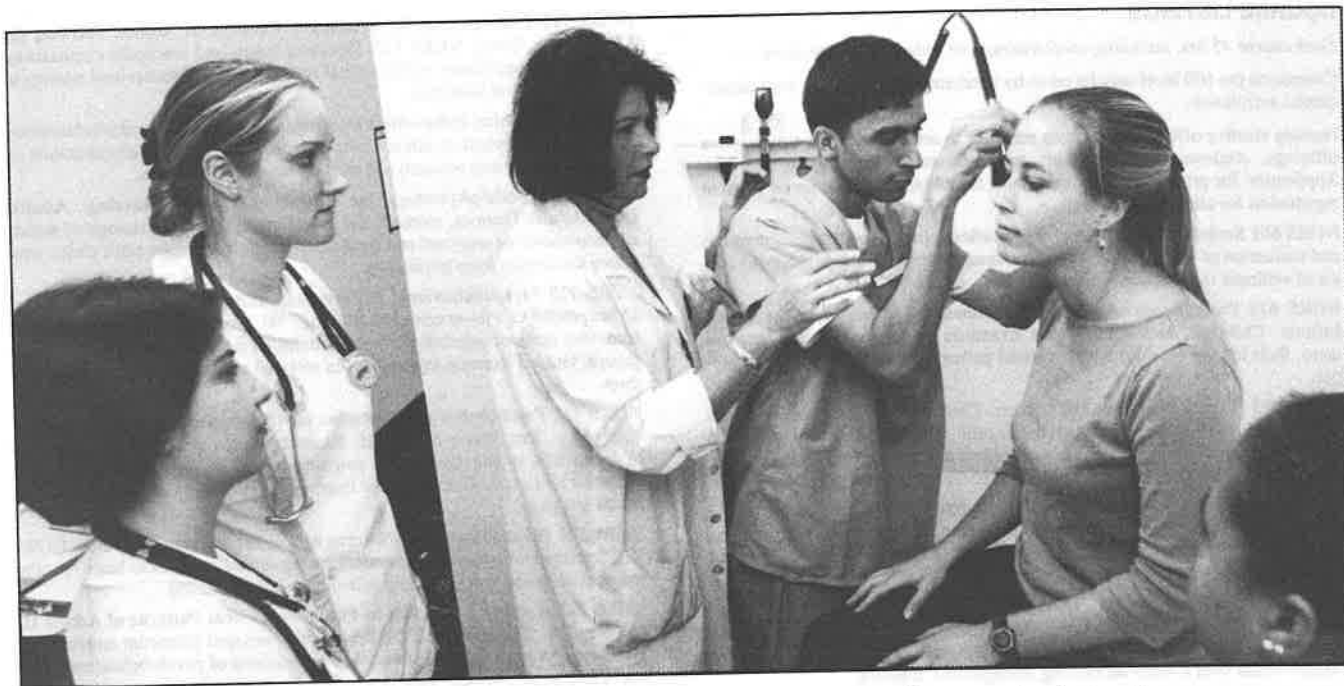
**NURS 729 Practicum for Pediatric Nurse Practitioner-Clinical Nurse Specialists** 135 hrs, 3 cr. Pre- or coreq: NURS 728. Preceptor-supervised practicum emphasizing advanced practice roles as primary care provider, educator, researcher and interdisciplinary collaborator.

**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** 30 hrs lecture, 15 hrs seminar, 210 hrs practicum, 5 cr. 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 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** 15 hrs, 1 cr. 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** 30 hrs, 2 cr. 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** 45 hrs, 3 cr. 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**  
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**Director of MSW Programs** Joann Ivry  
**Doctoral Program Executive Officer** Michael Fabricant  
**Coordinator of One-Year Residence Program** Willie F. Tolliver  
**Assistant to the Dean** Irene Schaefer  
**Director of Field Education** Glynn Rudich  
**Acting Coordinator of Admissions** Alan Menikoff  
**Scholarship Coordinator** Robert Salmon

## FACULTY

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Eleanor Bromberg, Professor; DSW, Columbia  
Stephen Burghardt, Professor; PhD, Michigan  
Elizabeth Danto, Assistant Professor; PhD, NYU  
Patricia L. Dempsey, Associate Professor; MS, Columbia  
Sarah Jane Dodd, Assistant Professor; PhD, USC  
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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 New York City. 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 com-

mitment to educating social workers to serve a diverse population in an urban environment, and recognizes a special responsibility toward serving the urban community under social-agency auspices. The MSW program is 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, the One-Year Residency (work study), the Advanced Standing, the Part-Time/Extended, the Three-Two (BA/MSW) programs, 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 goal is to educate social workers for the profession who are able to make responsible decisions and value choices in a rapidly changing society. The core curriculum includes Human Behavior and the Social Environment; Social Welfare Policy and Services; 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 method in which they wish to concentrate, and to take at least one course in a method other than the major. 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.

*Please consult the School of Social Work Catalog for further information*

## ADMISSION REQUIREMENTS

Applicants to the graduate program in social work must hold a bachelor's degree from an accredited undergraduate college. Undergraduate preparation should demonstrate a liberal arts background and intellectual capacity for graduate study. Records of foreign students require special evaluation and should be submitted as early as possible. All applicants with foreign credentials are required to take the TOEFL examination.

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 a group or individual interview. **For further information on admissions, e-mail: [admissions.hcssw@hunter.cuny.edu](mailto:admissions.hcssw@hunter.cuny.edu)**

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 seats in the school and placement in a field practicum. *Completed applications must be submitted to the School of Social Work.*

Up to 9 credits of prior acceptable graduate work (no more than 6 credits in non-social work areas) with a grade of B or better from a social work program accredited by the Council on Social Work Education may be transferred. Matriculated students who wish to request credit toward their degree for work taken prior to matriculation at Hunter College may apply for transfer of credit after successful completion of their first term in attendance as a matriculated student.

As a condition of 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.

## **PATHWAYS TO THE MSW DEGREE**

*(Students in all program pathways must complete requirements for the degree within five years from the date of matriculation)*

### **Two-Year Full-time Program**

The two-year full-time program is for qualified students who have the time and resources to devote themselves to full-time academic and field study. Full-time students are expected to attend classes two days a week, and to be in a field placement three days a week. Students usually complete the 60 credits needed for graduation in two years.

### **One-Year Residence (OYR) Program**

The one-year residence (OYR) program is a work-study program designed to provide access to graduate social-work study for students whose personal responsibilities make the two-year full-time program impractical. Applicants to the OYR program must have completed, at the time of application, at least two years of full-time employment in a recognized social welfare organization or agency. Students are permitted to take up to 30 hours of course work on a part-time basis while remaining in full-time employment. The students in the OYR program must also have a written commitment from their current employer to provide them with a social work internship during the second year of the program.

The OYR program is usually completed in five semesters plus two summers of academic study. The field instruction requirement is completed in two semesters. The field practicum usually takes place in the agency in which the student is employed.

