

General Information

Graduate Study at Hunter

Hunter College, the second oldest college in The City University of New York, offers master's degrees in more than 50 fields of study and doctoral programs – some at Hunter exclusively and some in cooperation with the CUNY Graduate Center. We have graduate programs in the arts, sciences, languages and literature – as well as in the professional fields of accounting, education, health sciences, nursing, public health, social work and urban planning – and all are considered exceptional. Currently about 6,500 students enroll in these programs.

One of our most important areas – now, as throughout our more than 140-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.

The Hunter-Bellevue School of Nursing, the School of Health Sciences, and the CUNY School of Public Health at Hunter College are 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 (including the new Doctor of Nursing Practice, DNP); the School of Health Sciences offers an outstanding master's program in speech-language pathology, a doctorate in physical therapy and a new master's in medical laboratory management. The CUNY School of Public Health, sharing a beautiful new facility in East Harlem with the Silberman School of Social Work, offers environmental and occupational health, community health education, epidemiology, nutrition and public health. Through the City University Graduate Center, doctoral degrees in audiology, nursing science and public health are available.

The Silberman School of Social Work, now located in its new home in East Harlem, offers several flexible program options leading to the master of social work degree. It 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, opportunities for challenging field experience, method-based training and a practice-centered education, the Silberman School provides unequaled 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 distinguished 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 and social research, among many others. We offer doctoral degrees in the sciences in cooperation with the CUNY Graduate School. With Hunter's central location on Manhattan's East Side, 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, civic and educational life. With over \$50 million annually in research grants and awards, Hunter's faculty is internationally respected for its creativity, energy and scholarship.

Hunter College of The City University of New York

695 Park Avenue
New York, NY 10065

Course Descriptions

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.

Accounting

Students who have satisfied the requirements of the Hunter BS degree in Accounting (or their equivalent) will have met all course prerequisites other than those indicated below. Students who have not satisfied such requirements will need permission of the program adviser to take any of these courses.

ECO 66000 - Managerial Economics for Accountants

The decision making process within the firm through the prism of microeconomics. Topics include optimal pricing strategies, demand forecasting, hiring, and investment decisions. Specific analytical and quantitative tools will be developed.

prereq: ECO 32100 and either ECO 30000 or ECO 60000. The graduate adviser may waive the ECO 30000/60000 requirement in appropriate circumstances*

Hours 3

Credits 3

** If these courses have not been taken at the time of admission, they may be taken while in the MS program but will not count towards the 30 credits needed to complete the degree.*

ECO 77000 - Research Techniques in Accounting

The course will clarify the nature of accounting research for the student, and survey important research methods and techniques.

ECO 77100 - Advanced Financial Accounting Theory

Coverage will include contemporary financial reporting issues as they relate to FASB's conceptual framework, financial statement analysis, and specialized accounting areas such as cash flows, accounting for pensions, and employment benefits.

ECO 77200 - Accounting Information Systems

An introduction to information systems as they relate to organizational structure, managerial decision-making, and accounting. Topics include accounting systems and design theory, file structure, and the implementation and evaluation of systems.

ECO 77300 - Advanced Federal Income Taxation

Coverage will include taxation of estates, gifts, and trusts; advanced topics in corporate and partnership taxation; international tax issues, and tax research techniques.

ECO 77400 - Advanced Managerial Accounting

Trains students to help managers obtain and analyze information for decision-making, planning, control and performance evaluation. Topics include new manufacturing environments, cost behavior, inventory costing, budgeting and variance analysis.

ECO 77500 - Advanced Auditing

Applies principles covered in undergraduate auditing. Topics include auditing of EDP systems; computer- assisted auditing techniques; and a review of special reports, reports on internal control, accounting and review services; and governmental auditing standards.

ECO 77600 - Governmental Accounting

Accounting, reporting, and auditing issues unique to governmental and nonprofit entities, as well as multinational business entities. Special issues related to audits under GAS and for US companies operating internationally will be covered.

ECO 77700 - State and Local Taxation

State and local business and personal tax policies of the tri-state region, with an emphasis on New York State and City taxation.

ECO 78000 - Business Ethics, Communications, and Research Project

Ethical issues in accountancy will be covered, as well as ethical concerns in marketing, corporate social responsibility, and global operations. Business communication skills will be developed. A capstone research project will be completed.

prereq: ECO 77000

Anthropology Independent Study or Research

ANTH 78500 - Independent Study

Directed research in any of the 4 subdisciplines on topic chosen by student. permission of instructor and grad adviser required prior to registration

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 78600 - Research in Anthropology

Directed research in any of the 4 subdisciplines on topic chosen by student. permission of instructor and grad adviser required prior to registration

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course. Courses offered upon sufficient student demand

Anthropology Thesis

ANTH 70600 - Master's Thesis Seminar

Individual research under supervision of student's thesis adviser, limited to students matriculated in the MA program. Credit awarded upon approval of master's thesis.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

Archaeology

ANTH 75000 - Archaeology (Core Course)

Introduces basic theory, method, and findings of prehistoric archaeology in an anthropological framework.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 75100 - 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 computer software. 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.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 75600 - Prehistoric Human Ecology

Problems in analysis of interaction of human economies and changing natural environments. Archaeological view of human role in various ancient ecosystems.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 75800 - Rise of Civilization

Theoretical and empirical investigation of evolution of urbanism and state in both hemispheres.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 75900 - Archaeology of Europe

The following course presents a survey of the archaeology of a particular world region and treats some major questions which arise in that context.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 76000 - Archaeology of Africa

The following course presents a survey of the archaeology of a particular world region and treats some major questions which arise in that context.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 76100 - Archaeology of Near East

The following course presents a survey of the archaeology of a particular world region and treats some major questions which arise in that context.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 76200 - Archaeology of New World

The following course presents a survey of the archaeology of a particular world region and treats some major questions which arise in that context.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 76300 - Archaeology of Mesoamerica

The following course presents a survey of the archaeology of a particular world region and treats some major questions which arise in that context.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

Biological Anthropology

ANTH 79000 - Biological Anthropology (Core Course)

An introduction to the biology and evolutionary history of humans, including evolutionary theory, genetics, morphology, primate behavior, sociobiology, and paleontology.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 79100 - Seminar in Biological Anthropology

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 79200 - Human Ecology and Population Dynamics

From viewpoint of biological anthropology, course examines environmental factors that affect distribution, growth, and senescence of human populations.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 79300 - Human Evolutionary Genetics

Analysis of distribution of contemporary human populations and microevolutionary processes that underlie human variability.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 79900 - Human Fossil Record

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

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

Ethnology

ANTH 70100 - Ethnology (Core Course)

Surveys history, methods, theory, and basic findings of cultural and social anthropology.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 70200 - Seminar in Ethnology

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 70300 - History of Anthropological Theory

Treatment of major currents and schools in anthropological thought from 19th century to present.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 70700 - Kinship and Social Structure

Comparative analysis of kinship systems including kinship terminology, descent groups, family and household forms, and various models of explanation.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 70800 - Religion and Ideology

Comparative analysis of religious beliefs and practices, cosmology, and other aspects of ideology, especially in non-Western societies.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 71200 - Hunters and Gatherers

Analyzes both modern and prehistoric foraging societies with particular emphasis on ecological approach.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 71500 - Cultural Ecology

Evolutionary view of interactions of human populations and their environment with emphasis on processes of cultural adaptation.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 71600 - Medical Anthropology

Health and disease viewed comparatively in terms of how societies perceive, explain, prevent, and treat illness.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 71800 - Applied Anthropology

Cross-cultural aspects of development work in U.S. and abroad. Theoretical foundations and practical aspects with emphasis on necessary ancillary skills.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 72000 - Political Anthropology

Examination of different systems of political organization with emphasis on tribal and peasant societies.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 72100 - Anthropology of Art

Comparative study of expressive culture in Western and non-Western societies with special emphasis on plastic arts.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 72500 - Sex and Gender in Anthropological Perspective

Reading and research on human sexual dimorphism, reproductive behavior, and cultural conditioning of gender roles.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 72600 - Ethnology of Africa

The following course 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.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 72700 - Ethnology of Europe

The following course 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.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 72800 - Ethnology of Near East

The following course 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.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 72900 - Ethnology of Southeast Asia

The following course 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.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 73000 - Ethnology of China and East Asia

The following course 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.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 73100 - Ethnology of Caribbean

The following course 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.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 73400 - Ethnology of South America

The following course 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.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 73500 - Ethnology of North American Indians

The following course 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.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

Linguistics

ANTH 77000 - Linguistics (Core Course)

Structure of verbal behavior. Analytic description of phonology, grammar, semantics, pragmatics. Language in social action. Language prehistory.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 77100 - Seminar in Linguistics

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 77700 - 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.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 77800 - Seminar in Sociolinguistics

Selected topics in language and society, such as language and ethnicity, bilingualism, language contact, creole languages, etc.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

Anthropology: Courses offered upon sufficient student demand

ANTH 70400 - Field Research

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 70500 - Quantitative Measures

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 70900 - Folklore and Mythology

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 71000 - Psychological Anthropology

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 71100 - Economic Anthropology

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 77200 - Phonological Analysis and Theory

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 77300 - Grammatical Analysis and Theory

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 77500 - Linguistic Field Techniques and Methods

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 77600 - Cognitive Anthropology

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 79400 - Primate Ecology and Behavior

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 79500 - Primate Paleontology

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

Art History

Art History courses serve both MA and MFA student populations

ARTH 60200 - Research Methods of Art History

Training in bibliographical materials and research methods through examination of special problems in art history and writing of research paper.

*Hours 45 hrs,
Credits 3 cr
offered every semester*

ARTH 61900 - Greek Art

Greek sculpture and painting from Geometric to Hellenistic period. Emphasis on masterpieces of Archaic, Classical, and Hellenistic eras.

*Hours 45 hrs,
Credits 3 cr*

ARTH 62000 - Roman Art

Roman art from Republican period to Age of Constantine. Emphasis on imperial reliefs, portraits, sarcophagi, and wall painting.

*Hours 45
Credits 3*

ARTH 62100 - Modern Art I

Origins and history of modern art in 19th century.

*Hours 45
Credits 3*

ARTH 62200 - Modern Art II

Modern art in 20th century.

spring only

ARTH 62300 - Renaissance Art I

Studies in art of 14th and 15th centuries.

*Hours 45
Credits 3*

ARTH 62400 - Renaissance Art II

Studies in art of 16th century.

ARTH 62500 - Baroque Art

Studies in art of 17th century.

ARTH 63600 - Chinese and Japanese Art

Studies in Chinese and Japanese painting.

ARTH 63700 - Medieval Art I

Studies in art of early Middle Ages.

ARTH 63800 - Medieval Art II

Studies in art of later Middle Ages.

spring only

ARTH 64100 - Islamic Art

Art and architecture of Islamic world from Spain to India.

ARTH 73400 - Theory and Criticism of Art

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.

ARTH 74000 - Photography in the 19th Century

Studies in 19th Century photography.

Hours 45

Credits 3

ARTH 75000 - Photography in the Twentieth Century

An historical and critical survey of the art of photography in Europe and in the United States from the avant-gardes in the early twentieth century to conceptual art and postmodernism in the 1970s.

ARTH 78000 - Special Topics in Art

Graduate seminars on specific topics established by individual faculty. 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.

ARTH 78007 - Modern Art III

Studies in contemporary art.

Art History Independent Research

ARTH 75500 - Independent Study

Independent studies in history or theory of art under direction of faculty member.

Credits 3

ARTH 79900 - Thesis Research

Limited to matriculated MA students in art who have completed 20 grad cr. Independent research toward MA thesis under direction of faculty member.

Studio Art - Tutorials

ARTCR 61100 - Advanced Painting I

Individual tutorial with full-time faculty member.

Hours 45 hrs,

Credits 3 cr

MFA majors in painting only

ARTCR 61200 - Advanced Painting II

Individual tutorial with full-time faculty member.

Hours 45 hrs,

Credits 3 cr

MFA majors in painting only

ARTCR 61300 - Advanced Painting III

Individual tutorial with full-time faculty member.

Hours 45 hrs,

Credits 3 cr

MFA majors in painting only

ARTCR 62100 - Advanced Sculpture I

Individual tutorial with full-time faculty member. Development of creative expression in sculpture, including research projects in various media.

Hours 45 hrs,

Credits 3 cr

ARTCR 62200 - Advanced Sculpture II

Individual tutorial with full-time faculty member. Development of creative expression in sculpture, including research projects in various media.

*Hours 45 hrs,
Credits 3 cr*

ARTCR 62300 - Advanced Sculpture III

Individual tutorial with full-time faculty member. Development of creative expression in sculpture, including research projects in various media.

*Hours 45 hrs,
Credits 3 cr*

ARTCR 62500 - Advanced Graphic Arts I

Individual tutorial with full-time faculty member. Woodcut (black and white and color) printing. Soft ground and hard ground etching. Aquatint. Line engraving on metal. Dry point. Color printing with metal; surface printing offset, and intaglio color from traditional to latest experimental methods.

*Hours 45 hrs,
Credits 3 cr
MFA majors in graphics only*

ARTCR 62600 - Advanced Graphic Arts II

*Hours 45 hrs,
Credits 3 cr*

ARTCR 62700 - Advanced Graphic Arts III

*Hours 45 hrs,
Credits 3 cr*

ARTCR 62900 - Combined Media

Individual tutorial with full-time faculty member. Tutorial in various experimental media such as environmental, conceptual, film, video, etc.

*Hours 45 hrs,
Credits 3 cr*

ARTCR 63100 - Advanced Photography I

Individual tutorial with full-time faculty member. Advanced projects in photography ranging from photojournalism through formal and experimental multimedia imagery.

Hours 45 hrs,

Credits 3 cr

MFA majors in photography only

ARTCR 63200 - Advanced Photography II

Individual tutorial with full-time faculty member. Advanced projects in photography ranging from photojournalism through formal and experimental multimedia imagery.

Hours 45 hrs,

Credits 3 cr

MFA majors in photography only

ARTCR 63300 - Advanced Photography III

Individual tutorial with full-time faculty member. Advanced projects in photography ranging from photojournalism through formal and experimental multimedia imagery.

Hours 45 hrs,

Credits 3 cr

MFA majors in photography only

ARTCR 63500 - Advanced Ceramics I

Individual tutorial with full-time faculty member.

Hours 45 hrs,

Credits 3 cr

MFA majors in clay and casting only

ARTCR 63600 - Advanced Ceramics II

Individual tutorial with full-time faculty member.

Hours 45 hrs,

Credits 3 cr

MFA majors in clay and casting only

ARTCR 63700 - Advanced Ceramics III

Individual tutorial with full-time faculty member.

Hours 45 hrs,

Credits 3 cr

MFA majors in clay and casting only

Studio Art - Seminars

Corequirement: All seminars are to be taken simultaneously with a tutorial in the student's area of concentration. See Studio Art -Tutorials listings.

ARTCR 65100 - Seminar in Two-dimensional Art I

A weekly seminar to discuss students' work and related topics.

Hours 45 hrs,

Credits 3 cr

ARTCR 65200 - Seminar in Two-dimensional Art II

A weekly seminar to discuss students' work and related topics.

Hours 45 hrs,

Credits 3 cr

ARTCR 65300 - Seminar in Two-dimensional Art III

A weekly seminar to discuss students' work and related topics.

Hours 45 hrs,

Credits 3 cr

ARTCR 65500 - Seminar in Three-dimensional Art I

A weekly seminar to discuss students' work and related topics.

Hours 45 hrs,

Credits 3 cr

ARTCR 65600 - Seminar in Three-dimensional Art II

A weekly seminar to discuss students' work and related topics.

Hours 45 hrs,

Credits 3 cr

ARTCR 65700 - Seminar in Three-dimensional Art III

A weekly seminar to discuss students' work and related topics.

Hours 45 hrs,

Credits 3 cr

ARTCR 66100 - Seminar in Combined Media

A weekly seminar to discuss students' work and related topics.

*Hours 45 hrs,
Credits 3 cr*

Studio Electives

ARTCR 64000 - Advanced Drawing I

A studio elective for MFA students.