### **Advanced Standing Program**

The Advanced Standing program is an intensive program for outstanding students who have graduated from a baccalaureate social work program accredited by the Council on Social Work Education. A limited number of qualified applicants are accepted. Applicants must have received their undergraduate degree 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. Some courses required in the first year of the MSW program will be waived for applicants accepted in the Advanced Standing program. Hunter's Advanced Standing program begins in the summer and continues through one academic year of full-time study.

### **Part-time Program (Extended 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 is divided into three phases, with students taking courses before, during, and after the field practicum. Part-time students are expected to fulfill a two-year field practicum in agencies selected and approved by the school. The field practicum 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 (BA/MSW)**

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 to the MSW program, students in the Three-Two program 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. Applicants for the Three-Two program 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 of Education 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 both educational and clinical skills. The program design incorporates theoretical and practice aspects of each degree into a cohesive program. Applicants apply to each institution—the Hunter College School of Social Work and the Bank Street College of Education—separately. 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 working with children. For the dual degree program, courses required at Bank Street total 36 credits. Fifty-one (51) credit hours must be taken at the School of Social Work.





## COURSE LISTINGS

- SSW 701 Social Welfare Policy and Services
- SSW 702 Social Policy in Selected Social Welfare Topics
- SSW 711, 712 & 713 Human Behavior and the Social Environment
- SSW 719 Foundations of Social Work Practice
- SSW 721, 722, 723 Casework
- SSW 724 Advanced Social Casework: Selected Topics
- SSW 725 Casework for Non-Majors
- SSW 731, 732 & 733 Group Work
- SSW 735 Group Work for Non-Majors
- SSW 741, 742, 743 Community Organizing and Planning
- SSW 745 Community Organizing & Planning for Non-Majors
- SSW 748 Grantsmanship and Proposal Writing
- SSW 751 & 752 Social Work Research
- SSW 761, 762, 763 & 764 (SSW 767 & 768 in OYR)
- Field Practicum
- SSW 780 Administration
- SSW 781, 782 & 783 Social Work Administration
- SSW 787 Supervision
- SSW 790 Professional Seminar
- SSW 791.61 Social Work Practice in School Settings
- SSW 791.76 Social Services to the Gay and Lesbian Community
- SSW 794 Social Work Practice: Family Treatment
- SSW 796.52 Social Work Practice with Workers and their Families
- SSW 796.53 Clinical Issues in Child Welfare Practice
- SSW 796.60 Clinical Issues in Social Work Practice with the Aged
- SSW 797 Clinical Social Work Practice in Health Settings
- SSW 798.1 Multicultural Social Work Practice

## PROGRAM FOR NONMATRICULANTS

Taking courses as a nonmatriculated student can be a stimulating introduction to the MSW program and often motivates participants to apply for admission to a degree program. A maximum of three or four core courses, offering eight to nine credits, is allowed and may be credited toward the degree upon matriculation. Only one course may be taken per semester.

*Inquiries for nonmatriculation should be directed to the Admissions Office at the main campus (68th Street) of Hunter College.*

## FIELD PRACTICUM

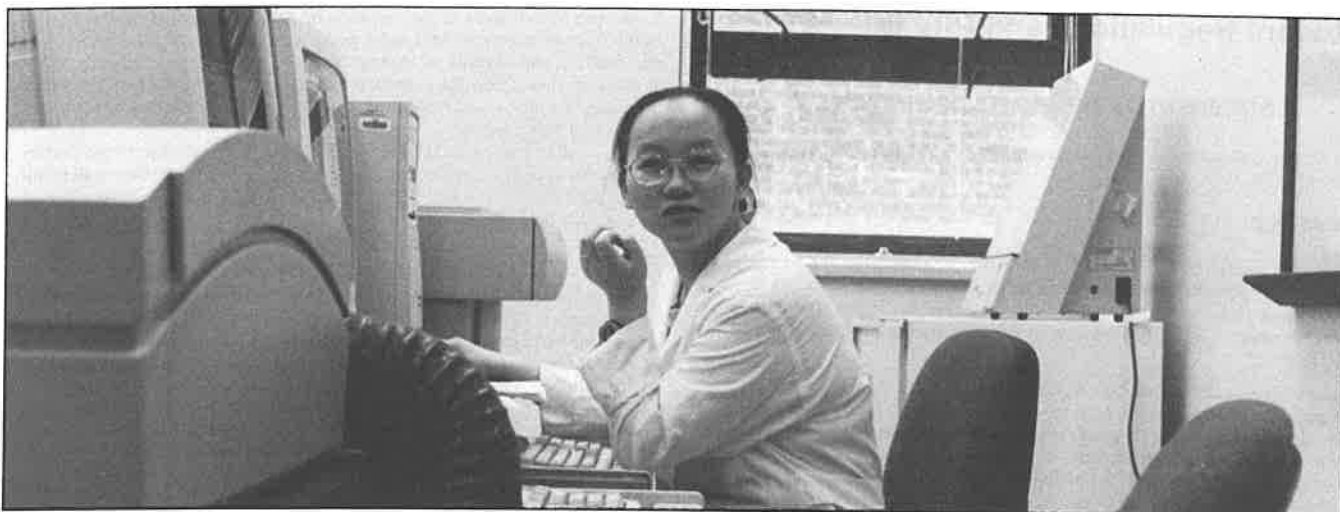
The Hunter College School of Social Work has strong ties to many social agencies which provide students with field placements in a variety of practice areas. Qualified agency staff serve as student field instructors. The field practicum is an integral part of the social work curriculum. Agencies used as *field practicum sites* by the school are selected and approved by the school's Office of Field Education, based upon the learning experience available to students, the personnel designated as student field instructors in the agency, and other school requirements. Students are expected to follow agency policies, including conducting home visits.

**Field Practicum Sites** The following agencies *are among* those recently used by the school:

- Ackerman Family Institute
- Actors Fund of America
- AHRC
- American Red Cross in Greater New York
- Association to Benefit Children (ABC)
- Bailey House
- Barrier Free Living



Bellevue Hospital Center  
 Beth Abraham Hospital  
 Beth Israel Medical Center  
 Blythedale Children's Hospital  
 The Bridge, Inc.  
 Bronx Lebanon Hospital Center  
 Brookdale Center on Aging  
 Brooklyn Family Court  
 Brooklyn Psychiatric Centers  
 Callen-Lorde Health Center  
 Cancer Care  
 Catholic Charities, Archdiocese of New York  
 Center for Family Life in Sunset Park  
 Children's Aid Society  
 Children's Village  
 Chinese-American Planning Council (CPC)  
 Citizens Advice Bureau  
 Community Access, Inc.  
 Community Mediation Services  
 Covenant House  
 District Council #37  
 Dominican Sisters Family Health Service, Inc.  
 Education Alliance, Inc.  
 Elizabeth Coalition to House the Homeless  
 Elmhurst Hospital Center  
 Family Services of Bergen County  
 Federation of Protestant Welfare Agencies  
 F.E.G.S.  
 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  
 Green Chimneys Children Services  
 Greenwich House Counseling Centers  
 Guidance Center of New Rochelle  
 Hamilton Madison House  
 Harlem Dowling West Side for Children and Family  
 Henry Street Settlement  
 Herbert G. Birch School for Exceptional Children  
 Hetrick-Martin Institute  
 Hudson Guild  
 Hunter College  
     Educational Center for Comm. Org. (ECCO)  
     Student Counseling Services  
     Welfare Rights Initiative  
     Women's Center  
 Incarcerated Mothers Program  
 Institute for Human Identity  
 Institute for Urban Family Health  
 Inwood House  
 Isabella Geriatric Center  
 Jamaica Service Program to Older Adults  
 Jewish Association for Services to the Aged (JASA)  
 Jewish Board of Family and Children's Services (JBFCs)  
 Jewish Child Care Association (JCCA)  
 Jewish Home and Hospital  
 Karen Horney Clinic  
 Kingsbridge Heights Community Center  
 Kings County Hospital Center  
 La Guardia Community College  
 Lenox Hill Neighborhood Association  
 Lesbian and Gay Community Center Services  
 Little Sisters of the Assumption  
 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 Administration for Children's Services  
 NYC BOE/Alternative H.S. Social Work Program  
 NYC Department of Health  
 NYC Department of Probation  
 NYC Gay and Lesbian Anti-Violence Project  
 NYC Human Resource Administration  
 NYC Office of the Public Advocate  
 New York Presbyterian Hospital  
 NYS Office of Mental Health  
 NYS Psychiatric Institute  
 Northside Center for Child Development  
 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  
 Safe Horizons  
 Safe Space  
 SAGE  
 St. Luke's-Roosevelt Medical Center  
 St. Vincent's Hospital  
 Samaritan Village, Inc.  
 Sanctuary for Families  
 SCAN/NY  
 Self-Help Community Services  
 Society for Seamen's Children  
 South Beach Psychiatric Centers  
 Talbot-Perkins  
 Ulster County Mental Health Services  
 U.S. Department of Veterans Affairs  
 Urban Justice Center  
 Urban Pathways  
 Visiting Nurse Service of New York  
 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



## Hunter College Students' Rights Concerning Education Records

**The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:**

**I. The right to inspect and review the student's education records.**

Students should submit to the registrar, the dean of students, or other appropriate college official, written requests that identify the record(s) they wish to inspect. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

All requests shall be granted or denied in writing within 45 days of receipt. If the request is granted, the student will be provided with copies of the requested records or notified of the time and place where the records may be inspected. Students will be charged a fee for copies of requested records. If the request is denied or not responded to within 45 days, the student may appeal to the College's FERPA appeals officer. Additional information regarding the appeal procedures will be provided by the College's FERPA appeals officer: Office of Legal Affairs, Hunter College, Room 1705E, 695 Park Avenue, New York, NY 10021.

**II. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.**

Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write to the registrar, the dean of students, or other appropriate College official, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing before the College's FERPA appeals officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

**III. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.**

One exception which permits disclosure without consent is disclosure to College officials with legitimate educational interests. A College official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another College official in performing his or her tasks. A College official has a legitimate educational interest if access is reasonably necessary in order to perform his/her instructional, research, administrative or other duties and responsibilities. Upon request, the College discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll.

**IV. You may appeal the alleged denial of FERPA rights to the: General Counsel and Vice Chancellor for Legal Affairs, The City University of New York, 535 East 80th Street, New York, NY 10021.**

**V. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202-4605.**

**VI. The College will make the following "directory information" concerning current and former students available to those parties having a legitimate interest in the information: a student's name, attendance dates, telephone listing, home address, present address, e-mail address, major and minor fields of study, degrees and awards received, date of birth, place of birth, level of education, and the most recent previous educational institution attended. By filing a form with the Registrar's Office, a student or former student may request that any or all of the above information not be released without his or her prior written consent. This form may be completed, withdrawn, or modified at any time.**

This policy shall be effective as of September 2000 and shall supersede prior policy on this issue.

## 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 Trustees of the City University 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.

#### **Board of Trustees The City University of New York**

#### **RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER PURSUANT TO ARTICLE 129-A 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 freedom: 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 Trustees.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board provide that:

"THE PRESIDENT. The president, with respect to his education 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 or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation, and use of University/college equipment and/or supplies.
4. Theft from, or damage to, University/college premises or property, or theft of or damage to property of any person on University/college premises is prohibited.
5. Each member of the academic community or an invited guest has the right to advocate his position without having to fear abuse, physical, verbal, or otherwise, from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.
6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or 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 and is intended to inflict bodily harm on any 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 students or employees on University/college premises, or as part of any University/college activities 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.
11. The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any University/college activities is prohibited.



## II. PENALTIES

1. Any student engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to the following range of sanctions as hereafter defined in the attached Appendix: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsions, ejection, and/or arrest by the civil authorities.

2. Any tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1-11 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 City University of New York 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. A tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff charged with engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be entitled to be treated in accordance with applicable provisions of the Education Law, or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of The City University of New York.

3. Any visitor, licensee, or invitee engaging in any manner in conduct prohibited under substantive Rules 1-11 shall be subject to ejection and/or arrest by the civil authorities.

4. Any organization which authorized the conduct prohibited under substantive Rules 1-11 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 cause far 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.**

A true copy of resolution adopted by the Board of Trustees of The City University of New York on June 23, 1969, as amended on October 27, 1980, May 22, 1989, and June 25, 1990.

## Bylaws of the Board of Trustees

### ARTICLE XV — STUDENTS

Section 15.0 PREAMBLE. Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination based on racial, ethnic, religious, sex, political, and economic differentiations.

Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom; if these rights are to be secure, then students should exercise their freedom with responsibility.

Section 15.1 CONDUCT STANDARD DEFINED. Each student enrolled or in attendance in any college, school, or unit under the control of the board and every student organization, association, publication, club, or chapter shall obey the laws of the City, State, and Nation, and the bylaws and resolutions of the board, and the policies, regulations, and orders of the college.

The faculty and student body at each college shall share equally the responsibility and the power to establish subject to the approval of the board more detailed rules of conduct and regulations in conformity with the general requirement of this article.

This regulatory power is limited by the right of students to the freedoms of speech, press, assembly, and petition as applied to others in the academic community and to citizens generally.

Section 15.2 STUDENT ORGANIZATIONS. a. Any group of students may form an organization, association, club, or chapter by filing with the duly elected student government organization of the college or school at which they are enrolled or in attendance and with an officer to be designated by the faculty of the college or school at which they are enrolled or in attendance (1) the name and purposes of the organization, association, club, or chapter, (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary.