*Hours 4
Credits 3*

ARTCR 64100 - Advanced Drawing II

A studio elective for MFA students.

*Hours 4
Credits 3*

ARTCR 64200 - Advanced Drawing III

A studio elective for MFA students.

*Hours 4
Credits 3*

ARTCR 75000 - Independent Study in Studio Art 1, 2

*Hours 45 hrs,
Credits 3 cr
These credits are used when a student travels to one of our exchange programs.*

ARTCR 75100 - Special Topics in Studio Art

Special projects in photography, ceramics, color theory, three-dimensional form theory, collage, time-based media and related topics. Topics offered vary from semester to semester.

*Hours 4
Credits 3*

ARTCR 75156 - Apprenticeship

Teaching Assistantship with a Full-time Faculty Member

prereq: must have passed Mid-Program Review, permission of the instructor

Studio Art MFA Thesis Project

ARTCR 79100 - MFA Project

Limited to matriculated students in MFA program who have completed 42 graduate credits. Independent research toward the MFA project under direction of faculty member.

*Hours 45 hrs,
Credits 6 cr*

Audiology

AUD 70000 - Anatomy and Physiology of the Audio-Vestibular System

Investigation of the embryology, structure, and function of the auditory and vestibular systems.

*Hours 30 hours lecture plus conference,
Credits 3 cr*

AUD 70300 - Acoustics and Psychoacoustics

Exploration of the decibel, sound transmission, complex stimuli, psychoacoustic methods, signal detection theory, auditory sensitivity, masking, loudness, pitch, binaural hearing.

*coreq: Anatomy & Physiology of the Audio-Vestibular System; Instrumentation in Audiology
Hours 30 hours lecture, 15 hours laboratory,
Credits 3 cr*

AUD 70500 - Speech-Language Sciences

Exploration of phonological, lexical syntacticmorphological, and pragmatic aspects of human communication associated with speech, language, hearing and related disorders, normal processes of speech and language comprehension and production over the life span.

*Hours 30 hours lecture plus conference,
Credits 3 cr*

AUD 70900 - Instrumentation in Audiology

Measurement and calibration of the physical characteristics of acoustic, electric, and other non-acoustic stimuli; instrumentation, digital technology; bio-electrical hazards.

*prereq: Psychoacoustics
coreq: Physiological Acoustics
Hours 15 hours lecture; 30 hours laboratory,
Credits 3 cr*

AUD 71000 - Diagnostic Audiology

Study of audiological test procedures and interpretation in the assessment of peripheral and functional hearing impairment.

prereq: Anatomy & Physiology of the Audio-Vestibular System; Instrumentation in Audiology; Psychoacoustics
Hours 30 hours lecture plus conference; 15 hours laboratory,
Credits 4 cr

AUD 71200 - Speech-Language Pathology for Audiologists

Exploration of the effects of communication disorders and differences on audiological testing, treatment and counseling; screening and prevention of communication disorders across the life span. In accordance with the American Speech-Language-Hearing Association's certification standards, students will complete the hours of speech and language screenings in a variety of settings.

prereq: Speech-Languages Sciences
coreq: Diagnostic Audiology
Hours 15 hours lecture plus conference, 15 hours laboratory,
Credits 3 cr

AUD 71600 - Physiological Acoustics

Detailed study of the pneumatic/mechanical/hydraulic/electrical interfaces involved in the transduction of acoustic energy through the auditory system. In-depth investigation of the external ear biophysics, the middle ear transfer function, cochlear hydrodynamics and hydromechanics, auditory biopotentials, cochlear non linearity, neural transduction and neural coding in the peripheral and central auditory systems.

prereq: courses in Anatomy & Physiology of the Audio-Vestibular System and Psychoacoustics
Hours 30 hours lecture plus conference,
Credits 3 cr

AUD 71800 - Introduction to Research Methods

Exploration of issues and concepts in study design and analysis including types of research, controlling for confounding variables, measurement errors and their effects, statistical methods, and their applications to clinical populations.

prereq: 30 hours lecture plus conference
Credits 3 cr

AUD 72000 - Multicultural Issues for Audiologists

Examination of multicultural influences on the prevalence of auditory, vestibular, and otologic disorders; dialectical considerations for suprathreshold speech-recognition assessment; multicultural influences on attitudes toward health care providers, health care, disability, and deaf; ramifications of cultural diversity for professional practice; using culturally sensitive measures and protocols for assessment and management.

prereq: Diagnostic Audiology
Hours 30 hours lecture plus conference,
Credits 3 cr

AUD 73000 - Amplification I

Examination of hearing-aid components, hearing aid candidacy, output limiting/compression, electroacoustic and real-ear measures, prescriptive procedures, amplification, earmolds and earmold acoustics, cerumen management, binaural issues including deprivation and acclimatization, approaches to hearing aid evaluation.

prereq: Diagnostic Audiology, Physiological Acoustics, and 1 cr of Audiology Practicum

Hours 30 hours lecture plus conference; 15 hours laboratory,

Credits 4 cr

AUD 73300 - Communication Skills of Adults with Hearing Loss

A comprehensive approach to rehabilitation of adults with hearing impairment. Assessment of adult communicative function including auditory/visual speech perception, and use of selfassessment using cochlear implants and other sensory aids.

prereq: Diagnostic Audiology and 1 cr of Audiology Practicum

coreq: Amplification I

Hours 30 hours lecture plus conference,

Credits 3 cr

AUD 73500 - Auditory Electrophysiology

Advanced differential diagnosis of auditory disorders. Exploration of theoretical bases and clinical aspects of otoacoustic emissions and middle ear measurement.

prereq: Diagnostic Audiology and 1 cr of Audiology Practicum

coreq: 2nd cr of Audiology Practicum

Hours 15 hours lecture and conference; 15 hours laboratory,

Credits 3 cr

AUD 73700 - Prevention and Identification of Hearing Loss

Exploration of procedures to prevent the onset and minimize the development of hearing disorders; identifying individuals at risk for hearing impairment throughout the lifespan; screening individuals for hearing impairment and disability/handicap; administering hearing conservation programs.

prereq: courses in Diagnostic Audiology and Auditory Evoked Responses

coreq: course in Audiology Electrophysiology

Hours 30 hours lecture plus conference,

Credits 3 cr

AUD 74000 - Aural Habilitation

Roles and responsibilities of the audiologist in clinical and educational settings. Assessment and management of communicative function in children with hearing impairment, including those with minimal hearing loss. Development of strategies for improving speech perception skills, including usage of assistive technology.

prereq: Auditory Evoked Responses; Speech-Language Pathology for Audiologists; and, 2 cr of Audiology Practicum

coreq: Audiology Electrophysiology

*Hours 30 hours lecture plus conference,
Credits 3 cr*

AUD 74200 - Auditory Evoked Responses

Exploration of the theoretical bases and clinical applications of the auditory evoked potentials.

*prereq: Audiology Electrophysiology and 2 cr of Audiology Practicum
Hours 15 hours lecture and conference; 15 hours laboratory,
Credits 3 cr*

AUD 74600 - Pediatric Audiology

Exploration of the effects of hearing loss on child development, prevalence of hearing loss in childhood, embryology, genetic issues, development of auditory function, hearing and balance disorders in children, pediatric audiology assessment battery, pediatric considerations in amplification, assessment of special populations.

*prereq: Amplification I, Auditory Evoked Responses and 2 cr of Audiology Practicum
coreq: Audiology Electrophysiology, Prevention and Identification of Hearing Loss
Hours 30 hours lecture plus conference,
Credits 3 cr*

AUD 74800 - Amplification II

Advanced signal processing, verification, validation/outcome measures, pediatric amplification fitting, noise-reduction strategies, multi-microphone/directional technology, troubleshooting/repair, hearing-aid orientation.

*prereq: Amplification I and 2 cr of Audiology Practicum
Hours 15 hours lecture and conference; 15 hours laboratory,
Credits 3 cr*

AUD 75000 - Counseling

Contemporary theories of counseling. Application of principles and methods to problems faced by individuals with communication, hearing, vestibular and tinnitus disorders and their families. Counseling strategies to maximize individual's ability to understand, adapt and cope with his/her disorder.

*prereq: Diagnostic Audiology
Hours 30 hours lecture plus conference,
Credits 3 cr*

AUD 76000 - Medical Audiology

Medical and audiological aspects of hearing and balance disorders, including issues in genetics, otologic assessment and treatment, and use of imaging studies.

*prereq: Auditory Evoked Responses and 2 cr of Audiology Practicum
coreq: Audiology Electrophysiology
Hours 30 hours lecture plus conference,
Credits 3 cr*

AUD 76300 - Vestibular and Tinnitus Evaluation and Management

Investigation of balance tests including electronystagmography, posturography, and rotary chair; vestibular rehabilitation; electrophysiologic and behavioral techniques for the assessment of tinnitus; tinnitus management.

prereq: Anatomy & Physiology of the Audio-Vestibular System; Instrumentation in Audiology, Diagnostic Audiology, Auditory Evoked Responses, Audiology Electrophysiology

Hours 30 hours lecture plus conference,

Credits 3 cr

AUD 76500 - Audiologic Research Proposal

Critiquing of research and the development of individual research proposals. Development of Institutional Review Board (IRB) application.

prereq: Introduction to Research Methods and completion of 45 Au.D. credits

Hours 30 hours lecture plus conference,

Credits 3 cr

AUD 76700 - Amplification III

Advanced programming. FM fitting and evaluation; special fittings; developing technologies; current research in amplification.

prereq: Amplification I and 2 cr of Audiology Practicum

Hours 15 hours lecture and conference; 15 hours laboratory,

Credits 3 cr

AUD 77000 - Cochlear Implants and other Sensory Aids

Effects of electrical stimulation on the auditory system; exploration of candidacy, principles of signal processing, and audiologic management for children and adults who use cochlear implants and other sensory aids.

prereq: courses in Anatomy & Physiology of the Audio-Vestibular System; Acoustics and Psychoacoustics; Speech-Language Sciences; Physiological Acoustics; Instrumentation in Audiology, Amplification I

Hours 30 hours lecture plus conference,

Credits 3 cr

AUD 77200 - Auditory Processing Disorders: Assessment and Treatment

Relevant neuroanatomy and physiology of auditory pathways; behavioral and physiological assessment techniques and management procedures for children and adults with auditory processing disorders.

prereq: Auditory Evoked Responses; Auditory Electrophysiology, Speech-Language Pathology for Audiologists, Pediatric Audiology, Audiologic Habilitation and 2 cr of Audiology Practicum

Hours 30 hours lecture plus conference,

Credits 3 cr

AUD 77400 - Hearing and Aging

Examination of the biological, physiological and sociological changes accompanying the aging process; protocols for evaluating and treating older adults with hearing impairment.

prereq: courses in Diagnostic Audiology and Anatomy & Physiology of the Audio-Vestibular System; Auditory Electrophysiology; Communication Skills of Adults with Hearing Loss

Hours 30 hours lecture plus conference,

Credits 3 cr

AUD 77600 - Seminar in Professional Practice - Business Practices

Issues of a professional nature that impact on the practice of audiology. Topics include licensure, accreditation/certification, quality assurance, reimbursement, establishing a private practice, professional liability, privacy/confidentiality and ethics.

prereq: courses in Diagnostic Audiology; Audiology Practicum; Audiology Seminar; Amplification II

Hours 30 hours lecture plus conference,

Credits 3 cr

AUD 78000 - Audiologic Research

Students, under the direction of their clinical research project committee, will carry out the proposal developed in Audiologic Research Proposal.

prereq: Audiologic Research Proposal

Hours 15 hours,

Credits 1 cr

AUD 79000 - Audiology Practicum

Clinical Practicum in assessment and management of a wide variety of hearing disorders under the supervision of an ASHA certified and New York licensed audiologist.

Hours 15 hours laboratory,

Credits 1 cr

AUD 79600 - Seminar in Audiology

Examination of ethical issues, certification standards, Center policies and procedures, infectious disease and infection control, history taking, report-writing, counseling, case studies, procedures and protocol in various settings.

Hours 15 hours,

Credits 1 cr

AUD 79800 - Independent Study

Limited research review or research study to permit in-depth exploration of single area; with faculty supervision.

Hours Conference,

Credits 1-3 cr

AUD 79900 - Audiology Residency

Students will be placed and supervised in setting(s), which will meet CAA standards for the certificate of Clinical Competence for the clinical residency year. Student must successfully complete this course two times.

coreq: Audiology Residency Seminar.

Credits 1-3 cr

prereq for the 1st semester of Audiology Residency: Completion of 6 credits of Audiology Practicum and 6 credits of Audiology Seminar

Baruch College Courses

PAF 91000 - Introduction to Public Affairs

Systematic study of the institutions Americans have developed to pursue the public interest; government, markets, nonprofit organizations, the family. Overview of political economy, institutions, and culture; the policy process; role of values and ethics.

PAF 91030 - Communication in Public Settings

Introduces students to communication in public settings and provides extensive opportunities for practice with basic written and oral forms. Interrelationships among communicative activities and organizational goals. Internal and external messages are given equal weight. Argumentative structures necessary for constructing sound policy and persuasive techniques relevant to funding, regulation, client, and public constituencies. Topics will vary somewhat from semester to semester depending on the instructor's and students' interests. The course follows a workshop/laboratory format with intensive attention to student work as a fulcrum for the application of theory and refinement of skills.

PAF 91200 - Managing Organizations in the Public and Not-for-Profit Sectors

Fundamental concepts and techniques for managing government and not-for-profit agencies, including schools. This course focuses on structural models, individual behavior, including group dynamics and leadership, and political and cultural frameworks. Questions of effectiveness, responsibility, and professional relations are considered.

PAF 91230 - Program Evaluation

Examination of the process and techniques of program evaluation and the assessment of effectiveness of public sector policies. Various performance assessment criteria, problems of evaluation research, and the politics of program evaluation are reviewed.

Hours 2 hours plus conference

Credits 3

PAF 91300 - Economic Analysis and Public Policy

Introduction to concepts and analytic tools necessary to economic examination of individual and firm behavior; analysis of causes and consequences of public sector intervention in the economy.

PAF 91400 - Budgeting, Accounting and Financial Analysis

Introduction to budgeting, accounting and financial analysis. Overview of the context of budgeting in the government decision process and analysis of the fiscal cycle through budget development, implementation, and review. Incorporates basic accounting concepts and information presentation and retrieval skills.

PAF 91700 - Research and Analysis I

The first course in a two-course sequence (the second course is PAF 91720) that provides an introduction to research and analytical methods as applied to public policy and management. Students will develop expertise as consumers of research findings and learn methods for designing and conducting research. This first course provides an introduction to data analysis and statistical inference, with an emphasis on policy and management applications. Topics include graphing and numerical summaries, normal distributions, descriptive correlation and regression, basic probability and sampling distributions, confidence intervals, significance tests, chi-square tests, and inference for regression. Students learn these techniques through hands-on work with real data and statistical software.

PAF 91720 - Applying Information, Research, and Analysis II

This course is the second in a two-course sequence that provides an introduction to research and analytical methods as applied to public policy and management. Students will develop expertise as consumers of research findings and learn methods for designing and conducting research.

PAF 91800 - Policy Analysis

Overview of the use of analytic techniques in solving public sector problems and designing government programs. Topics include agenda setting, approaches to problem solving, the role of values in policy making and policy analysis, policy-relevant data collection and analysis, principles of benefit-cost analysis, techniques of policy analysis (e.g., queuing, simulations, formal modeling), strategies for policy adoption and implementation, and the politics of policy analysis.

Hours 2 hours plus conference
Credits 3

PAF 97350 - Health Politics and Policymaking

This course examines the evolution of the major governmental programs involved with health insurance and health care in the United States. The goal is an understanding of the political dynamics that lead to successes and failures in health policymaking, and the development of strategies that can be used by governmental and non-governmental actors to accomplish policy change.