However, no group, organization, or student publication with a program against the religion, race, ethnic origin, or identification or sex of a particular group or which makes systematic attacks against the religion, race, ethnic origin or sex of a particular group shall receive support from any fees collected by the college or be permitted to organize or continue at any college or school. No organizations, military or semi-military in character, not connected with established college or school courses, shall be permitted without the authorization of the faculty and the duly elected student government and the board.

b. Extra-curricular activities at each college or school shall be regulated by the duly elected student government organization to insure the effective conduct of such college or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in bylaw 15.1. Such powers shall include:

1. The power to charter or otherwise authorize teams (excluding inter-collegiate athletics), publications, organizations, associations, clubs, or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend, or revoke any charter or other authorization for cause after hearing on notice.

2. The power to delegate responsibility for the effective implementation of its regulatory functions hereunder to any officer or committee which it may appoint. Any aggrieved student or group whose charter or other authorization has been refused, suspended, or revoked may appeal such adverse action by such officer or committee of student government to the duly elected student government. On appeal an aggrieved student or group shall be entitled to a hearing following the due process procedures as set forth in section 15.3. Following such hearing the duly elected student government shall have the authority to set aside, decrease, or confirm the adverse action.



c. Any person or organization affiliated with the college may file charges with an office of the dean of students\*\* alleging that a student publication has systematically attacked the religion, race, ethnic origin, or sex of a particular group, or has otherwise contravened the laws of the City, State, or Nation, or any bylaw or resolution of the board, or any policy, regulation, or order of the college, within a reasonable period of time after such occurrence. If the dean of students determines, after making such inquiries as he/she may deem appropriate, that the charges are substantial, he/she shall attempt to resolve the dispute, failing which he/she shall promptly submit the charges to the faculty-student disciplinary committee for disposition in accordance with the due process procedures of section 15.3 thereof.

If the committee sustains the charges or any part thereof against the student publication, the committee shall be empowered to (1) reprimand the publication, or (2) recommend to the appropriate funding bodies the withdrawal of budget funds. The funding body shall have the authority to implement fully, modify, or overrule the recommendations.

d. Each college shall establish a student elections review committee in consultation with the various student governments. The student elections review committee shall approve the election procedures and certify the results of elections for student governments, and student body referenda.

e. Student government elections shall be scheduled and conducted, and newly elected student governments shall take office, in accordance with policies of the board, and implementing regulations.

**STUDENT DISCIPLINARY PROCEDURE BYLAWS  
OF THE CITY UNIVERSITY OF NEW YORK,  
AS AMENDED BY THE BOARD OF TRUSTEES ON  
FEBRUARY 24, 1992**

**Section 15.3 STUDENT DISCIPLINARY PROCEDURES.**

**Complaint Procedures:**

a. Any charge, accusation, or allegation which is to be presented against a student, and which, if proved, may subject a student to disciplinary action, must be submitted in writing in complete detail to the office of the dean of students promptly by the individual, organization, or department making the charge.

b. The chief student affairs officer of the college or his or her designee will conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or his or her designee will advise the student of the charge(s) against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, which shall be concluded within thirty (30) calendar days of the filing of the complaint, the chief student affairs officer or designee shall take one of the following actions:

- (i) dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions. The individuals involved shall be notified that the complaint has been dismissed;
- (ii) refer the matter to conciliation. If a matter is referred to conciliation the accused student shall receive a copy of the notice required pursuant to section 15.3e of this bylaw; or
- (iii) prefer formal disciplinary charges.

**Conciliation Conference:**

c. The conciliation conference shall be conducted by the counselor in the office of the dean of students or a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:

1. An effort will be made to resolve the matter by mutual agreement.
2. If an agreement is reached, the counselor shall report his/her recommendation to the chief student affairs officer for approval and, if approved, the complainant shall be notified.
3. If no agreement is reached, or if the student fails to appear, the counselor shall refer the matter back to the chief student affairs officer who will prefer disciplinary charges.

\*\*Throughout these bylaws, in any college or unit where the title "dean of students" does not exist, the same shall refer to the officer performing the functions which would otherwise be performed by a dean of students.

4. The counselor is precluded from testifying in a college hearing regarding information received during the conciliation conference.

**Notice of Hearing and Charges:**

d. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered or sent by the chief student affairs officer of the college to the student at the address appearing on the records of the college, by registered or certified mail and by regular mail. The hearing shall be scheduled within a reasonable time following the filing of the charges or the conciliation conference. Notice of at least five business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing.

e. The notice shall contain the following:

1. A complete and itemized statement of the charge(s) being brought against the student including the rule, bylaw or regulation he/she is charged with violating, and the possible penalties for such violation.
2. A statement that the student has the following rights:
  - (i) to present his/her side of the story;
  - (ii) to present witnesses and evidence on his/her behalf;
  - (iii) to cross-examine witnesses presenting evidence against the student;
  - (iv) to remain silent without assumption of guilt; and
  - (v) to be represented by legal counsel or an advisor at the student's expense.
3. A warning that anything the student says may be used against him/her at a non-college hearing.

**Faculty-Student Disciplinary Committee Procedures:**

f. The following procedures shall apply at the hearing before the faculty-student disciplinary committee:

1. The chairperson shall preside at the hearing. The chairperson shall inform the student of the charges, the hearing procedures and his or her rights.
2. After informing the student of the charges, the hearing procedures, and his or her rights, the chairperson shall ask the student charged to plead guilty or not guilty. If the student pleads guilty, the student shall be given an opportunity to explain his/her actions before the committee. If the student pleads not guilty, the college shall present its case. At the conclusion of the college's case, the student may move to dismiss the charges. If the motion is denied by the committee the student shall be given an opportunity to present his or her defense.
3. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may only rule on the sufficiency of the evidence and may exclude irrelevant, immaterial or unduly repetitive evidence. However, if either party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude all persons who are to appear as witnesses, except the accused student.
4. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, a tape recording or the equivalent. A disciplined student is entitled upon request to a copy of such a transcript, tape or equivalent without cost.
5. The student is entitled to a closed hearing but has the right to request an open public hearing. However, the chairperson has the right to hold a closed hearing when an open public hearing would adversely affect and be disruptive of the committee's normal operations.
6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.
7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination as to guilt or innocence. In the event the student is found guilty, the committee shall then determine the penalty to be imposed.
8. At the end of the fact-finding phase of the hearing, the student may introduce additional records, such as character references. The college may introduce a copy of the student's previous disciplinary record, where applicable,

provided the student was shown a copy of the record prior to the commencement of the hearing. The disciplinary record shall be submitted to the committee in a sealed envelope and shall not be opened until after the committee has made its findings of fact. In the event the student has been determined to be guilty of the charge or charges the records and documents introduced by the student and the college shall be opened and used by the committee for dispositional purposes, i.e. to determine an appropriate penalty if the charges are sustained.

9. The committee shall deliberate in closed session. The committee's decision shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.

10. The student shall be sent a copy of the faculty-student disciplinary committee's decision within five days of the conclusion of the hearing. The decision shall be final subject to the student's right of appeal.

11. Where a student is represented by legal counsel the president of the college may request that a lawyer from the general counsel's office appear at the hearing to present the college's case.

**Section 15.4 APPEALS.** An appeal from the decision of the faculty-student disciplinary committee may be made to the president, who may confirm or decrease the penalty but not increase it. His/her decision shall be final except in the case of dismissals or suspension for more than one term. An appeal from a decision of dismissal or suspension for more than one term may be made to the appropriate committee of the board. Any appeal under this section shall be made in writing within fifteen days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or board committee as the case may be. If the president is a party to the dispute, his/her functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor.

#### Section 15.5 COMMITTEE STRUCTURE.

a. Each faculty-student disciplinary committee shall consist of two faculty members and two student members and a chairperson. A quorum shall consist of the chair and any two members. Hearings shall be scheduled at a convenient time and efforts shall be made to insure full student and faculty representation.

b. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the instructional staff of that college to receive training and to serve in rotation as chair of the disciplinary committees. If none of the chairpersons appointed from the campus can serve, the president, at his/her discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty/student disciplinary committee and decide and make all rulings for the committee. He/she shall not be a voting member of the committee but shall vote in the event of a tie.

c. The faculty members shall be selected by lot from a panel of six elected annually by the appropriate faculty body from among the persons having faculty rank or faculty status. The student members shall be selected by lot from a panel of six elected annually in an election in which all students registered at the college shall be eligible to vote. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than two consecutive years.

d. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a student or faculty seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the faculty or student panel by lottery.

e. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

**Section 15.6 SUSPENSION OR DISMISSAL.** The board reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution.

The chancellor or chancellor's designee, president or any dean may, in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw section 15.3 to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the college shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the college shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

**Section 15.7 THE UNIVERSITY STUDENT SENATE.** There shall be a university student senate responsible, subject to the board, for the formulation of university-wide student policy relating to the academic status, role, rights, and freedoms of the student. The authority and duties of the university student senate shall not extend to areas of interest which fall exclusively within the domain of the student governments of the constituent units of the university. Consistent with the authority of the board of trustees in accordance with the education law and the bylaws of the board of trustees, the university student senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules and procedures, for its internal administration and for such other matters as is necessary for its existence. The university student senate shall have the full rights and responsibilities accorded student organizations as provided in these bylaws. The delegates and alternate delegates to the university student senate shall be elected by their respective constituencies, or by their student governments from the elected members of the respective student governments.

**Section 15.8 COLLEGE GOVERNANCE PLANS.** The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article.

**Section 15.10 THE REVIEW AUTHORITY OF COLLEGE PRESIDENTS AND COLLEGE ASSOCIATIONS.**

a. The president of the college shall have the authority to veto any student activity fee including the student government fee allocation, which in his or her opinion requires further clarification, is inappropriate, or contravenes the laws of the city, state, or nation or any bylaw or policy of the university or any policy, regulation, or order of the college. If the college president chooses to exercise a veto within a reasonable time after being made aware of this action, he or she shall consult with the general counsel and vice chancellor for legal affairs and thereafter communicate his/her decision to the allocating body.

b. The college association may within ten (10) working days of the presidential veto, by the affirmative vote of two-thirds of the total membership of the governing board, override the presidential veto, except a presidential veto based upon compliance with the laws of the city, state, or nation, or bylaws or policy of the university shall not be subject to being overridden.

**Section 15.11 REFERENDA.** a. A referendum proposing changes in the student activity fee shall be initiated by a petition of at least 10% of the appropriate student body and voted upon in conjunction with student government elections.

b. Where a referendum seeks to earmark student activity fees for a specific purpose or organization without changing the total student activity fee, the results of the referendum shall be sent to the college association for implementation.

c. Where a referendum seeks to earmark student activity fees for a specific purpose or organization by changing the total student activity fee, the results of such referendum shall be sent to the board by the president of the college together with his/her recommendation.

d. At the initiation of a petition of at least 10% of the appropriate student body, the college president may schedule a student referendum at a convenient time other than in conjunction with student government elections.

**Section 15.12 DISCLOSURE.** a. The college president shall be responsible for the full disclosure to each of the student governments of the college of all financial information with respect to student activity fees.

b. The student governments shall be responsible for the full disclosure to their constituents of all financial information with respect to student government fees.



c. The college association shall be responsible for the full disclosure of all financial information to its membership, to the college, and to the student governments with respect to all of its activities, including auxiliary enterprises.

d. For purposes of the foregoing paragraphs, full disclosure shall mean the presentation each semester of written financial statements which shall include, but need not be limited to, the source of all fee income by constituency, income from other sources creditable to student activity fee accounts, disbursements, transfers, past reserves, surplus accounts, contingency and stabilization funds. Certified independent audits performed by a public auditing firm shall be conducted at least once a year.

**Section 15.13 STIPEND.** The payment of stipends to student government officers and other student leaders is prohibited, except insofar as specifically authorized by board policy.

**Section 15.14 UNIVERSITY REVIEW COMMITTEE.** There shall be a university review committee consisting of three administrators appointed by the chancellor.

a. The university review committee shall have responsibility for oversight and supervision over university student activity fees and extramural student activity fees. Recipients of extramural fees shall present an annual report to the appropriate board committee detailing the activities, benefits and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee.

b. The university review committee may veto any proposed expenditure of the university student senate, subject to being overridden by the affirmative vote of two-thirds of the total membership of the university student senate, in person or by mail ballot, except that a veto based upon the opinion that an item is in contravention of the laws of the city, state or nation, or bylaws or policy of the university is not subject to being overridden.

## ARTICLE XVI—STUDENT ACTIVITY FEES AND AUXILIARY ENTERPRISES

**Section 16.1 STUDENT ACTIVITY FEE.** The student activity fee is the total of the fees for student government and other student activities. Student activity fees, including student government fees collected by a college of the university, shall be deposited in a college central depository and, except where earmarked by the board, allocated by a college association budget committee subject to review by the college association as required in these bylaws.

**Section 16.2 STUDENT ACTIVITY FEES USE—EXPENDITURE CATEGORIES.** Student activity fee funds shall be allocated and expended only for the following purposes:

1. Extracurricular educational programs;
2. Cultural and social activities;
3. Recreational and athletic programs;
4. Student government;
5. Publications and other media;
6. Assistance to registered student organizations;
7. Community service programs;
8. Enhancement of the college and university environment;

9. Transportation, administration and insurance related to the implementation of these activities;

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) that 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, and 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. It is a form of sex discrimination in violation of Title VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendment, and the official policy of The City University of New York. The City University of New York issued a policy in 1982 which was updated and reissued in October 1995. The policy prohibits sexual harassment of faculty, staff, and students:

"It is the policy of The City University of New York to prohibit harassment of employees or students on the basis of sex. This policy is related to and is in conformity with the equal opportunity policy of the University to recruit, employ, retain and promote employees without regard to sex, age, race, color, or creed. Prompt investigation of allegations will be made to ascertain the veracity of complaints, and appropriate corrective action will be taken.