Hours 3
Credits 3

Biochemistry

Please consult Courses in Biological Sciences and Courses in Chemistry or the courses in the Biochemistry - MA program for additional required courses in the program

BIOCHEM U71010 - Advanced Biochemistry 1

prereq: a 1-semester course in biochemistry or equiv and physical chemistry

Hours 3 hrs,

Credits 3 cr

Fall only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM U71020 - Advanced Biochemistry 2

prereq: BIOCHEM 71010 or equivalent

Hours 3 hrs,

Credits 3 cr

Spring only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM U75000 - Bioorganic Chemistry

Hours 3 hrs,

Credits 3 cr

Fall only, offered at the Graduate Center

BIOCHEM U77000 - Physical Biochemistry

prereq: Calculus, Physical Chemistry and 1 semester of Biochemistry

Hours 3

Spring only, offered at the Graduate Center

BIOCHEM 71100 - Basic Laboratory Techniques for Research in Biochemistry

Individual projects, arranged with at least two faculty members. Lab and conferences.

Hours 8

Credits 4

BIOCHEM 71551 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71552 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71553 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71554 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 79901 - Thesis Research

Credits (Master's) 1

BIOCHEM 79902 - Thesis Research

Credits (Master's) 2

BIOCHEM 79903 - Thesis Research

Credits (Master's) 3

offered Fall, Spring, and Summer Open only to students writing a thesis as part of the requirements

CHEM 64000 - Biochemistry I

Proteins, enzymes, bioenergetics, recombinant DNA.

prereq: 1 yr of undergraduate organic chemistry

Hours 3 hrs,

Credits 3 cr

fall CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

CHEM 64100 - Biochemistry II

Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.

prereq: CHEM 64000 or BIO 71013 or 30000

Hours 3 hrs,

Credits 3 cr

Spring CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020

Molecular and Cell Biology

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr
fall only

BIOL 71014 - Molecular Biology Laboratory

Isolation of RNA and DNA, construction and screening of DNA libraries, Southern and Northern blot analysis, cloning, DNA sequencing.

coreq: BIOL 71013 or comparable course in biochemistry
Hours 105 hrs lab and conf,
Credits 4 cr
Fall only

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry
Hours 60 hrs,
Credits 4 cr
spring only

BIOL 79049 - Computational Molecular Biology

An introduction to bioinformatics theories and practices. Topics include database searching, sequence alignment, molecular phylogenetics, structure predication, and microarray analysis. The course is held in a UNIX-based instructional lab specifically configured for bioinformatics applications. Each session consists of instruction on bioinformatics theories and hands-on exercises.

This course is designed for upper-level undergraduates and graduate students. Prior experiences in the UNIX Operating System and at least one programming language are required.

prereq: CSCL132 (Practical Unix and Perl Programming) and BIOL 300 (Biochemistry), or permission by the instructor.
spring only

Genetics and Developmental Biology

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,

Credits 4 cr

fall only

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,

Credits 4 cr

Spring only

BIOL 79070 - Neuroscience II

Given at CUNY Graduate Center. Introduction to sensory and motor systems and to neural behavioral development.

spring only

Physiology and Neuroscience

BIOL 79051 - Neuroscience I

Given at CUNY Graduate Center. Comprehensive introduction to neuroscience with regard to structure and function at the cellular level.

fall only Students must register for Neuroscience I at City College of CUNY.

Biotechnology

BIOL 61000 - Workshop in Biotechnology

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.

prereq: BIOL 71000 or permission of instructor

*Hours 30 hrs/wk for 4 wks,
Credits 4 cr*

BIOL 62000 - Internship

Students who successfully complete BIOL 61000 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.

*prereq: BIOL 61000
Credits 3 months, 4 cr*

Biological Sciences Seminars

BIOL 79051 - Seminar

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.

*prereq: BIOL 70005 and BIOL 71013
Fall and Spring*

BIOL 79099 - Seminar

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.

prereq: BIOL 70005 and BIOL 71014

Biological Sciences Tutorials

BIOL 79202 - Tutorial

*prereq: permission of graduate adviser
Hours 30 or 60 hrs,
Credits 2 or 4 cr*

BIOL 79204 - Tutorial

*prereq: permission of graduate adviser
Hours 30 or 60 hrs,
Credits 2 or 4 cr*

Biological Sciences Thesis Research - MA

BIOL 79910 - Thesis Research-MA

prereq: permission of graduate adviser

Hours 15, 30, or 45 hrs,

Credits 1, 2, or 3 cr, respectively

BIOL 79920 - Thesis Research-MA

prereq: perm grad adviser

Hours 15, 30, or 45 hrs,

Credits 1, 2, or 3 cr, respectively

BIOL 79930 - Thesis Research-MA

prereq: permission of graduate adviser

Hours 15, 30, or 45 hrs,

Credits 1, 2, or 3 cr, respectively

Biological Sciences Independent Doctoral Research

BIOL U89910 - Independent Doctoral Research

prereq: permission from graduate adviser

BIOL U89910 - Independent Doctoral Research

prereq: permission from graduate adviser

Hours each 15 to 150 hrs,

Credits 1 to 10 cr

(Course listed in the schedule of classes at the CUNY Graduate Center)

Biological Sciences: Special Topics

BIOL 790xx - Special Topics Courses

Seminar in Immunology, Cancer Research, Signal Transduction, Bioinformatics, Neurobiology, etc.

Credits 3

Biological Sciences Program for Teachers of Adolescent Education

BIOL 60000 - Molecular Biology for Science Teachers

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.

*prereq: An undergraduate degree in Biology and a course in Organic Chemistry and permission of instructor.
Fall only*

BIOL 60210 - Molecular Genetics for Science Teachers

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.

*prereq: BIOL 60000 or equivalent and permission of instructor
Spring only*

BIOL 61055 - Laboratory Workshop in Biology Education

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.

*prereq: a graduate course in biology or permission of instructor
Hours 120 hrs,
Credits 3 cr*

BIOL 63000 - 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.

prereq: BIOL 61055 or permission of instructor

BIOL 66000 - Challenging Concepts in the Biological Sciences

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.

*prereq: BIOL 61055, BIOL 63000, and one elective course or permission of instructor
Hours 4 hrs,
Credits 4 cr*

Biological Sciences: Courses offered only upon sufficient student demand

BIOL 65000 - Cell and Tissue Culture

BIOL 72202 - Endocrinology

BIOL 77006 - Laboratory in Cell Structure

Applications of light and confocal microscopy, using fluorescence and multidimensional imaging to study cell structures. Lab projects involve immunofluorescence: fixation methods and immunocytochemistry. Illumination methods including multi-channel 3D rendering, image processing and visualization software.

Hours 7 (2 lecture, 5 lab)

Credits 4.5

BIOL 77101 - Analysis of Mammalian Cells in Tissue Culture

Chemistry

CHEM U79000 - Basic Laboratory Techniques for Research in Biochemistry

Lecture and laboratory work dealing with the theories and applications of modern approaches to the solution of chemical problems.

Credits 4 cr

CHEM U79500 - First Level Doctoral Laboratory Research

Hours to be arranged, credits variable.

CHEM U81010 - Research for the Doctoral Dissertation

Credits credits variable, one or more credits per semester

Offered at The Graduate Center

CHEM U81040 - Research for the Doctoral Dissertation

Credits credits variable, one or more credits per semester

Offered at The Graduate Center

CHEM 63000 - 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.

prereq: permission of instructor

Credits 3

CHEM 64000 - Biochemistry 1

Organic and physical chemistry of proteins, Enzymes: kinetics and mechanism of action. Biological oxidation: Krebs cycle, transport, oxidative phosphorylation. Carbohydrate metabolism.

Credits lec., 3 cr

CHEM 64100 - Biochemistry 2

Metabolism, biomedical genetics, immuno-biochemistry, hormones, muscle biochemistry.

prereq: CHEM 64000 or BIO 71013 or 30000

Credits lec., 3 cr

CHEM 64300A - Seminar

A discussion of current chemical research problems based either upon a unifying theme or, at the option of the instructor, upon selected topics of interest to the students.

Credits 1 cr

CHEM 64300B - Seminar

A discussion of current chemical research problems based either upon a unifying theme or, at the option of the instructor, upon selected topics of interest to the students.

Credits 1 cr

CHEM 65000 - Biophysical Biochemistry

Physical chemistry as applied to biochemical systems.

Credits 4 cr

CHEM 65000 - Biophysical Chemistry

Essential physical chemical principles as applied to biological problems. Emphasis on kinetics, thermodynamics, equilibria.

prereq: 1 year organic chemistry, 1 year biology, MATH 15000 or equivalent

Hours 4 hrs,

Credits 4 cr

Fall

CHEM 65500 - Demonstrations, Models, and Technology

Demonstrations, models, and technology.

Credits 3 cr

CHEM 66000 - Challenging Concepts in Chemistry

Overview of research and theory related to misconceptions in chemistry. 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.

Hours 4 hrs,

Credits 4 cr

CHEM 69803 - Chemical Genomics

The advent of high-throughput technologies and powerful computational tools is transforming the manner new drugs are developed. This course (bioinformatics) is designed to introduce students to two emerging areas of drug development, namely (1) computer-assisted drug design and (2) personalized medicine. Computer-assisted drug design is an approach to design drugs based on three dimensional structures of macromolecules. Personalized medicine, on the other hand, aims at tailoring patient treatments based on individual genetic information (biomarkers). In this course, students will be first equipped with fundamental theoretical and experimental concepts related to these topics. Then, they will learn how to acquire new knowledge in these exciting fields of drug development through critical analysis of literature.

Hours 3

Credits 3

CHEM 71000 - Advanced Inorganic Chemistry

The theoretical and experimental fundamentals of atomic and molecular structure. Emphasis is on physical interpretation.

prereq: an advanced undergraduate inorganic chemistry course or CHEM 76000

Hours 45 hrs,

Credits 3 cr

CHEM 79900 - Thesis Research

Individual research under supervision. Limited to students matriculated for the MA in chemistry.

Credits 3 cr

permission of department required

Chemistry Fundamental

CHEM 75000 - Advanced Organic Chemistry I

Fundamentals of organic chemical principles, reactions and structures.

*Hours 45 hrs,
Credits 3 cr*

CHEM 75100 - Advanced Organic Chemistry II

A continuation of CHEM 75000

*Hours 45 hrs,
Credits 3 cr*

CHEM 75200 - Quantum Organic Chemistry

The application of modern theoretical techniques to organic chemical problems

*prereq: CHEM 75000 and CHEM 76000
Hours 45 hrs,
Credits 3 cr*

CHEM 76000 - Introductory Quantum Chemistry

Systematic development of the theories of chemistry including mathematical development and structural effects and the application of these theories to chemical systems.

*Hours 45 hrs,
Credits 3 cr*

CHEM 76100 - Spectroscopy

A continuation of CHEM 76000

*Hours 45 hrs,
Credits 3 cr*

CHEM 77000 - Chemical Thermodynamics

The development of the thermodynamic foundations of chemical processes: both the classical and statistical-mechanical approaches will be used.

*Hours 45 hrs,
Credits 3 cr*

Chinese

CHIN 70100 - Chinese Phonology and Romanization

This course will introduce Chinese phonetics, phonology, and the major sound transcription systems commonly used in teaching Chinese as a foreign language and found in Chinese dictionaries. Emphasis will be on acquiring accurate tones and standard pronunciation for English-speaking learners as well as learners who speak a Chinese dialect at home.

Hours 3

Credits 3

CHIN 70200 - Modern Chinese Pedagogical Grammar

This course will introduce the grammatical system of modern Mandarin Chinese, including the characteristics of grammatical morphemes, word order, and sentence and discourse structures. The content will highlight difficulties for native speakers of English and helping them to overcome these difficulties effectively. The course will discuss pedagogical issues concerning grammar instruction such as how it differs from syntax; what grammar points need to be taught at each level; and the methods of teaching grammar.

Hours 3

Credits 3

CHIN 70300 - Chinese Orthography and Lexicology

This course will give an overview of the development of Chinese orthography and Chinese lexicology. Differences between the spoken and written styles will be discussed. The relationship of formation methods of the Chinese lexicon to syntactic functions and the process of character-based meaning derivation will be emphasized.

Hours 3

Credits 3

CHIN 70500 - Topics in Advanced Conversation

This course will give students advanced language training in speaking in a wide range of topics as well as specialized vocabulary needed to discuss Chinese instruction in Chinese. Students will further practice speaking skills to achieve advanced-mid or advanced-high oral proficiency according to the ACTFL (American Council for Teachers of Foreign Languages) scale. Authentic materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70600 - Topics in Advanced Writing

This course will give students advanced language training in writing Chinese in everyday life situations as well as a Chinese language teaching professional with writing samples. Students will further practice writing skills to achieve advanced-low proficiency according to the ACTFL scale. Authentic writing tasks and materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70700 - Topics in Advanced Reading

This course will give students advanced language training in reading Chinese. Students will further practice reading skills to achieve advanced-mid or advanced-high proficiency according to the ACTFL scale. Authentic writing tasks and materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70800 - Topics in Chinese Culture and Society

This course will give students advanced language training in topics related to Chinese culture and society. Students will learn topics concerning Chinese culture and society in traditional and contemporary China. Authentic writing tasks and materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70900 - Independent Study

Students will carry out an independent project approved by their faculty advisor and chairperson and supervised by a staff member.

Credits 1-3

Classics

CLA 70100 - The Legacy of Ancient Greece

A survey of Greek culture and civilization from the second millennium BCE to the rise of Alexander.

Hours 45 hrs, including conferences,

Credits 3 cr

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

CLA 70200 - 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.

Hours 45 hrs, including conferences,

Credits 3 cr

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

CLA 70300 - 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.

Hours 45 hrs, including conferences,

Credits 3

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

CLA 70400 - 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.

Hours 45 hrs, including conferences,

Credits 3

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

CLA 70600 - Supervised Reading

Independent reading on a particular aspect of ancient Greek or Roman culture, supervised by a faculty member.

Prior approval of graduate adviser required. May be taken twice for credit.

CLA 70700 - A Survey of Classical Literature in Translation

Communication Sciences Prerequisite Courses

COMSC 60400 - Introduction to Language Science

An introduction to the nature of language and communication. Topics include components of the linguistic system, relationship between verbal and non-verbal communication, and language acquisition across the life span.

Hours 45

Credits 3

COMSC 60700 - Phonetics of American English

Phonetic features of oral American English and dialectal variations of American English and non-native English speech.

Hours 45

Credits 3

COMSC 61500 - Speech and Its Production

An overview of the structure of speech and the basic mechanisms involved the production of speech sounds; a foundation for a more in-depth study of speech science and its application to clinical practice in speech-language pathology and audiology; structure and organization of the ventilatory, laryngeal, supralaryngeal and orofacial mechanisms; issues in basic speech acoustics and perception.

Hours 45

Credits 3

COMSC 62000 - Introduction to Speech-Language Pathology

Introduction to organic and behavioral correlates of human communication; its development and disorders. The influence of culture, heritage, and socioeconomic status on the disorders of voice, articulation, fluency, and language.

Hours 45

Credits 3

COMSC 64000 - Introduction to Audiology

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.