"It is a violation of policy for any member of the University community to engage in sexual harassment. It is also a violation of policy for any member of the University community to take action against an individual for reporting sexual harassment."

Hunter College adheres to CUNY policy and condemns all forms of sexual intimidation and exploitation. For the purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other intimidating verbal or written communications or physical conduct of a sexual nature. This behavior constitutes sexual harassment 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 the basis for employment or academic decisions affecting that individual;
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working or learning environment.\*

To implement CUNY's policy, Hunter College created a Sexual Harassment Panel. The panel is responsible for reviewing all complaints of sexual harassment; and for making efforts to resolve those complaints informally, if possible. When informal resolution is not possible, the panel coordinator and/or deputy coordinator will fully investigate the complaint and report the results of the investigation to the College president (and dean of students, if the accused is a student).

Any student or other member of Hunter College may report allegations of sexual harassment to any member of the Sexual Harassment Panel. The names and phone numbers of the panel members are available in the panel coordinator's office and in departments and offices in the College. The complaint will be promptly investigated and will be handled as confidentially as possible. Students, faculty or staff who are found, following applicable disciplinary proceedings, to have violated the CUNY Policy Against Sexual Harassment are subject to various penalties, including termination of employment and permanent dismissal from the University.

Further information on the panel is available from members of the panel in the panel's office, located in 1206 East Building. Pamphlets on sexual harassment, and the official policy and procedures, can be found in every department of the College as well as in the panel's office. The panel coordinator is Professor Sandra Clarkson: phone number and fax number (212) 650-3660. For additional information please call the Sexual Harassment Panel Office at (212) 650-3084.

\*These criteria are based on Guidelines issued by the Office of Civil Rights, Department of Education.

## The Hunter College Smoking Policy

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

## Drug-Free Schools and Campuses, Public Law 101-226

Hunter College is in compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226).

The New York State minimum drinking age (21 years) is observed at all campus functions. Proof of age is required to consume alcoholic beverages and no individual appearing to be under the influence of alcohol will be served.

All Hunter College organizations sponsoring events must, in advance of the event, agree to the following conditions:

1. No person shall sell or provide an alcoholic beverage to a person under the age of 21. Where documentation of age is unavailable or not reasonably certain, the law requires denial of an alcoholic beverage to that person.
2. No person shall sell or provide an alcoholic beverage to a person actually or apparently under the influence of alcohol.
3. No person shall sell or provide an alcoholic beverage to a person known to be a habitual excessive drinker.
4. All advertising, promotion, publicity, invitations, etc. stating the availability of alcoholic beverages at an event, must include the following statement:

The unlawful possession, use or distribution of drugs is prohibited on the campus. Violators will be subject to penalties ranging from reprimand and warning for a first infraction, to separation from the college for a subsequent offense.

Legal sanctions against students alleged to be in violation of Public Law 101-226 will be determined according to Article 15 Section 3 of the CUNY Board of Trustees By-Laws. Sanctions for members of the instructional staff and non-instructional staff will be governed by Article VII of the CUNY Board of Trustees By-Laws and Article XIV, respectively.

### Health Risks of Alcohol Abuse

Dependency  
Malnutrition  
Impaired judgment  
Reduced alertness  
Slowed reaction time  
Sensory and motor depression  
Cirrhosis of the liver

### Health Risks of Illegal Drug Abuse

Dependency  
Malnutrition  
Loss of control  
Skin abscesses  
Vein inflammation  
Serum hepatitis  
Increased risk of HIV infection  
Reduced immunity

Assistance is available by calling:

Hunter College Emergency Medical Services	—	772-4801
Employee Assistance Program	—	772-4051
Student Services	—	772-4882



## Department of Public Safety and Security

**Department Office** B122 West Building; 772-4521; Fax 772-4548  
**Director** John Williams  
**Web Site:** <http://publicsafety.hunter.cuny.edu>

### SECURITY POLICIES

It is the policy of the City University of New York and Hunter College that:

Students and employees shall report safety hazards, crimes, loss of property, illness or injury. Proper reporting facilitates apprehension of criminals and assists in making Hunter a safe college. Incidents can be reported to any uniformed peace or security officer and by calling or visiting the Office of Public Safety and Security.

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 or affiliation with any organization is prohibited.

### SEX OFFENSES

#### Awareness and Prevention Programs

Each year, the Office of Student Services and the Department of Public Safety and Security provide educational programs to promote the awareness and prevention of all crimes, including rape (acquaintance and stranger rape) and other sex offenses. During Freshman Orientation Week, a special program covering sex offenses is given to all incoming students. Discussion centers around crime prevention and campus safety. Students are made aware of the various forms of sexual offenses and the applicable penal laws. On-campus security and disciplinary procedures as well as other legal consequences of these offenses are detailed. Relevant materials are distributed to students.

A follow-up to this seminar is held in ORSEM 001 (a weekly seminar attended by all incoming freshmen). A minimum of one session of ORSEM 001 is devoted to the issue of rape and other sex offenses. Small discussion groups are held on this topic as well as other campus safety issues. Students are shown the video "Campus Rape," which is produced by the Rape Treatment Center at Santa Monica Hospital Center. An accompanying discussion guide aids instructors in leading intensive discussion following this presentation. Students are advised of the availability of counseling and other support services dealing with sex offenses. Relevant materials are distributed to students.

#### Assistance and Support for Victims

Sexual assault victims can get help on campus through personal counseling. In addition, referrals are also made to off-campus support services. If a student or a college employee believes she or he is being (or has been) sexually harassed, coerced or threatened, she or he should report the matter to the dean of students, the vice president for administration, the Department of Public Safety and Security or the head of the Sexual Harassment Panel:

<b>Dean of Students</b>	<b>772-4878</b>
<b>Vice President for Administration</b>	<b>772-4460</b>
<b>Public Safety and Security</b>	<b>772-4447</b>
<b>Sexual Harassment Panel</b>	<b>650-3660; 650-3084</b>

In addition to on-campus help, sexual assault victims may also report the crime to the nearest NYC police precinct or they may contact Witness Aid Services Unit—Manhattan D.A. Office, at 335-9040. This unit offers crisis intervention, short-term counseling, advocacy

and assistance to victims of sexual assault and domestic violence. This unit also provides referrals and publications. The Public Safety and Security Department will assist any person with this process. Additional supportive agencies are:

*24-Hour Rape Report Line*  
 (female-answered)  
 267-RAPE (7273)

*Victim Services Agency*  
 24-Hour Hotline  
 577-7777

*New York Women Against Rape*  
 777-4000

*Domestic Violence Hotline*  
 (800) 621-HOPE (6673)

### Protecting Evidence in Sexual Offense Cases

To assist law enforcement authorities in prosecuting perpetrators of sexual assaults, victims should not destroy evidence that may be used in such prosecutions. Victims can destroy such evidence by bathing and washing away any residue of the violator's semen from their bodies or by discarding soiled undergarments or clothing that may still contain this important evidence.

### New York State Penal Law and Penalties for Sexual Offenses

The New York State Penal Law, in particular section 130, describes various forms of sexual offenses such as rape, sexual abuse, and sodomy. Anyone convicted of any of the offenses described is in fact convicted of a crime that will be classified as either a felony or misdemeanor. Imprisonment can range up to 25 years in jail. A copy of the New York State Penal Law is on file in the Office of Public Safety and Security.

### College Rules and Sanctions for Sexual Offenses

In regard to reporting sexual assaults, students have the option to notify proper law enforcement authorities, including non-campus and local police, and the option, if the student chooses to do so, to be assisted by campus authorities in notifying these authorities.

Students at Hunter College have the option for, and available assistance in, changing academic and living situations after an alleged sexual assault incident if such a change is requested by the victim, and if these changes are reasonably available.

### SECURITY SERVICES AND REPORTING PROCEDURES

All Hunter campuses receive safety and security services from the Department of Public Safety and Security. The central command station for all safety and security operations is located at the 68th Street Campus. The command station is in operation 24 hours a day and monitors fire safety and security operations for all of the College's campuses.

The security staff consists of a director of public safety and security, two assistant directors, and a coordinator of administrative services. There is also a secretary and six college security assistants. Foot patrol and post duties are performed by approximately 50 College-employed public safety officers and approximately 15 security officers employed through the service of a contract security guard company.

Public safety officers are sworn peace officers and have arrest powers granted to them by the police commissioner of the City of New York. Campus peace officers are designated as New York City special patrolmen/peace officers in accordance with Section 2.10 subsection 27 of the New York City Criminal Procedure Law. Campus peace

officers are trained to handle security and safety matters on campus as they relate to a campus environment. College security assistants and contract guards are defined as security guards in accordance with Article 7A of the General Business Law. These officers do not have arrest powers above that of a private citizen. The College has a New York State-certified Emergency Medical Unit and its personnel are trained in first aid, cardiopulmonary resuscitation and other emergency medical procedures. All security personnel carry two-way radios and are dressed in distinctive civilian/security-type uniforms. Emergency hospital transportation for injured or ill members of the College community is handled by contacting the Office of Public Safety and Security at 772-4444.

Students, staff and faculty may report security problems to the Public Safety and Security Office at 772-4444 or to security personnel on patrol or at stationary posts. All reported crimes will be appropriately investigated and the findings will be placed in written reports. There is currently no mechanism or procedure in place for the confidential reporting of crimes on campus. There is also no procedure in place that encourages pastoral and professional counselors, if and when they deem appropriate, to inform the persons they are counseling of any procedures to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics. However, counselors often encourage students to report (not on a confidential basis) all crimes to the Office of Public Safety.

Public Safety works very closely with the New York City Police Department concerning any serious crime that may require investigation. All criminal actions or other emergencies occurring on campus are reported to the Public Safety Office and the New York City Police Department. Public Safety and Security monitors and records campus crimes reported directly to the local police.

### **Security Consideration Used in the Maintenance of Campus Facilities**

As part of its overall responsibilities, the Office of Public Safety, in conjunction with Facilities and Planning, conducts a continuous review of the campus facilities and grounds to ensure that all lighting and landscaping hazards are reported for correction or eliminated.

### **Campus Security Awareness/Crime Prevention Programs**

The Department of Public Safety and Security conducts fire safety and crime prevention fairs, workshops, and other programs for students, faculty and staff personnel. Participants are given literature covering various topics related to rape prevention, crime prevention, use of door locks, gates, intrusion alarms and fire safety and emergency evacuation procedures. A number of videos and other displays covering these and other subjects are on display. Local law enforcement agencies participate in these programs, which are often conducted jointly with student groups and with the staff of the dean of students. The College community is asked on an annual basis to participate in a course originally designed for security personnel that covers "Sexual Incidents and the New York State Penal Law." Incoming first-year students receive pamphlets on security procedures and attend a presentation by the director of public safety at freshman orientation class. The presentation emphasizes that the vast majority of incidents on college campuses can be avoided if the college community develops greater security awareness and exercises reasonable precautions to prevent victimization. In general, students are advised to walk in groups whenever possible, and not to study alone, especially during off-hours or in isolated areas. The College community is encouraged to know where public safety officers' posts and emergency telephones are located. Members of the College community are also encouraged to act as the "eyes and ears" of the Public Safety Department for the protection of all persons at the College and to call Public Safety immediately when they view a crime or suspicious activities. Throughout the year, information on holiday safety, street and subway precautionary measures and other topics is provided to the community through flyers, signs and the College Web site.

### **Policies for Making Timely Warning Reports**

The offices of the vice presidents for administration and student services, and the Public Safety Department, when appropriate, issue crime bulletins for informational purposes to alert the community to a particular problem. In addition, a daily crime log records any crime that has occurred on campus or on a non-campus building or property within the patrol jurisdiction of the campus Public Safety Department; the log is arranged by the dates that crimes were reported. Crime statistics for the College are located in the College library. The annual report, as well as crime prevention and other information, is available on the Web at <http://publicsafety.hunter.cuny.edu/annual.html>.

### **Policies for Preparing the Annual Disclosure of Crime Statistics**

As required by federal law, Hunter College's yearly crime statistics for this report are compiled on a calendar-year basis and in accordance with the definitions of crimes provide by the FBI for use in the Uniform Crime Reporting (UCR) system. These statistics include the three years (1997, 1998, and 1999) concerning reported crimes that occurred on campus or in certain off-campus buildings or property owned or controlled by Hunter College. In addition, these statistics are gathered from information on crimes reported to the Public Safety Office/officers, crimes reported to other campus officials with significant responsibility for student and campus activities, and those crimes reported to the local police precinct. These statistics also include persons referred for campus disciplinary action for categories required under the Clery Act, including liquor law violations, drug law violations and illegal weapons possession.

### **DRUG AND ALCOHOL EDUCATION PROGRAMS**

The Office of Drug and Alcohol Education and Prevention at Hunter College's Office of Student Services meets the five mandated requirements of the Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226.

The Office of Drug and Alcohol Education and Prevention provides counseling and referral information to Hunter College students and their significant others.

It provides ongoing (fall and spring) professional development training in the area of substance abuse prevention to faculty, administrators, counselors, interns and resident assistants and the entire Hunter College community at large.

The Office of Drug and Alcohol Education and Prevention disseminates information through pamphlets and videotaped presentations followed by discussions with students regarding the deleterious effect on functioning that results from the use of drugs and alcohol. These workshops are conducted at freshman orientation seminars, the Student Services reception office, the Brookdale Campus (which houses the residence hall), the Study Skills Resource Center, the Tishman Women's Center, the student cafeterias, the Financial Aid Office, the Athletics Department, the Department of Academic Skills, club leadership orientations, school functions such as commencement parties, etc., and peer counselor training seminars.