Hours 45

Credits 3

Communication Sciences

COMSC 70000 - Introduction to Research Methods

Introduction to basic research design and techniques used to study basic and applied communication science. Included is an overview of basic concepts and terminology, with emphasis on developing the ability to form a reasonable critical assessment of published literature. The course will focus on the development of technical writing skills, conducting thorough and efficient library and Internet research, the interpretation of graphical information, and a working understanding of common statistical models.

prereq: none

Hours 45

Credits 3

COMSC 70200 - Multicultural Issues in Counseling and Communication

This course presents a multicultural perspective of counseling theories, techniques and strategies for persons with disorders and their families. It addresses the impact of cultural, ethnic, gender, socioeconomic and individual variations in culturally appropriate delivery of services to individuals with speech-language disorders as well as those acquiring English as a second language.

prereq: COMSC 72000

Hours 45

Credits 3

COMSC 70300 - Professional Practice in Educational Settings

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.

prereq: COMSC 72000

Hours 45

Credits 3

COMSC 70500 - Acoustics, Physiologic and Auditory Phonetics

A comprehensive overview of basic phonetic science, as well as a foundation for its application to clinically relevant issues; basic concepts and terminology associated with the scientific study of the production, structure, transmission, and perception of the speech signal; acquisition, measurement and interpretation of physical data; speech and voice acoustics, aerodynamics, glottography, and kinematics.

prereq: COMSC 70800

Hours 45

Credits 3

COMSC 70600 - Summative Project I

The intention of this project is for students to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter College will be considered.

prereq or coreq: none

Hours 30

Credits 2

COMSC 70700 - Summative Project II

COMSC 70600 and 70700 are designed to facilitate the completion of a summative project. Students are intended to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter college will be considered.

prereq or coreq: none

Hours 30

Credits 2

COMSC 71100 - Models of Language

Designed to further the understanding of the nature of language acquisition process as it pertains to the field of speech/language pathology. By surveying the various scientific proposals with respect to language learning, the student will gain a richer understanding of how language learning might be interrupted. The student will gain exposure to an interdisciplinary approach to the notion of language learning.

prereq: none

Hours 45

Credits 3

COMSC 71200 - Neural Processes of Communication

Neuroanatomy of normal processes and disorders of speech, swallowing, language, vision, hearing, emotion, cognition and communication; development of the human nervous system; neurological disorders and their effects on communication processes.

prereq: none

Hours 45

Credits 3

COMSC 71500 - Communication Processes Related to Aging

Current understanding of adult development and aging as related to communication processes and disorders. Speech, language and hearing changes, as well as social, behavioral, physical and cognitive changes associated with normal and pathological aging processes. Intervention strategies, diagnostic and treatment materials, and audiological equipment for the communicatively impaired elderly population.

prereq: COMSC 70800, 75300

Hours 45

Credits 3

COMSC 71600 - Phonological Development and Disorders

Anatomical/physiological, cultural and psychological aspects of articulatory and phonological development and disorders; methods of prevention, assessment and intervention across the range of severity and etiology; impact of phonological disorders on acquisition of literacy; collaboration with teachers in management.

prereq: COMSC 72000

Hours 45

Credits 3

COMSC 71700 - Language Disorders in Children

Language and communication disorders and differences in children from infancy through adolescence, including specific language impairment, pervasive developmental delay, autism and mental retardation, cognitive and social aspects of communication, variation in severity and type of disorders; management of children requiring special education as mandated by Federal Law; implications of early language disorders on literacy acquisition, assessment and intervention; cultural diversity issues; interdisciplinary strategies for intervention for children with communication challenges within the home, preschool, school, and community settings.

prereq: COMSC 71100

Hours 45

Credits 3

COMSC 71800 - Language and Literacy Disorders in School-Age Children

The impact of language disorders in school-age children and adolescents on their acquisition of academic skills required for the development of literacy skills and written language (reading, spelling and writing); cognitive and social aspects of communication; formal and informal assessment; collaborative management strategies; cultural diversity issues.

prereq: COMSC 71100

Hours 45

Credits 3

COMSC 71900 - Assessment and Management of Dysphagia across the Lifespan

Normal and abnormal swallowing function across the lifespan, clinically known as dysphagia; evaluation, management, and treatment of dysphagia across various neurological, mechanical, and esophageal conditions in infants, children and adults will be emphasized. Interpretation of modified barium swallow (MBS) and fiberoptic endoscopic evaluation of swallow (FEES) studies as well as non-oral options for nutrition/hydration will be addressed.

Hours 60

Credits 4

COMSC 72000 - Clinical Methods in Speech-Language Pathology

This course is an introduction to the scope and essentials of clinical practicum across the life span as reflected in the management of speech and language disorders in pediatric and adult populations. Basic clinical methods and procedures will be emphasized, including the development of the skills to select therapy targets, develop session plans, generate behavioral objectives and write SOAP notes. 25 hours of clinical observation (external to the course hours) are included. Completion of workshops in reporting child abuse and violence protection in the classroom will be required.

coreq: COMSC 70000, 70800, 71100, 71200

Hours 45

Credits 3

COMSC 72200 - Fluency Disorders

Anatomical/physiological, neurological, psychological, developmental, linguistic and cultural bases of fluency disorders; methods of prevention, assessment and intervention across the life span and range of severity and etiology; management in social, educational and vocational settings.

prereq: COMSC 70800, 71200

Hours 30

Credits 2

COMSC 72300 - Studies in Bilingualism

A survey of classical and contemporary psycholinguistics literature as it pertains to bilingual speakers (both children and adults). The ways in which languages can be acquired and be represented will be reviewed in preparation for understanding how language and communication disorders might manifest in bilingual speakers. Several critical articles on the study of bilingualism will be discussed, under the following headings: (1) psycholinguistics from a cross language perspective, (2) early bilingual development, (3) the bilingual brain, (4) learning to read in more than one script, and (5) the cognitive impact of bilingualism. In addition, students will be engaged in discussions regarding the

nature of bilingual language skills, the role of language in second language learning and how these factors impact assessment and treatment of language and communication disorders.

Hours 45

Credits 3

COMSC 72400 - Developmental and Acquired Motor Speech and Swallowing Disorders

Disorders of speech resulting from neurologic impairment affecting the motor programming (apraxia) or neuromuscular execution (dysarthria) of speech in infants, children, and adults; assessment and therapeutic management strategies in social, educational and vocational settings.

prereq: none

Hours 60

Credits 4

COMSC 72500 - Developmental Motor Speech and Swallowing Disorders

Diagnosis and management of childhood dysarthrias, developmental apraxia of speech and related disorders of swallowing.

prereq: COMSC 70800, 71200

Hours 45 hrs,

Credits 3 cr

COMSC 72600 - Adult Neurogenic Communication Disorders

Neurological, linguistic, cognitive and psychological aspects of acquired communication disorders across the life span, including aphasia, traumatic brain injury, and dementia; prevention, assessment and intervention across a range of severity and etiology; interdisciplinary collaboration in acute care, home, educational and vocational settings.

prereq: COMSC 71200

Hours 45 hrs,

Credits 3 cr

COMSC 72700 - Voice Disorders

The identification, assessment, diagnosis, and management of dysphonia and related laryngeal disorders; an overview of the functional, congenital, psychogenic, trauma-related, organic and neurogenic disorders that can affect vocal function, respiration, and resonance. The role of stroboscopy, glottography, aerodynamic and acoustic measures in the assessment of phonatory disorder is discussed and a survey of treatment techniques and strategies for voice patients is discussed. An off-campus trip to an ENT/voice lab in the metropolitan area will be scheduled for later in the semester.

prereq: COMSC 70800, 71200

Hours 30

Credits 2

COMSC 72800 - Clinical Practicum in Speech-Language Pathology

First-year spring semester clinical practicum in assessment and management 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 include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 728.04, for students in the bilingual extension, designates a special section of COMSC 728 for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 72000, 73300

Credits 1 cr

COMSC 72900 - Clinical Practicum in Speech-Language Pathology 1

Second-year fall semester clinical practicum in assessment and management 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 or off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 72904 for students in the bilingual extension, designates a special section of COMSC 72900 for practicum with Spanish speaking children eligible for bilingual services.

prereq: COMSC 73300

coreq: COMSC 73600

Credits 1 cr

COMSC 72904 - Clinical Practicum in Speech- Language Pathology 1

for students in the bilingual extension, designates a special section of **COMSC 72900** for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 73300

coreq: COMSC 73600

Credits 1

COMSC 73000 - Cleft Palate and Craniofacial Disorders of Speech

Broad spectrum of velopharyngeal incompetence, including embryogenesis, classification of clefts, aspects of cleft palate speech, associated 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.

prereq: COMSC 70800, 71200

Hours 45 hrs,

Credits 3 cr

COMSC 73100 - Assessment and Management of Speech, Voice, and Swallowing Following Surgical Intervention for Head and Neck Cancer

Assessment and management of surgically based swallowing disorders in children, adolescents and adults; rehabilitation of speech, voice following oral and laryngeal surgery including the use of speech aids.

prereq: COMSC 70800, 71200

*Hours 45 hrs,
Credits 3 cr*

COMSC 73300 - Clinical Methods in Speech-Language Pathology: Diagnosis and Assessment

This course is a continuation of the discussion of the scope and essentials of clinical practicum, as reflected in the identification and assessment of speech and language disorders across the life span. Basic clinical methods and procedures will be emphasized, including the development of the skills related to generating and interpreting diagnostic reports. Students will learn about processes related to the selection, interpretation, and administration of appropriate, client-specific formal and informal assessment tools.

*prereq: COMSC 72000
Hours 30
Credits 2*

COMSC 73500 - Clinical Methods in Speech-Language Pathology: Reading and Dyslexia

This clinical seminar addresses typical processes of reading across the life span including pre-literacy skills. Reading disorders in children and adults are discussed; differential diagnosis; therapeutic intervention; the role of the speech-language pathologist in the educational setting; collaboration among reading professionals; and school-based curriculum.

*prereq: COMSC 73300
coreq: COMSC 77100
Hours 30
Credits 2*

COMSC 73600 - Clinical Seminar in Speech-Language Pathology 1

Assessment measures and intervention strategies for individuals with disorders of speech and language across the lifespan; development of professional oral and written communication skills.

*prereq: COMSC 73300
Hours 30 hrs,
Credits 2 cr*

COMSC 73700 - Clinical Seminar in Speech-Language Pathology: Alternative and Augmentative Communication (AAC)

This seminar focuses on knowledge and skills in speech-language pathology related to clinical competence and professionalism, clinical interventions, and clinical research with a focus on Alternative and Augmentative Communication (AAC). Topics discussed include fundamental principles of AAC assessment, diagnostic intervention planning & implementation, data collection & interpretation, and follow-up assessment for monitoring progress across the life span. Presentation of no-tech (unaided communication), low-tech, mid-tech, and high-tech supports will be made available.

*prereq: COMSC 73600
coreq: COMSC 73900*

*Hours 30 hrs,
Credits 2 cr*

COMSC 73800 - Communication and Developmental Disabilities

This course surveys the communication status of individuals with developmental disabilities (i.e., intellectual disability, autism spectrum disorder, and cerebral palsy) with a focus on evidence-based assessment and intervention practices across the life span.

*prereq: none
Credits 3*

COMSC 73900 - Clinical Practicum in Speech-Language Pathology 2

Second-year spring semester clinical practicum in assessment and management 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 off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence, or adulthood.

*prereq: COMSC 72900
coreq: COMSC 73700
Credits 1 cr*

COMSC 73904 - Clinical Practicum in Speech-Language Pathology 2

For students in the bilingual extension, designates a special section of COMSC 73900 for practicum with Spanish-speaking children eligible for bilingual services.

*prereq: COMSC 72900
coreq: COMSC 73700
Hours 45 hrs,
Credits 3 cr*

COMSC 75200 - Audiology for Speech-Language Pathologists

This course provides an overview of topics in audiology that are highly relevant to the professional in speech-language pathology. Specifically, identification, assessment and management of individuals across the life span (newborns through older adults) who have hearing loss and auditory processing disorders and disabilities are topics covered. Particular emphasis will be on the role of speech-language pathologists in aural rehabilitative processes including cochlear implant use and other assistive technologies. Roles and responsibilities of the speech-language pathologist working with professionals in other disciplines as delineated in the Scope of Practice for the profession and the Code of Ethics of the American Speech-Language-Hearing Association are similarly reviewed.

*prereq: none
Hours 45
Credits 3*

COMSC 77100 - Summer Clinical Practicum in Speech-Language Pathology 1

First-year summer semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervisor of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practicum and off-campus clinical practica include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood and adolescence, as well as with adults.

prereq: COMSC 73300

Credits 1 cr

COMSC 77200 - Summer Clinical Practicum in Speech-Language Pathology 2

Second year summer semester clinical practicum in assessment and management 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, childhood, middle childhood, adolescence, as well as with adults.

prereq: COMSC 77100

Credits 1 cr

COMSC 78100 - Independent Study

Limited research review or research study to permit in-depth exploration of single area; with faculty supervision.

prereq: completion of 24 cr. minimum

Hours Hours to be arranged

Credits 2 cr

COMSC 78200 - Independent Study

Limited research review or research study to permit in-depth exploration of single area; with faculty supervision.

prereq: completion of 24 cr. minimum

Hours Hours to be arranged

Credits 2 cr

COMSC 79000 - Special Topics in Speech-Language Pathology or Audiology

Hours 45 hrs,

Credits 3 cr

COMSC 79600 - Special Problems

Directed study under supervision of faculty members. For doctoral credit, must be supervised by member of doctoral faculty.

Hours 45 hrs,

Credits 3 cr

COMSC 79900 - Thesis Seminar

Individual research under supervision.

Hours Hours to be arranged

Credits 3 cr

Community Health Education Required Courses

All COMHE Courses are 3 credits

COMHE 71300 - 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 75100 - Community Health Interventions

An introduction to community-level interventions as explained by theories of individual, organizational and community change from the disciplines of psychology, sociology and health education.

prereq: PH 75500, COMHE 75000

Credits 3

COMHE 75200 - Community Organizing and Development for Health

Prepares students to work in communities by presenting the theory and practice of organizing for social justice, skills for promoting leadership development within communities, and the tools to create and sustain healthy organizations.

prereq: PH 75500, COMHE 75000, COMHE 75100

Credits 3

COMHE 75300 - Health Program Planning and Funding

This course will engage students in identifying or designing a health program, finding funding sources, and developing a proposal covering program need, program objectives, a management and quality assurance plan, preliminary work, evaluation, budget, and a plan for funding support.

prereq: completion of 15 cr incl PH 75000 or 75100, PH 75500 and either COMHE 75000, COMHE 75100, COMHE 75200 or COMHE 75000 and NUTR 71000 or NURS 77100, COMHE 75100 and COMHE 75200.

Credits 3 cr

COMHE 75400 - Research and Evaluation for Community Health

Basic concepts, methods and approaches for evaluation research applied to community health education and health-related programs through a critical review of literature and a program evaluation design.

prereq: 15 cr in program incl PH 75000 or PH 75100, PH 75500, COMHE 75000, COMHE 75100, COMHE 75200

Credits 3 cr

Community Health Education Elective Courses

All COMHE Electives are 3 Credits

COMHE 77000 - Topics in Community Health Education

Courses on current topics in community health education.

offered periodically

COMHE 77025 - Maternal and Child Health

This course explores maternal and child health issues both domestically and internationally.

Credits 3

Dance

DAN 70100 - Physical Training

The ongoing, rigorous training in a dance/movement style pertinent to the individual student's artistic and pedagogical goals. Exploration of unfamiliar movement disciplines will be required. This course is designed to allow each student to articulate and execute a regular training regimen that will build and refine her/his skills as practitioner of an artistic movement discipline. A variety of individual training plans are overseen by faculty. Regular group meetings examine how underlying aesthetic and kinesiological assumptions embodied by the training inform students' approaches to teaching artistry, improvisation, and choreography.

prereq: Admission to a graduate dance program

Hours 3

Credits 2

Can be taken more than once for credit, required 3 times for MA, 2 times for BA/MA.

DAN 70500 - Maintenance of the Dancer's Instrument

An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motional training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

prereq or coreq: DAN 35000 or equivalent course and/or related professional background

Hours 3

Credits 3

DAN 73000 - Studies of Forms

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional

showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department
Hours 3

Credits 3

This course is repeatable once for credit.

DAN 73300 - Process and Projects

This course asks the Dance student to explore unfamiliar genres, styles and methodologies through a variety of choreographic project assignments. An inventory of each student's past experiences leads to a collaboratively designed and individualized series of assignments designed to stretch the student's experiences and capabilities.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department
Hours 3

Credits 3

DAN 73500 - Performance and Presentation

The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

prereq: Acceptance into one of the graduate dance programs: BA/MA, MA
Hours 3

Credits 1

This course is repeatable once for credit.

DAN 74000 - Aesthetics

A seminar examining a variety of global artistic practices and value systems from both aesthetic and cultural perspectives. The course focuses on a broad range of dance and examines how choreographers, dancers, designers, critics, audience members, teachers, producers and scholars function and interrelate. Students examine a variety of analytical paradigms-- including structuralism, semiotics and literary theory -- through the study of the major writers and thinkers in the field. A culminating study is typically a close analysis of the student's personal creative work.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

DAN 74200 - Graduate Dance History

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

prereq: Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.

Hours 3

Credits 3

DAN 74600 - Special Topics in Dance

A seminar/laboratory course focusing on a varying series of topics, selected according to student interests, current faculty research, and available guest artists and master teachers. Topics can include a wide variety of historical, aesthetic, cultural, technological and political issues. The course encourages advanced study in specialized areas of particular student interest. Possible topics include: dance in the digital age, specific cultural forms, dance in community settings, motor learning from multiple perspectives, etc.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

Can be repeated for credit with different content areas

DAN 75000 - Topics in Teaching for College/University

Intensive examination of the relationship between pedagogy, teaching artistry, and curriculum design. Includes study of the history, philosophy, and cultures of dance in higher education. Topics include lesson, unit, course, and curriculum structuring, assessment strategies; application of choreographic principles to course design; the relationship between higher education and the changing dance environment, and understanding the administrative hierarchy in higher ed. Students are observed and mentored in their roles as teachers.

prereq: DANED 76000

Hours 3

Credits 3

Economics

Equivalent courses at other institutions satisfy prerequisite and corequisite requirements.

ECO 70100 - Microeconomic Theory

Advanced analysis of consumer choice, including duality theory, borrowing and lending, and insurance; producer choice; game theory; externalities.

prereq: ECO 30000 WITH A GRADE OF B; MATH 15000 and MATH 16000 with average grade of B

prereq or coreq: MATH 15500

ECO 70300 - Macroeconomic Theory

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.

prereq: ECO 30100 with a grade of B; MATH 15000 and MATH 16000 with average grade of B

prereq or coreq: MATH 15500

ECO 71000 - Monetary Theory and Policy

Factors determining demand for and supply of money; theories of rate of interest; issues of monetary policy.

prereq: ECO 21000

prereq or coreq: ECO 70300 and ECO 72100

ECO 71100 - Banking and Financial Markets

Factors determining banking and financial structure in US. Issues involving financial crises and bank failure, allocation of financial resources, regulation and competition.

prereq: ECO 21000

prereq or coreq: ECO 70300 and ECO 72100

ECO 71500 - Public Finance

Principles of taxation and government spending; efficiency and equity trade offs; decentralized public finance and fiscal federalism.

prereq or coreq: ECO 70100 and ECO 72100

ECO 72100 - Economic Statistics

Rigorous statistical foundation for the study of econometrics. Topics include probability theory; asymptotic theory; parameter estimation; hypothesis testing; least squares regression; matrix algebra.

prereq: ECO 32100 with a grade of B; MATH 15000 and MATH 16000 with an average grade of B

prereq or coreq: MATH 15500

ECO 72200 - Econometrics

Econometric methods for single equation models; ordinary least squares, generalized least squares, and variance estimation; maximum likelihood and limited dependent variables.

prereq: ECO 72100

prereq or coreq: MATH 16000

ECO 72300 - Time Series and Forecasting

Econometrics of time-series data; application of autoregressive and moving average (ARIMA) models to economic data.

prereq: ECO 72200

ECO 72400 - Microeconometrics

Introduction to advanced econometric techniques commonly used in applied microeconomic research. The topics covered will be panel data, instrumental variables estimation, limited dependent variables, truncated, censored and selected samples, and duration models.

prereq: ECO 72200

ECO 72600 - Policy and Program Evaluation

Econometric techniques for evaluating programs. Topics include randomized experiments, propensity score matching, instrumental variables, difference-in-difference estimates, regression discontinuity models and the ethics of human subject research. Most of the assignments will be problems sets involving analysis of data using a statistical package and written up in the form of research reports. Estimates 5 reports of 5 pages each. One term paper of 15 pages.

prereq: ECO 72200 or STAT 70700

Hours 3

Credits 3

ECO 73000 - Economic Development

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.

prereq or coreq: ECO 70100 or ECO 70300, and ECO 72100

ECO 73200 - Economic Growth

Investigation of the issue of why some countries become rich while other do not. Study of the factors that contribute to and retard economic growth.

prereq or coreq: ECO 70100 and ECO 70300

ECO 73500 - Urban Economics

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

prereq or coreq: ECO 70100 and ECO 72100

ECO 74000 - International Trade: Theory and Policy

International trade theory and analysis of current economic problems; terms of trade; balance of payments; trade regulations and policies, international financial institutions, foreign aid, regional integration.

prereq or coreq: ECO 70100 and ECO 72100 recommended prereq or coreq: ECO 70300

ECO 74100 - International Finance

Examination of the international financial system, models of exchange rate determination, open economy macroeconomics, and international financial markets.

prereq or coreq: ECO 70100 and ECO 72100

ECO 74500 - Labor Economics

Economic theory and research on differences in employment and compensation; effects of demographic characteristics, human capital, labor unions, and income maintenance policies.

prereq or coreq: ECO 70100 and ECO 72100

ECO 74800 - Health Economics

Economic analysis of the health care industry to explain the demand for and supply of medical care. Includes analysis of behavior of consumers, producers, and insurers; and public policies to regulate the industry and to provide services for the poor and elderly.

prereq or coreq: ECO 70100 and ECO 72100

ECO 75500 - Industrial Organization

Product market decisions by firms in monopoly and oligopoly; the boundaries of the firm and vertical integration; applications to antitrust and regulatory policy.

prereq or coreq: ECO 70100 and ECO 72100

ECO 75600 - Law and Economics

A study of economic foundations of law. Topics include the role of property rights and liability rules in the control of externalities, controlling the cost of accidents, the control of criminal behavior, product failure and damage, medical malpractice. Consideration of the economic logic underlying the law.

prereq or coreq: ECO 70100 and ECO 72100

ECO 76000 - Financial Economics

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.

prereq or coreq: ECO 70100 and ECO 72100

ECO 76100 - Advanced Concepts in Financial Markets

Study of the essential techniques of pricing financial derivatives, including the Black-Scholes formula, binomial trees, and risk-neutral valuation methods. Discussion of trading strategies associated with the use of financial derivatives for different purposes, and potential problems that can arise in the application of financial derivatives.

prereq: ECO 76000

ECO 76200 - Corporate Governance

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.

prereq or coreq: ECO 70100 and ECO 72100

ECO 76500 - Games and Information

Game theory offers a framework for analyzing social interactions and emergent behavior in a very wide variety of human contexts. The purpose of this course is to offer a critical introduction to game theory and its applications. Economic applications include the analysis of conflict and the emergence of trust and cooperation out of anarchy, the analysis of firms' strategic behavior in concentrated markets, or of herd behavior and panics in financial markets. Asymmetric information economics and mechanism- design extend game theory by exploring how the design of the rules of a game, or the initial distribution of information might affect equilibrium behavior outcomes, and therefore how one might choose to set up the rules of the game to govern their interactions.

prereq or coreq: ECO 70100

ECO 78500 - 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.

Open to MA students who have completed at least 15 cr of graduate work; may be taken only once.

ECO 79000 - Independent Study

Intensive study of special field of economics under supervision of member of graduate faculty.

prereq: permission of instructor and graduate adviser

ECO 79100 - Independent Study

Intensive study of special field of economics under supervision of member of graduate faculty.

prereq: perm instr and graduate adviser

Credits 1 cr

May be taken only once.

ECO 79500 - Economics Seminar

Special topic and research in economics.

May be repeated for credit by perm chair or graduate adviser

ECO 79800 - Thesis Research

Preparation of acceptable MA thesis under faculty supervision.

credit not granted until thesis is accepted

Economics - Courses offered upon sufficient student and faculty interest

ECO 72500 - Economics of Consumption

This course may be offered depending on student and faculty interest

ECO 73100 - American Economic History

This course may be offered depending on student and faculty interest

ECO 74700 - Income Distribution and Public Policy

This course may be offered depending on student and faculty interest

ECO 75000 - Comparative Economic Systems

This course may be offered depending on student and faculty interest

ECO 75100 - Economic Development of Latin America

This course may be offered depending on student and faculty interest

Education: School Administration and Supervision

ADSUP 70400 - Leadership to Enhance Human Resources

Interpersonal and group relationships applied to administrative and supervisory functions in schools and districts; intensive experience in group process and the development of a positive school climate and culture.

Hours 60 hours plus 25 to 35 hrs of leadership experiences in field-work

Credits 4

ADSUP 70600 - School-Based Field Experience Seminar in Administration and Supervision

An intensive school-based leadership experience in which students apply knowledge and skills developed in prior coursework. A weekly seminar includes required workshops on child abuse and violence prevention.

Hours 200 hrs of leadership experiences in field work

ADSUP 70700 - District/Region Field Experience Seminar in Administration and Supervision

An intensive district/region-based leadership experience in which students apply knowledge and skills developed in prior coursework. A weekly seminar includes required workshops on child abuse and violence prevention.

Hours 200 hrs of leadership experiences in field work

ADSUP 71500 - Supervision for the Improvement of Instruction

An examination of varied productive supervisory techniques which promote the improvement of instruction and enhance the supervisory process.

Hours 60 hours plus 25 to 35 hrs of leadership experiences in field-work

Credits 4

ADSUP 71600 - Leadership Strategies for School Reform

An introduction to leadership theory, school, district reform and the school principalship. Leadership theory is explored from a systems perspective with a focus on both the theoretical and practical tools for promoting school and district change that leads to high levels of student achievement.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work

Credits 4

ADSUP 71700 - Seminar in Evaluating and Applying Educational Research

This course provides students seeking to be educational leaders with the theoretical and the practical considerations for evaluating, conducting and using research in schools and school districts.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work

Credits 4

ADSUP 72100 - Legal Issues, Finance, Facilities and Operations

A study of school legal issues finance and budgeting. Processes and cases from New York State, New York City, local school district and building level management of operations and facilities.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work

Credits 4

ADSUP 73100 - Using Data, Technology and Assessment to Plan and Design Curriculum and Instruction

This course provides students seeking to be instructional leaders with both the theoretical and the practical considerations necessary for using technology, data, and assessment to plan and design curriculum for effective instruction.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 74100 - School District Leadership: Problems and Issues

System-wide administrators must combine the elements of vision, with instructional and administrative leadership in order to guide learning organizations. They must develop skills, strategies and knowledge of the leading educational issues they are facing to be able to create collaborative, safe, and successful educational environments capable of being successful.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work
Credits 4

ADSUP 75100 - District and School Based Field Experience Seminar in Administration and Supervision

Intensive applications of program knowledge, skills and dispositions in school and district field settings available to the student, and a 40 hour seminar that includes a two-hour unit on each of both child abuse prevention and violence prevention.

Hours 60 hrs plus 200 hrs of leadership experiences in field work stipulated in a contract
Credits 4

ADSUP 75600 - Professional Discourse and Leadership in Gifted Education

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

Cross-listed SPED 75600, CEDC 75600, CEDF 75600
prereq or coreq: SPED 75300 and SPED 75400
Hours includes 10 hrs field experience
Credits 3

Education: Adolescent Education

CHND 71200 - Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Chinese, Grades 7-12

The course covers options for classroom management, learning environment appropriate to 7-12 classrooms, and assessment. Attention is given to classroom management task, setting up and exploiting various learning environments, and methods for assessment. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes homework assignment and projects.

prereq or coreq: SEDF 70400 or permission of the adviser

CHND 71300 - Methods 2: Intensive Study of Teaching Diverse Learners in Chinese, Grades 7-12

This course aims to familiarize prospective 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 curricula in Chinese. Innovative uses of technology, development of instructional units, individualization for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course. Thirty-six hours of field experience/observation is a part of this course. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes development of lesson plans, homework assignment, and projects for classroom use.

prereq or coreq: CHND 71200 and SEDF 70500 or permission of the adviser

Hours 30 hrs plus 36 hrs fieldwork,

Credits 2

CHND 73100 - Student Teaching in Chinese, Grades 7-12

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 criticism. These presentations will be videotaped for further self-analysis at home.

prereq or coreq: CHND 71300 or permission of the adviser.

Hours 60 days, 30 hrs seminar plus workshops and conferences,

Credits 5

CHND 74110 - Practicum in Chinese, Grades 7-9

Supervised practicum for teachers of Chinese 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. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take **CHND 74110** must also take **CHND 74120**.

prereq or coreq: CHND 71200 or permission of the adviser.

Hours 30 hrs plus conferences

Credits 2

CHND 74120 - Practicum in Chinese, Grades 10-12

Supervised practicum for teachers of Chinese 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. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take **CHND 74120** must also take CHND 74110

prereq or coreq: CHND 71200 or permission of the adviser.

Hours 30 hrs plus conferences,

Credits 2

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71100 - Advanced Study of Young Adult Literature in Our Diverse Society

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 71500 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Social Studies, Grades 7–12

Rationales and methodologies for teaching social studies based on current theories of the nature of students, the social sciences and secondary schooling.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 71600 - Math: Curriculum and Methods - Grades 7-12

For students pursuing certification in adolescent special education (generalist). Teacher candidates will develop an understanding of the contents of mathematics programs and curricula in grades 7–12 and will formulate teaching methodology for the meaningful learning of mathematics. Strong emphasis will be placed on teaching students with special needs and English language learners.

Hours 45 hrs

Credits 3

SEDC 71700 - Social Studies: Curriculum and Methods - Grades 7-12

For students pursuing certification in adolescent special education (generalist). Teacher candidates will develop an understanding of the content of social studies programs and curricula in grades 7–12 and will formulate teaching methodology for the meaningful learning of social studies. Strong emphasis will be placed on teaching students with special needs and English language learners.

Hours 45

Credits 3

SEDC 71800 - Science: Curriculum and Methods - Grades 7-12

For students pursuing certification in adolescent special education (generalist). Teacher candidates will develop an understanding of the content of science programs and curricula in grades 7–12 and formulate teaching methodology for the meaningful learning of science. Strong emphasis will be placed on teaching students with special needs and English language learners.

Hours 45 hrs
Credits 3

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,
Credits 1 cr

SEDC 72100 - Advanced Study of Teaching English Methods to a Diverse Population in Grades 7–12

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.

prereq: SEDC 71100
prereq or coreq: SEDF 70500
Hours 45 plus 36 hrs fieldwork
Credits 3

SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12

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 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.

prereq: SEDC 71200
prereq or coreq: SEDF 70500
Hours 45 plus 36 hrs fieldwork
Credits 3

SEDC 72300 - Methods II: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7–12

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.

prereq: SEDC 71300
prereq or coreq: SEDF 70500
Hours 45 plus 36 hrs fieldwork,
Credits 3

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12

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.

prereq: SEDC 71300
prereq or coreq: SEDF 70500
Hours 45 plus 36 hrs fieldwork
Credits 3

SEDC 72500 - Methods II: Intensive Study of Teaching Diverse Learners in Social Studies, Grades 7–12

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.

prereq: SEDC 71500
prereq or coreq: SEDF 70500
Hours 45 plus 36 hrs fieldwork
Credits 3

SEDC 73000 - Development of Mathematical Thinking: Implications For Teaching and Learning Mathematics in Grades 7 to 12

A course exploring the role of the teacher in developing mathematical reasoning ability in students. What are the possibilities and limitations? A research-based approach to the problem of providing a solid mathematics education for all students.

SEDC 73100 - Seminar in Mathematics Curriculum, Grades 7-12

A study of the current Standards-Based Mathematics Curriculum from an historical perspective.

SEDC 73200 - Research Seminar in Mathematics Education, Grades 7-12

A course in which students will study the research relative to the mathematics curriculum and complete a research project in a field of mathematics education of their choice.

SEDC 75100 - Student Teaching in English, Grades 7–12

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.

prereq: SEDC 72100, SEDF 706

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 75201 - Student Teaching in French, Grades 7–12

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.

prereq: SEDC 722, SEDF 706

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 75202 - Student Teaching in Italian, Grades 7–12

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.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 75203 - Student Teaching in Spanish, Grades 7–12

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.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 75300 - Student Teaching in Mathematics, Grades 7–12

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.

prereq: SEDC 72300, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 75401 - Student Teaching in Biology, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

prereq or coreq: SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 75402 - Student Teaching in Chemistry, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 75403 - Student Teaching in Physics, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 75404 - Student Teaching in Earth Science, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 75500 - Student Teaching in Social Studies, Grades 7–12

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.

prereq: SEDC 72500, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 75600 - Student Teaching in Music, Pre-K–12

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.

prereq: MUSED 67800, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 76110 - Student Teaching in English, Grades 7–9

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.

prereq: SEDC 72100

prereq or coreq: SEDF 70600

Hours 30 hours, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76110 must also complete SEDC 76120 or SEDC 77120.