### **ACCESS TO FACILITIES**

Hunter College maintains an open-school policy. During the hours that the College is open, I.D.'s are not checked. However, all students are required to have photo I.D.'s in their possession.

Every day after 10 pm and during periods when the College is officially closed, all students, staff and visitors must sign in and out.

### **DORMITORY ACCESS**

At the Brookdale dormitory, I.D.'s are required at all times when entering the dormitory residence.

## Fire Safety Plan

### Instructions

*If you see a fire, do the following:*

1. Pull the fire alarm.
2. Call the Public Safety emergency number: 772-4444.
3. Call the Fire Department (911).
4. Then, follow the procedures below.

### Procedures

1. Evacuate your area.
2. Close but do not lock doors.
3. Follow instructions transmitted over the public address system.
4. Proceed to evacuate the building through designated exits.
5. Evacuate to street if not directed otherwise over the public address system.
6. 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.
7. When leaving the building keep your head turned to the center of the stairway.
8. Walk downstairs; do not run. Do not panic. Remain calm.
9. It is dangerous to use elevators during an evacuation. Use elevators only when authorized to do so by fire emergency personnel.
10. When using the down escalators, make long and wide turns going from one escalator to the next escalator in order to prevent congestion.
11. When you are outside the building move away from the entrance approximately 200 feet.
12. Wait for the all-clear signal before re-entering the building.

### HUNTER COLLEGE PUBLIC 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

*If you see a fire, do the following:*

1. Pull the fire alarm.
2. Call the Public Safety emergency number: 772-4444.
3. Call the Fire Department (911).
4. Then, follow the procedures below.

### 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 Public Safety and Security at 772-4444. Disabled persons and persons who are trapped are the only persons who should call Public Safety and 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. Public 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 Public Safety and Security 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 Public Safety and Security Department are trained in the proper methods for safe lifting and carrying of disabled persons. (See Assembling and Relocation Procedures, next page.)

#### 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. Public Safety maintains class schedules for disabled students and work schedules for disabled faculty and staff. These schedules will be used to assist emergency personnel in locating 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 (1100 East Building).
- C. Disabled faculty and staff are responsible for reporting their work schedules and schedule changes to the director of personnel (Room 1502A East Building).

### **Responsibility for Implementation**

The director of Public Safety 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 Public Safety and Security at 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, Public 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 firesearchers 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 their 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.

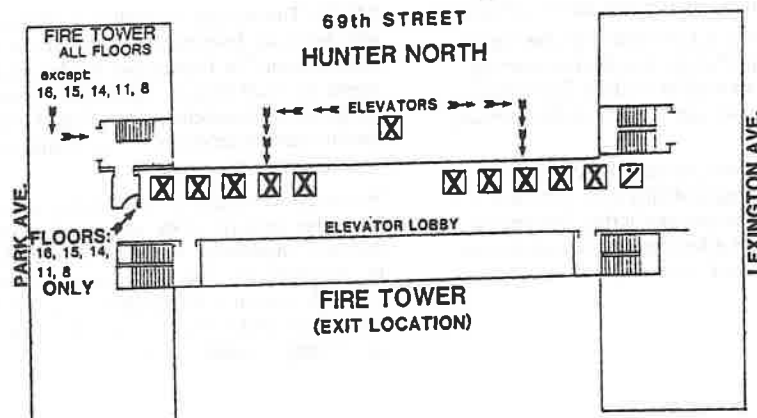
### Lifting and Carrying a Disabled Person Independent of His/Her Wheelchair

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.

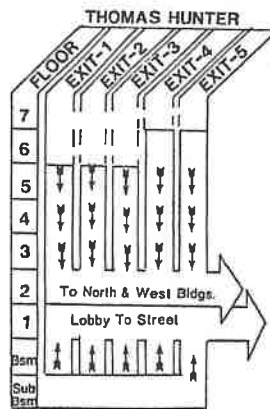
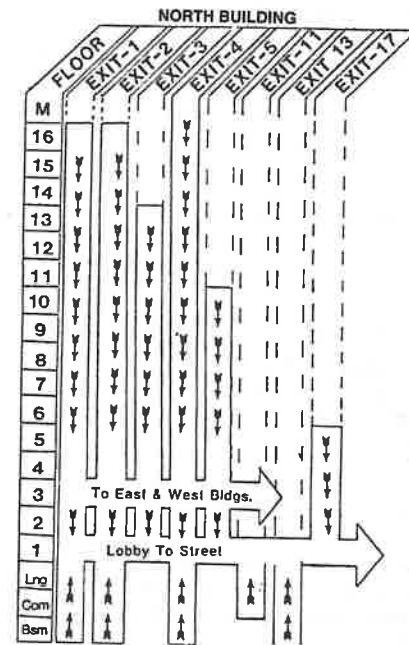
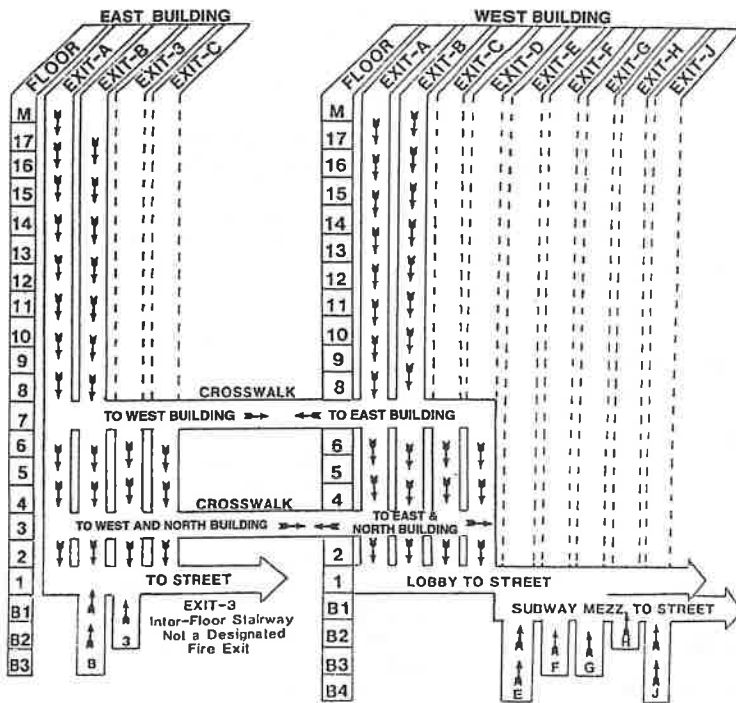
The Hunter College Fire Safety Plan was prepared by Campus Safety and Security with the advice of the New York City Fire Department and other experts. Assistance was also received from the Hunter College 504 Committee.

January 1990





# FIRE EXIT ROUTES



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