SEDC 76120 - Student Teaching in English, Grades 10–12

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.

prereq: SEDC 72100

prereq or coreq: SEDF 70600

Hours 30 hours, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76120 must also complete SEDC 76110 or SEDC 77110.

SEDC 76211 - Student Teaching in French, Grades 7–9

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.

prereq: SEDC 72200

prereq or coreq: SEDF 70600

Hours 30 hrs plus, 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76211 must also complete SEDC 76221 or SEDC 77221.

SEDC 76212 - Student Teaching in Italian, Grades 7–9

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.

prereq: SEDC 72200

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76212 must also complete SEDC 76222 or SEDC 77222.

SEDC 76213 - Student Teaching in Spanish, Grades 7–9

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.

prereq: SEDC 72200

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76213 must also complete SEDC 76223 or SEDC 77223.

SEDC 76221 - Student Teaching in French, Grades 10–12

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.

prereq: SEDC 72200

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76221 must also complete SEDC 76211 or SEDC 77211.

SEDC 76222 - Student Teaching in Italian, Grades 10–12

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.

prereq: SEDC 72200

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76222 must also complete SEDC 76212 or SEDC 77212.

SEDC 76223 - Student Teaching in Spanish, Grades 10–12

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.

prereq: SEDC 72200

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76223 must also complete SEDC 76213 or SEDC 77213.

SEDC 76310 - Student Teaching in Mathematics, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member and a certified mathematics 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.

prereq: SEDC 72300

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76310 must also complete SEDC 76320 or SEDC 77320.

SEDC 76320 - Student Teaching in Mathematics, Grades 10–12

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.

prereq: SEDC 72300

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76320 must also complete SEDC 76310 or SEDC 77310.

SEDC 76411 - Student Teaching in Biology in Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 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.

prereq: SEDC 72400

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76411 must also complete SEDC 76421 or SEDC 77421.

SEDC 76412 - Student Teaching in Chemistry, Grades 7–9

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.

prereq: SEDC 72400

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76412 must also complete SEDC 76422 or SEDC 77422.

SEDC 76413 - Student Teaching in Physics, Grades 7–9

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.

prereq: SEDC 72400

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76413 must also complete SEDC 76423 or SEDC 77423.

SEDC 76414 - Student Teaching in Earth Science, Grades 7–9

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. They will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76414 must also complete SEDC 76424 or SEDC 77424.

SEDC 76421 - Student Teaching in Biology, Grades 10–12

Teacher candidates complete 30 days of student teaching 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.

prereq: SEDC 72400

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76421 must also complete SEDC 76411 or SEDC 77411.

SEDC 76422 - Student Teaching in Chemistry, Grades 10–12

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.

prereq: SEDC 72400

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76422 must also complete SEDC 76412 or SEDC 77412.

SEDC 76423 - Student Teaching in Physics, Grades 10–12

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.

prereq: SEDC 72400

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76423 must also complete SEDC 76413 or SEDC 77413.

SEDC 76424 - Student Teaching in Earth Science, Grades 10–12

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. They will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76424 must also complete SEDC 76414 or SEDC 77414.

SEDC 76510 - Student Teaching in Social Studies, Grades 7–9

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.

prereq: SEDF 72500

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76510 must also complete SEDC 76520 or SEDC 77520.

SEDC 76520 - Student Teaching in Social Studies, Grades 10–12

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.

prereq: SEDF 72500

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76520 must also complete SEDC 76510 or SEDC 77510.

SEDC 76610 - Student Teaching in Music, Grades Pre-K–6

Teacher candidates complete 30 days of student teaching 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.

prereq: MUSED 67800

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76610 must also complete SEDC 76520 or SEDC 77520.

SEDC 76620 - Student Teaching in Music, Grades 7–12

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.

prereq: MUSED 67800

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76620 must also complete SEDC 76510 or SEDC 77510.

SEDC 77110 - Practicum in English, Grades 7–9

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 **SEDC 77120**.

prereq: SEDC 72100, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77120 - Practicum in English, Grades 10–12

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 77120** must also take **SEDC 77110**.

prereq: SEDC 72100, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77211 - Practicum in French, Grades 7–9

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 77211** must also take **SEDC 77221** .

prereq: SEDC 72200

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77212 - Practicum in Italian, Grades 7–9

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 77212** must also take **SEDC 77222** .

prereq: SEDC 72200

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77213 - Practicum in Spanish, Grades 7–9

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 77213** must also take **SEDC 77223**.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77221 - Practicum in French, Grades 10–12

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 77221** must also take **SEDC 77211**.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77222 - Practicum in Italian, Grades 10–12

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 77222** must also take **SEDC 77212**.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77223 - Practicum in Spanish, Grades 10

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 77223 must also take SEDC 77213.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77310 - Practicum in Mathematics, Grades 7–9

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 77310 must also take SEDC 77320 .

prereq: SEDC 72300

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77320 - Practicum in Mathematics, Grades 10-12

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 SEDC 77310 .

prereq: SEDC 723, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77411 - Practicum in Biology, Grades 7–9

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Students who take SEDC 774.11 must also take SEDC 774.21.

SEDC 77412 - Practicum in Chemistry, Grades 7–9

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Students who take SEDC 77412 must also take SEDC 77422.

SEDC 77413 - Practicum in Physics, Grades 7–9

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 77413 must also take SEDC 77424.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2

SEDC 77414 - Practicum in Earth Science, Grades 7–9

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 77414 must also take SEDC 77424.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2

SEDC 77421 - Practicum in Biology, Grades 10-12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Students who take SEDC 77421 must also take SEDC 77411.

SEDC 77422 - Practicum in Chemistry, Grades 10–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Students who take SEDC 77422 must also take SEDC 77412.

SEDC 77423 - Practicum in Physics, Grades 10–12

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 77423 must also take SEDC 77413 .

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77424 - Practicum in Earth Science, Grades 10–12

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 77424** must also take SEDC 77414.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77510 - Practicum in Social Studies, Grades 7–9

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 77510 must also take SEDC 77520.

prereq: SEDC 72500, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77520 - Practicum in Social Studies, Grades 10–12

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 77520 must also take SEDC 77510.

prereq: SEDC 72500, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77610 - Practicum in Music, Grades Pre-K–6

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 77510 must also take SEDC 77620 .

prereq: MUSED 67800, SEDF 70600
Hours 30 hrs plus conferences,
Credits 2 cr

SEDC 77620 - Practicum in Music, Grades 7–12

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 77520 must also take SEDC 77610.

prereq: MUSED 67800, SEDF 70600
Hours 30 hrs plus conferences,
Credits 2 cr

SEDF 20600 - Assessment of the Teaching and Learning Process in Grades 7-12

prereq: SEDF 20500
Credits 2

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,
Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SEDF 71400 - Adolescent Development and Learning: Grades 7-12

This course prepares teacher candidates to think about how adolescents develop and learn by examining the process of cognitive, social/emotional, personality and language development among youth who vary by gender, race and ethnicity, English proficiency and levels of ability. Emphasis will be placed on creating culturally compatible classrooms, motivating students, and assessing their learning.

Hours 45

Credits 3

Education: Bilingual Education

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 71100 - Bilingual Literacy-Spanish

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.

coreq: BILED 71150

prereq or coreq: BILED 77100

Hours 30

Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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

preregister 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.

coreq: BILED 77100

Hours 75 hrs,

Credits 1 cr

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education

Hours 30

Credits 2

BILED 71700 - Language Assessment for English Language Learners

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.

prereq: BILED 77100, CEDCF 70050

Hours 45 hrs,

Credits 3 cr

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MSED/Childhood Education Grades 1-6 with bilingual extension; for the MSED in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

Hours 45

Credits 3

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400

Hours 30 hrs plus 5 hrs of fieldwork and lab,

Credits 2 cr

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 78000 - Bilingual Research Seminar

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.

prereq or coreq: 39 credits or permission of program coordinator

Hours 30 hrs plus lab,

Credits 2 cr

BILED 78200 - Supervised Student Teaching Grades 1–3 and 4–6

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 preregister 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.

prereq or coreq: completion of 39 cr of course work or permission of the program coordinator

Hours 60 days (30 in grades 1-3, 30 in grades 4-6) plus 15 hrs of seminar

Credits 4

BILED 78300 - Practicum in Grades 1–3

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 preregister 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 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator

Hours 15 hrs of seminar plus conferences

Credits 2 cr

BILED 78400 - Practicum in Grades 4–6

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 preregister 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 78300 or BILED 78500

prereq: completion of 39 cr of course work or permission of the program coordinator

Hours 15 hrs of seminar plus conferences,

Credits 2 cr

BILED 78500 - Student Teaching in Grades 1–3

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 preregister 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 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator

Hours 30 days student teaching, 15 hrs of seminar plus conferences,

Credits 2 cr

BILED 78600 - Student Teaching in Grades 4–6

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 preregister 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 78300 or BILED 78500.

prereq: completion of 39 credits of course work or permission of the program coordinator

Hours 30 days student teaching, 15 hrs of seminar plus conferences,

Credits 2 cr

Education: Childhood Education

CEDC 70000 - The Art of Effective Teaching

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.

prereq or coreq: CEDF 70900
Hours includes 5 hrs of fieldwork

CEDC 70300 - Teaching Science in the Elementary School

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900 and CEDC 70000

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70400 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 70500 - Mathematics Curriculum and Methods

An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 70700 - The Arts: An Interdisciplinary Learning Experience

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.

prereq or coreq: CEDF 70900
Hours 45 hrs,
Credits 3 cr

CEDC 71200 - Advanced Methods of Teaching Math in Elementary Schools

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.

prereq: CEDC 70500
Hours 45 hrs,
Credits 3 cr

CEDC 71300 - Health Education for the Classroom Teacher

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.

prereq or coreq: CEDF 70900
Hours 45 hrs,
Credits 3 cr

CEDC 71400 - Advanced Educational Technology for Elementary School Teachers

Students will link prior knowledge of instructional technology with curriculum development strategies to design integrated learning events.

prereq: CEDF 70900, 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)
Hours 45 hrs,
Credits 3 cr

CEDC 71500 - Fieldwork: Reading and Social Studies

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.

prereq: CEDF 70900
coreq: CEDC 73000 and 72200
Hours 75 hrs of fieldwork,
Credits 1 cr

CEDC 71600 - Educational Technology in Mathematics and Science Teaching/Learning

An advanced educational technology course for students concentrating in mathematics and science at the elementary school level. Students will link prior knowledge of instructional technology to curriculum development creating the strategies to design integrated learning materials in mathematics and science.

Hours 45 hrs,
Credits 3 cr

CEDC 71700 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 1

CEDC 71800 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 2

CEDC 71900 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 3

CEDC 72200 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq: CEDF 70900

coreq: CEDC 71500 and CEDC 73000

Hours 30 hrs,

Credits 2

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 72400 - Student Teaching in Grades 1–3 and 4–6

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 preregister 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.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus a minimum of 60 days of student teaching,

Credits 5 cr

CEDC 72500 - Student Teaching in Grades 1–3

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800 . Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 728: Practicum in grades 4–6. 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 preregister 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 CEDC 72400 or 72700.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus 30 days of student Teaching

CEDC 72600 - Student Teaching in Grades 4–6

Teacher candidates who take this course must also take CEDC 72500 or CEDC 72700 . Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 72700 Practicum in grades 1–3.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus 30 days of student teaching

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 preregister 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 CEDC 72400 or 72800.

CEDC 72700 - Practicum in Grades 1–3

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800 . Note: Applications for spring semester student teaching are due in October; applications for fall semester practicum are due in March. Students who receive a grade of C+ or C in practicum must apply to the department chairperson for permission to preregister 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 CEDC 72400 or 72500.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

*Hours 30 hrs of seminar plus supervision and conferences,
Credits 2 cr*

CEDC 72800 - Practicum in Grades 4–6

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72700 .

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

*Hours 30 hrs of seminar plus supervision and conferences,
Credits 2 cr*

Note: Applications for spring semester practicum are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in practicum must apply to the department chairperson for permission to preregister 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 CEDC 72400 or 72600.

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork must apply to the chairperson for permission to preregister 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.

*prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr*

CEDC 72950 - Fieldwork in Childhood Education for Bilingual Educators

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 preregister 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.

*prereq: CEDF 70900; BILED 70100. Observing and assisting teaching in an elementary school setting
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr*

CEDC 73000 - Perspectives on Literacy Across the Content Areas

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.

prereq: CEDF 70900 and CEDC 70400

coreq: CEDC 71500 and 72200
Hours 30 hrs,
Credits 2 cr

CEDC 73800 - The English Language: Theories and Pedagogical Implications

An overview of the acquisition, structure and use of English. Its goal is to provide Pre-K thru 6 teachers who already have prior certification in childhood education with the awareness and understanding of the aspects of the English language they will need in order to teach a variety of content area in grades Pre-K thru 6.

Hours 45 hrs,
Credits 3 cr

CEDC 74000 - Contemporary Mathematics in the Elementary School

A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

Hours 45 hrs,
Credits 3 cr

CEDC 74200 - Workshop Seminar in Elementary School Mathematics/Science

The major course goals are to continue to develop a foundation for the growth of the professional mathematics/science educator and to increase the effectiveness as a curriculum decision-maker. Through selective experiences, the course will focus on instructional styles and strategies.

prereq: CEDC 74400, CEDC 77600 and CEDC 777000
Hours 45 hrs,
Credits 3 cr

CEDC 74300 - Research Seminar in Mathematics/Science Education

An examination of the current research in mathematics and science education. Includes the evaluation of selected mathematics and science education research studies. Students will prepare a comparative, evaluative paper of research related to a specific curriculum topic or problem in the learning/teaching of mathematics and/or science.

prereq or coreq: CEDC 71600 and CEDC 73800 and CEDC 74000 and CEDC 74400 and CEDC 77600 and CEDC 77700 and CEDF 71600
Hours 45 hrs,
Credits 3 cr

CEDC 74400 - Development of Mathematical/Scientific Concepts in Children

Exposure to the development theories and school-based practices which allow children to develop the concepts in mathematical and science which underpin the learning in these areas. Appropriate learning activities for particular developmental levels will be addressed. Individual projects with children will be carried out.

prereq: all program courses except CEDC 74200 and CEDC 74300
prereq or coreq: None

*Hours 45 hrs,
Credits 3 cr*

CEDC 74600 - Geographic Perspectives in Elementary Education

Geographic principles and practices; development of pedagogic skills to teach geography at the elementary school level; development of skills in teaching geography of New York City and New York State; development of understanding of global issues and of geographic factors affecting historical events.

*Hours 45
Credits 3*

CEDC 75500 - Assessment and Instruction for Diversely Gifted Learners

Supervised learning lab experience involving scaffolded assessment, diagnosis, and associated curriculum differentiation for diversely gifted learners, including those with learning and emotional problems, physical disabilities, and special abilities. Includes writing and implementing individual education plans.

*Cross-listed SPED 75500
prereq or coreq: SPED 75300 and SPED 75400
Hours 45, includes 20 hrs field experience
Credits 3*

CEDC 75600 - Professional Discourse and Leadership in Gifted Education

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

*Cross-listed SPED 75600, ADSUP 76500, CEDF 75600
prereq or coreq: SPED 75300 and SPED 75400
Hours includes 10 hrs field experience
Credits 3*

CEDC 76000 - Special Topics in the Arts

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.

*prereq: CEDC 70700
Hours 45 hrs,
Credits 3 cr*

CEDC 77600 - Planet Earth: Life Science, Environmental and Earth Science for Elementary School Teachers

Concepts in the biological sciences, ecological and earth sciences necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided.

*Hours 45 hrs,
Credits 3 cr*

CEDC 77700 - Physical Science for Elementary Teachers

Concepts in the physical sciences, chemistry and physics necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided.

*Hours 45 hrs,
Credits 3 cr*

CEDCF 70050 - The Art and Science of Effective Teaching

This course is designed to introduce pre-service bilingual and TESOL 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.

Hours includes 5 hrs of fieldwork

CEDF 70600 - 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.

*prereq: CEDF 70900 and CEDF 71500
Hours 45 hrs,
Credits 3 cr*

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

*prereq or coreq: CEDF 70900
Hours 45 hrs,
Credits 3 cr*

CEDF 70800 - Social, Historical, Philosophical Foundations of Education: The American School

For students pursuing certification in childhood education with a bilingual extension or in TESOL. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDF 71000 - Educational Psychology

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.

prereq: CEDF 70900

Hours includes 5 hrs of field work

CEDF 71200 - Child and Adolescent Development

This course provides a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and explore their potential impact on student behavior and learning in the classroom.

Hours includes 5 hrs of field work

Credits 4

CEDF 71500 - Diversity in the American School

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.

Hours 45 hrs,

Credits 3 cr

CEDF 71600 - Assessment of Teaching and Learning

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.

prereq: CEDF 70900 and CEDF 71000

CEDF 71700 - Independent Study in Educational Foundations

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.

Credits 1 cr

permission of faculty adviser and chairperson required

CEDF 71800 - Independent Study in Educational Foundations

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.

Credits 2 cr

permission of faculty adviser and chairperson required

CEDF 71900 - Independent Study in Educational Foundations

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.

Credits 3 cr

permission of faculty adviser and chairperson required

CEDF 75000 - Special Topics in Diversity

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.

prereq: CEDF 70900

prereq or coreq: CEDF 70600

Hours 45 hrs,

Credits 3 cr

CEDF 75300 - Understanding and Identifying Gifted Learners: Individual and Developmental Diversity

An overview of major questions and issues in the field, including What is intelligence? What is creativity? What is giftedness? How do we measure these qualities? Focus on the urban context, incorporating rich cultural, social, political, educational, and scientific resources possibilities, and developing expertise in educating gifted and talented students from a broad range of backgrounds.

Cross-listed SPED 75300

Hours includes 10 hrs field experience
Credits 3

CEDF 75600 - Professional Discourse and Leadership in Gifted Education

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

Cross-listed SPED 75600, ADSUP 75600, CEDC 75600
prereq or coreq: SPED 75300 and SPED 75400
Hours includes 10 hrs field experience
Credits 3

CEDF 79200 - Integrative Seminar: Research in Childhood Education

Students prepare research proposals on topics which summarize and apply previous learnings. Written and oral presentations.

prereq: completion of 31 credits of course work including CEDC 73000 and CEDF 71600 or permission of the childhood education adviser
Hours 45 hrs,
Credits 3 cr

Education: Dance Education

DANED 76000 - Dance Methods I: Curriculum Design and Pedagogy for Productive Teaching and Learning

An introduction to pedagogical practices that support productive teaching and learning in dance. Students will examine pedagogical theories and practices and will conduct “action research” in order to identify conditions that support or hinder productive teaching and learning. This first phase of the “methods” course will lay the groundwork for deeper investigation, integration, and application of materials in the Methods II course. 36 hours of fieldwork is required. (track 2 MA students are exempt from the fieldwork requirement).

prereq or coreq: 6 credits in education and 12 credits in dance
Hours 3 hrs + 36 hours of fieldwork
Credits 3 cr.

DANED 76200 - Dance Methods II: Advanced Curriculum Design and Pedagogy for Productive Teaching and Learning

Advanced investigation of contexts for productive teaching and learning. Students will engage in intensive examinations of pedagogical theories and practices, conduct "action research" in order to identify conditions that support or hinder productive teaching and learning, develop unit plans, and participate in peer-to-peer inquiry groups to develop their own artistry in teaching.

prereq: DANED 76000

Hours 3

Credits 3

DANED 76400 - Practicum

Students with initial state certification in dance complete a semester of Practicum in their current full-time dance teaching situation or in assigned schools under the supervision of a Hunter College faculty member. Practicum teachers will assume all responsibility for classroom instruction and management and will be observed by Hunter faculty 4 times during the course of the semester. All Practicum students are required to participate in a seminar class meeting for a total of 15 hours. A culminating professional project is required before graduation.

prereq: DANED 76000, DANED 76200

Hours 2 hours and 15 hour seminar required

Credits 2

Students must apply in the fall semester if they have completed prerequisite courses and expect to register for Practicum in the spring, and in the spring semester if they wish to register for Practicum in the fall.

Open to MA/Dance Track 2 students with initial certification in dance OR by advisement, Track 1 students who are currently teaching dance in accredited schools that do not require teacher certification in dance.

DANED 76602 - Student Teaching

Teacher candidates complete a total of 20 days of student teaching under the supervision of a Hunter College faculty member and a certified Dance teacher in a New York City school selected by the college. Student teachers will assume significant responsibility for classroom instruction and management and will be observed by Hunter dance faculty twice during the course of their student teaching experience. All student teachers are required to participate in a seminar class meeting for a total of 15 hours. A culminating professional project is required before graduation.

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000; DANED 76000, DANED 76200

Hours 20 days plus 15 hour seminar

Credits 2

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. All field placements are designated by Hunter College in New York City public schools. Scores on the LAST and the ATS-W exams must be received by the coordinator of adolescent education prior to enrollment in student teaching. The dance content exam scores are required before graduation.

Open to Track 3 students with initial certification in a subject area other dance OR by advisement for students who are currently teaching dance in accredited schools that do not require teacher certification in dance.

All students must, the semester before taking this course, apply for student teaching through the education division and the dance program.

DANED 76605 - Student Teaching

Teacher candidates complete a total of 60 days of student teaching (30 days of student teaching at grades pre-K-5 and 30 days at grades 6-12) under the supervision of a Hunter College faculty member and a certified Dance teacher in a New York City school selected by the college. Student teachers will assume significant responsibility for classroom instruction and management and will be observed by Hunter dance faculty 4 times during their student teaching experience. All student teachers are required to participate in a seminar class meeting 1 hour per week for 15 weeks. A culminating professional project is required before graduation.

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000, DANED 76000, 76200

Hours 60 days + 15 hours seminar

Credits 5

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. All field placements are designated by Hunter College in New York City public schools. Scores on the LAST and the ATS-W exams must have been received by the coordinator of adolescent education prior to enrollment in student teaching. The dance content exam scores are required before graduation.

Education: Early Childhood

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70500 - Language and Literacy: Birth through Kindergarten

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.)

prereq or coreq: ECF 70000

*Hours 45 hrs,
Credits 3 cr*

ECC 70600 - Language and Literacy: K through Grade 2

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.)

*prereq or coreq: ECC 70500 (early childhood students only)
Hours 45 hrs,
Credits 3 cr*

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

*coreq: ECC 70400
prereq or coreq: 70500 or 70600
Hours 15 hrs,
Credits 1 cr*

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

*prereq: ECC 70300
prereq or coreq: ECF 70200
Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels*

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

*prereq or coreq: ECC 70300
Hours 45 hrs,
Credits 3 cr*

ECC 71000 - Early Childhood Mathematics: Birth through Grade 2

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.)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71100 - Science in Early Childhood Education: Birth through Grade 2

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.)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

Hours 15 hrs,

Credits 1 cr

ECC 71600 - Student Teaching in Early Childhood Settings

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.(Birth– 3, preK–2)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only))

Hours 30 hrs of seminar plus 40 days of student teaching for students who are not teaching in an early childhood program

ECC 71650 - Student Teaching in Early Childhood Bilingual Settings

Two student teaching placements of 20 days each at different age/grade levels (Pre-K–K and 1–2).

prereq: prereqs: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

Hours 30 hrs of seminar plus 40 days of student teaching

ECC 71700 - Supervised Practicum in Early Childhood

Teaching practicum for students in early childhood education. Students who take ECC 717 must also complete ECC 71800 . (Not for students who have completed ECC 716.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1)

Hours 15 hrs of seminar plus conferences,

Credits 1 cr

ECC 71750 - Supervised Practicum in Early Childhood Bilingual Setting

Teaching practicum for students in early childhood bilingual education. Students who take ECC 71750 must also complete ECC 71850. (Not for students who have completed ECC 71650.)

Hours 15 hrs of seminar plus conferences,

Credits 1 cr

ECC 71800 - Early Childhood Student Teaching

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 71700 . (Also offered during the summer.) (Not for students who have completed ECC 716.)

prereq: prereqs: ECF 702; ECC 703, 704 (program 2) or 705 and 706 (program 1), 707, 708, 709 (program 2) or 710 and 711 (program 1), 712 (program 1)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

ECC 71850 - Early Childhood Bilingual Student Teaching

Student teaching for 20 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 71850 must also complete ECC 71750 . (Not for students who have completed ECC 71650.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

ECC 71951 - Special Topics in Early Childhood Education

Important special issues as they arise through changes in federal or state law or new developments in early childhood education.

*prereq: special permission of an early childhood education adviser
Hours 15, 30, and 45 hrs,
Credits 1, 2, and 3 cr*

ECC 71952 - Special Topics in Early Childhood Education

Important special issues as they arise through changes in federal or state law or new developments in early childhood education.

*prereq: special permission of an early childhood education adviser
Hours 15, 30, and 45 hrs,
Credits 1, 2, and 3 cr*

ECC 71953 - Special Topics in Early Childhood Education

Important special issues as they arise through changes in federal or state law or new developments in early childhood education.

*prereq: special permission of an early childhood education adviser
Hours 15, 30, and 45 hrs,
Credits 1, 2, and 3 cr*

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

Early Childhood Special Education

SPEDE 71400 - History and Context of Early Intervention and Early Childhood Special Education

Historical and current views of infants and young children with developmental delays and disorders; “War on Poverty” antecedents of current early childhood special education services; federal, state, and city regulations covering intervention services to young children with disabilities.

*Hours 15 hrs,
Credits 1 cr*

SPEDE 76500 - Special Topics in Early Childhood Special Education

One-credit special topics courses focus on narrowly defined topics of high current relevance in the field of early childhood special education.

*prereq: SPEDE 76800 and 76900 or permission of the coordinator of the early childhood special education program
Hours 15 hrs,
Credits 1 cr*

SPEDE 76700 - Field Experiences in Early Childhood Special Education with an Annotation in Severe Disabilities

*prereq: SPEDE 77000, SPED 79000, and SPED 79100
prereq or coreq: SPEDE 77100
Hours 15 hour seminar plus 30 hrs of fieldwork in one of the following age/grade levels: 0-3; 3-5; or Kindergarten, grades 1 and 2 in a program for children with severe disabilities,
Credits 1 cr*

SPEDE 76800 - Characteristics and Developmental Problems of Infants and Young Children with Special Needs

Definition of populations; effects of disabilities on cognitive, social/emotional, language, and motor development; implications for early intervention and education.

*Hours Includes 2.5 hrs field experience,
Credits 3*

SPEDE 76900 - Assessment of Development and Learning in Infants and Young Children with Special Needs

Processes and procedures appropriate for assessing the development and learning of children from infancy through age 7 (second grade), including multidisciplinary screening and assessment; uses and limitations of assessment measures; practice in the use of selected assessment tools

*prereq or coreq: G SPEDE 76800
Hours Includes 5 hrs field experience,
Credits 3*

SPEDE 77000 - Curriculum Models and Methods in Early Intervention and Early Childhood Special Education

Major approaches in early intervention and early childhood special education; instructional sequences and methods for

use in different settings such as inclusion programs and the natural environment of the home; team and collaborative teaching models; the process of using assessment data to create IFSP and IEP goals and objectives and match them to teaching strategies; program evaluation.

prereq or coreq: SPEDE 71400 and SPEDE 76900 or SPED 79100

Hours Includes 5 hrs field experience,

Credits 3

SPEDE 77100 - Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies

Special learning and behavioral issues in educating infants/toddlers, preschoolers, and elementary age students with autism spectrum disorders; instructional strategies of particular value in working with children who have autism, PDD-NOS, and Asperger's syndrome.

prereq or coreq: SPEDE 776 and one of the following: SPED 70600, 70650, 73000, 74000, 75000, 77000, 78000, 78100, 79000, or permission of the early childhood special education program coordinator

Hours Includes 5 hrs of field experience

Credits 3

SPEDE 77200 - Behavioral Theory and Its Applications to Young Children with Special Needs

The major tenets of behavioral theory; variations in approaches to applied behavior analysis; how to do and use functional behavioral analysis with young children who have special needs.

prereq or coreq: SPEDE 77100 or permission of the coordinator of the early childhood special education program

Hours Includes 5 hrs of field experience

Credits 3

SPEDE 77300 - Developing Partnerships with Families for Their Child's Development and Learning

The roles of parents in the development and education of infants and young children with special needs; communicating and relating appropriately and effectively with parents of diverse educational, language, economic, and ethnic backgrounds; including parents in the intervention team; resources for parents.

prereq or coreq: SPEDE 76800 or SPED 79000

Hours 15 hrs includes 2.5 hrs field experience

Credits 1

SPEDE 77400 - Reading and Writing for Students with Special Education Needs, Grades K-2

Methods for developing reading and writing in students with disabilities and special education needs, grades K–2; instructional approaches and specific methodologies effective with young children who have a variety of learning disorders. From this instructional base, teachers can make informed decisions regarding the importance and propriety of special teaching strategies for use with particular students.

prereq or coreq: SPEDE 76800 or SPEDE 76900 or SPED 79000

Hours Includes 5 hrs field experience

Credits 3

SPEDE 77500 - Mathematics for Students with Special Education Needs, Grades K–2

Principles, methods, and specially-designed mathematics instruction for students with disabilities and special education needs, grades K–2; focus on concept development, concrete materials, the counting substrate and strategies, and verbal memory supports, as well as on differentiating kinds and degrees of math learning and disability.

prereq or coreq: SPEDE 76700 and SPEDE 77100 and SPEDE 77200 and SPEDE 77300

Hours 15 hrs,

Credits 1 cr

SPEDE 77600 - Field Experiences in Early Childhood Special Education

Two field placements of 30 hours each, with the placements at different age/grade levels: Pre–K (Birth–five), Kindergarten, grades 1 or 2; one of these experiences must be in a program using an ABA approach with children who have autistic spectrum disorders, while the other experience must be in a program with a different approach.

prereq or coreq: SPEDE 77000 or SPEDE 76900

Hours 30 hr seminar plus 60 hrs of field experience,

Credits 2 cr

SPEDE 77651 - Field Experiences in Early Childhood and/or Childhood Special Education with an Annotation in Severe Disabilities: Autism

Two field placements of 30 hours each, with the placements at different age/grade levels: Pre–K (Birth–5), Kindergarten, grades 1 and 2, grades 306; both of these experiences must be with children who have autism spectrum disorders.

prereq or coreq: SPEDE 77100 or permission of the program coordinator

Hours 30 hours seminar plus 60 hours of field experience,

Credits 2 cr

SPEDE 77700 - Student Teaching: Early Childhood Special Education

Supervised student teaching in two settings with 20 days in each placement; placements must be at different age/grade levels: Pre–K (Birth–five); Kindergarten; grades 1–2; practice in the implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100, SPEDE 77200, SPEDE 77300

Hours 30 hrs seminar plus 40 days,

Credits 4

SPEDE 77750 - Student Teaching: Early Childhood Special Education with Annotation in Severe Disabilities

Supervised student teaching in two settings with 20 days in each placement; placements must be at different age/grade levels; Pre-K (Birth–5); Kindergarten; grades 1–2; practice in the implementation of skills developed through coursework and field experiences.

prereq: SPEDE 76700

Hours 30 hrs seminar plus 40 days,

Credits 4 cr

SPEDE 77800 - Student Teaching in Early Childhood Special Education

Supervised student teaching for 20 days at one of the following age/grade levels: Pre-K (Birth–5), Kindergarten, grades 1–2; practice in implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100

Hours 30 hrs seminar plus 20 days,

Credits 2

(Note that students who take SPEDE 77800 must also take SPEDE 77900 and the placements must be at different age/grade levels.)

SPEDE 77850 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised student teaching for 20 days at one of the following age/grade levels: Pre-K (Birth–5), Kindergarten, grades 1–2; practice in implementation of skills developed through coursework and field experiences.

prereq: SPEDE 76700 and ECC 71200 and SPEDE 77100

Hours 30 hrs seminar plus 20 days,

Credits 2 cr

(Note that students who take SPEDE 77850 must also take SPEDE 77950 and the placements must be at different age/grade levels. Students must be in an early childhood program with learners with severe disabilities for the entire semester.)

SPEDE 77900 - Practicum in Early Childhood Special Education

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100

Hours 30 hrs seminar plus conferences,

Credits 2

(Note that students who take SPEDE 77900 must also take SPEDE 77800 and the two experiences must be at different age/grade levels. Pre-K [Birth-five], Kindergarten, grades 1-2. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)

SPEDE 77950 - Practicum in Early Childhood Special Education with an Annotation in Severe Disabilities

Supervised practicum in an age/grade level other than that used in SPEDE 77850 practice in the implementation of skills developed through coursework and field experiences. Students must be in an early childhood program with learners with severe disabilities for the entire semester.

prereq: SPEDE 76700

Hours 30 hrs seminar plus conferences,

Credits 2 cr

SPEDE 78000 - Language Teaching Approaches and Strategies for Young Children with Autism Spectrum Disorders

Assessment and instructional approaches to teaching language to young children with autism, including picture communication systems. Verbal behavior and visual supports for early literacy: collaboration with speech language therapists and parents.

prereq or coreq: SPEDE 77100 or permission of the program coordinator

Credits 1 cr

SPEDE 78100 - Incidental Teaching and Other Naturalistic Behavioral Strategies

Overview of naturalistic behavioral strategies used in the education of young children with autistic spectrum disorders including incidental teaching, pivotal response training, natural language paradigm, and establishing operations to teach in the natural environment; involving parents.

prereq or coreq: SPEDE 77100 or permission of the program coordinator

Credits 1 cr

SPEDE 78200 - Higher Functioning Children with Autism Spectrum Disorders

Understanding the special needs of higher functioning children with autism spectrum disorders; assessment, instructional approaches, models, and methods for use in educational settings.

prereq or coreq: SPEDE 771 or permission of the program coordinator

Credits 1 cr

SPEDE 78300 - Inclusion of Children with Autism Spectrum Disorders

Why, when and how to include children with autism spectrum disorders in the educational mainstream; strategies that work for different types of students, families, and school environments.

prereq or coreq: SPEDE 771 or permission of the program coordinator
Credits 1 cr

Education: Counseling

COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

Hours 45 hrs,
Credits 3 cr

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

Hours 45 hrs,
Credits 3 cr

COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

Hours 45 hrs,
Credits 3 cr

COCO 70300 - 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.

Hours 45 hrs,
Credits 3 cr

COCO 70500 - Vocational Assessment and Placement

Application of principles of occupational development, vocational choice, work adjustment, job seeking skills, work site 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.

Hours 45 hrs,
Credits 3 cr

COCO 70600 - Group Counseling

Theory and principles of group counseling. Developing group-counseling skills through practice.

prereq: COCO 70100 and COCO 70200

Hours 45 hrs,

Credits 3 cr

COCO 70700 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 70800 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 70900 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 71000 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 71100 - 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.

prereq: COCO 70600 and COCO 71800

Hours 45 hrs,

Credits 3 cr

COCO 71200 - Career Counseling, Assessment and Placement

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site 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.

Hours 60 hrs,

Credits 4 cr

COCO 71500 - 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 in interaction with the family unit.

Hours 45 hrs,

Credits 3 cr

COCO 71800 - Practicum in Counseling

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.

prereq: COCO 70000 and COUNS 71700 or COUNM 71600 or COUNR 71600

coreq: COCO 71900

prereq or coreq: COCO 70600

Hours 100

COCO 71900 - Individual Supervision

Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student's proficiency and competence as a professional counselor.

coreq: COCO 71800

Hours 45

Credits 3

COCO 72300 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 72500 - Internship in Counseling I

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.

prereq: COCO 71800 and COCO 71900

prereq or coreq: COUNM 71700 or COUNR 72000 or COUNS 72100

Hours Each 300 hrs to be arranged in selected field settings
Credits 4 cr each semester

COCO 72600 - Internship in Counseling II

The second part of the internship: follows COCO 72500 Internship in Counseling I.

prereq: COCO 72500
Hours 45
Credits 3

COCO 72700 - Special Topics in Counseling

Study of significant issues, problems, and emerging trends in counseling.

Hours 45 hrs,
Credits 3 cr

COCO 72800 - Special Topics in Counseling

Study of significant issues, problems, and emerging trends in counseling.

Hours 45 hrs,
Credits 3 cr

COCO 73500 - 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.

Hours 45 hrs,
Credits 3 cr

COCO 74100 - Independent Study

Students will carry out independent project approved by faculty and supervised by a staff member.

Hours 15 hrs (supervised),
Credits 1 cr

COCO 74200 - Independent Study

Students will carry out independent project approved by faculty and supervised by a staff member.

Hours 30 hours (supervised),
Credits 2 cr

COCO 74300 - Independent Study

Students will carry out independent project approved by faculty and supervised by a staff member.

Hours 45 hrs hours (supervised),

Credits 3 cr

COUNM 71600 - Foundations of Mental Health Counseling

This course provides an overview of mental health counseling. The course will address the following: professional identity, functions and issues facing mental health practitioners; disparities in mental health services across culturally and linguistically diverse communities; principles, theories and practice of community interventions; public policy and governmental relations impacting mental health.

pre- or coreq: DSM-IV Workshop

COUNM 71700 - Psychopathology: Diagnosis and Treatment

This course provides a framework for understanding the range of personality and behavioral conditions that are presented in the Diagnosis and Statistical Manual of Mental Disorders of the American Psychiatric Association (DSM-IV). The class focuses on the description, etiology, assessment, diagnosis, treatment and prevention of these disorders within diverse urban settings.

prereq or coreq: COUNM 71600

Hours 45

Credits 3

COUNM 72000 - Mental Health Counseling: Program Development and Evaluation

The course focuses on the development and evaluation of mental health programs in culturally/linguistically diverse urban settings from program inception onward including assessment to insure quality services. The course covers federal, state and local governmental inpatient and outpatient mental health treatment services, not-for-profit organizations and community-based mental health service programs.

prereq or coreq: COUNM 71600 and COUNM 71700

Hours 45

Credits 3

COUNS 71700 - Foundations of School Counseling

History, philosophy, legal, and ethical considerations in school counseling. The school context and professional issues in school counseling will be emphasized, including the school counselor's role, developmental programming, counseling interventions, consultation and liaison, and advocacy.

Hours 45
Credits 3

COUNS 72100 - Counseling Interventions for Children and Adolescents

This course focuses on prevention and intervention of mental health disorders of children and adolescents.

prereq: COCO 70800
Hours 45
Credits 3

COUNS 72200 - School Based Consultation

This upper level course provides counselors with the knowledge and skills necessary to engage in consultation, collaborative problem solving, and systems level intervention in educational settings. Theories, models, and processes of consultation of change will be examined.

prereq or coreq: COCO 72500
Hours 45
Credits 3

Education: Counseling/Rehabilitation

COUNR 71600 - 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.

Hours 45 hrs,
Credits 3 cr

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs,
Credits 3 cr

COUNR 73000 - 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.

*Hours 45 hrs,
Credits 3 cr*

Education: School Counseling

COUNS 72000 - 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. (Taken last semester prior to graduation)

*prereq: COCO 70900
prereq or coreq: COCO 72600
Hours 45
Credits 3*

Education: Educational Psychology

EDPS 70000 - Educational Psychology Proseminar

This proseminar consists of workshops, discussions and presentations on topics orienting students to the field of educational psychology and introducing them to the research interests of faculty members.

Credits : none

EDPS 70100 - Statistics and Statistical Computing in Education I

This course provides students with an introduction to statistical analyses used in educational research, including descriptive statistics, hypothesis testing, t-tests, analysis of variance, correlation, regression, and the use of computer packages for these analyses.

*Hours 60
Credits 4*

EDPS 70200 - Educational Research Methods

This course is to increase students' understanding of the nature, purposes, needs, and types of research conducted by educational researchers and psychologists. Students will learn a range of research designs and methods, and their applications to education-related settings and issues.

Hours 60

Credits 4

EDPS 70300 - Learning and Behavior Theories

This course provides students with an overview of the study of human learning and behavior. A major goal of this course is to provide students with the knowledge and skills necessary to enable them to appropriately apply theories of learning in instructional settings.

Hours 60

Credits 4

EDPS 71100 - EDPS Metacognitive and Cognitive Processes in Education

This course provides students with an overview of major research on metacognitive and cognitive processes in learning and instruction. Focuses will be on major theories and research as well as metacognitive and cognitive processes and strategy applications in the areas of mathematical learning, text comprehension, science, and writing.

prereq: EDPS 70200

coreq: EDPS 70300

Hours 60

Credits 4

EDPS 71200 - Multicultural Issues in Learning and Instruction

This course will examine the current research in K-12 education to explore the role of multicultural issues in teaching and learning.

prereq or coreq: EDPS 70200

Hours 60

Credits 4

EDPS 71300 - Cognition and Educational Technology

This course covers research about the influence of educational technology on the development of thinking and learning.

prereq: EDPS 70300

Hours 60

Credits 4

EDPS 72100 - Statistics and Statistical Computing in Education II

This course builds on knowledge of basic statistics, focusing on multiple regression and factorial ANOVA for statistical analysis of continuous and categorical independent variables. Diagnosis and treatment of data analytic problems such as missing data are discussed.

prereq: EDPS 70100, EDPS 70200

Hours 60

Credits 4

EDPS 72200 - Tests and Measurement

This course covers the following topics: classical test theory, tests construction, reliability estimation and generalizability theory, validation, item analysis, test bias, and introduction to item response theory, and the use of high-stakes testing in educational policy.

prereq: EDPS 70100 and EDPS 70200

Hours 60

Credits 4

EDPS 72300 - Educational Program Evaluation

This course is designed to provide students with an overview of key concepts, theories, and methodologies utilized in the field educational evaluation.

Hours 60

Credits 4

EDPS 74100 - Mediating Factors in Student Achievement

This course will examine the current research in K-12 education in an effort to explore several of the more widely identified mediating factors that directly impact upon student achievement.

prereq: EDPS 70300

Hours 60

Credits 4

EDPS 74200 - Special Topics in Educational Research Methods

This course will examine in-depth a selected method of research and statistical procedure in an educational psychology-related field. Topics and corresponding readings will vary each semester.

prereq: EDPS 70100, EDPS 70200, EDPS 70300

Hours 60

Credits 4

EDPS 74300 - Special Topics in Educational Psychology

This course will examine current research regarding a selected topic within the field of educational psychology; topics and readings will vary by semester.

prereq: EDPS 70100, EDPS 70200, EDPS 70300

Hours 60

Credits 4

EDPS 74900 - Independent Study in Educational Psychology

Permission of faculty adviser and chairperson required. Independent study in the area of educational psychology. A maximum of 4 credits of independent study may be counted toward the degree.

Credits 1 - 4

EDPS 79000 - Educational Psychology Seminar

This course provides an opportunity for students to prepare an original scholarly review of research literature or theoretical paper of publishable quality on an educational psychological topic of interest. The general goal of the course is to enable students to apply their knowledge of educational psychological issues and research through the development of a scholarly research paper.

prereq: students must have completed a minimum of 24 credits

Hours 60

Credits 4

EDPS 79501 - Educational Psychology Thesis Research 1

This course provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

prereq: students must have completed a minimum of 24 credits

Hours 30

Credits 2

EDPS 79502 - Educational Psychology Thesis Research 2

This course provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

prereq: students must have completed a minimum of 24 credits

Hours 30

Credits 2

Education: Health Education

HED 71400 - Health Education for the Classroom Teacher

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,

Credits 1 cr

Education: Latin Education

LATED 47110 - Practicum in Latin, Grades 7–9

Supervised practicum in the teaching of Latin in grades 7–9.

prereq: LATED 71300

prereq or coreq: SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

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 74110 must also take either LATED 75120 or LATED 74120

LATED 71200 - Methods 1: Classroom Organization, Management, and Assessment of Instruction in Latin

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.

prereq: completion of 18 credits of graduate Latin courses

prereq or coreq: SEDF 70400

Hours 45 hrs, including conferences,

Credits 3

LATED 71300 - Methods 2: Teaching for Diverse Learners in Latin

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.

prereq: LATED 71200

prereq or coreq: SEDF 70500

Hours 30 hrs plus 36 hrs fieldwork,

Credits 2

LATED 73100 - Student Teaching in Latin, Grades 7–12

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 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 this course and may not continue in the program.

prereq: LATED 71300

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

LATED 74110 - Practicum in Latin, Grades 7-9

Supervised practicum in the teaching of Latin in grades 7–9. 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 this course and may not continue in the program. Students who take **LATED 74110** must also take **LATED 74120**.

prereq: LATED 71300

Hours 30 hrs plus conferences,

Credits 2 cr

LATED 74120 - Practicum in Latin, Grades 10-12

Supervised practicum in the teaching of Latin in grades 10–12. 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 this course and may not continue in the program. Students who take **LATED 74120** must also take **LATED 74110**.

prereq: LATED 71300

Hours 30 hrs plus conferences,

Credits 2 cr

LATED 75110 - Student Teaching in Latin in Grades 7-9

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.

prereq: LATED 71300

prereq or coreq: SEDF 70600

Hours 30 hrs, plus 30 days and conferences,

Credits 3 cr

students who enroll in LATED 75110 must also complete LATED 75120 or LATED 74120 See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.

LATED 75120 - Student Teaching in Latin in Grades 10-12

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.

prereq: LATED 71300

prereq or coreq: SEDF 70600

Hours 30 hrs, plus 30 days and conferences,

Credits 3 cr

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

Education: Literacy Education

EDLIT 73000 - Language, Literacy and Culture, Grades 1-12

Study linguistic knowledge base, as well as the interrelationship between language, literacy and learning in a pluralistic society. Topics include the structure of English language and its role in reading and writing; the nature of language acquisition; English language proficiency for academic purposes; strategies for meeting English language learners' needs and for promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools.

prereq or coreq: ECC 70400 (for Birth-Grade 6 students only) and EDLIT 73500

Hours includes 10 hrs in the field analyzing language use of ESL learners

Credits 3 cr

EDLIT 73100 - Literacy Assessment: Birth–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.

prereq or coreq: ECC 70400 and EDLIT 73500

Hours Includes 15 hrs in the field assessing diverse learners 45 hrs,

Credits 3 cr

EDLIT 73200 - 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.

Hours Includes 5 hrs in a classroom-based dramatic demonstration

Credits 3 cr

EDLIT 73300 - Theories and Process of Teaching Writing: Pre-K–Grade 6

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.

Hours Includes 15 hours in the field observing and analyzing writing development

Credits 3 cr

EDLIT 73400 - Literacies within the Disciplines: K–Grade 6

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.

prereq or coreq: ECC 70400 and EDLIT 73500

Hours Includes 10 hrs in a classroom focused on older learners (grades 3-6) and content area literacy

Credits 3 cr

EDLIT 73500 - Survey of Instructional Approaches for Language and Literacy Development: Grades K-12

Critically examine instructional approaches appropriate for language and literacy development in literacy education informed by current research. Course participants examine, select, design and organize linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of elementary, middle and high school students with varying developmental abilities.

Hours Includes 5 hours fieldwork

Credits 3 cr

EDLIT 73600 - Diagnosis of Reading Difficulties

A study of factors related to students who are experiencing difficulty acquiring literacy. Procedures for diagnosing reading achievement and related language skills.

prereq: EDLIT 73100

Hours Includes 15 hours of diagnosis, under supervision, of students with reading difficulties

Credits 3 cr

EDLIT 73700 - Practicum in Remedial Reading

Theoretical consideration and procedures in the instruction of students with reading difficulties.

prereq: EDLIT 73600

Hours Includes 20 hrs of supervised remedial sessions with individual students on-site at Hunter College

Credits 3 cr

EDLIT 73800 - Literacy Programs: Organization and Resources

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.

prereq: EDLIT 73100 (for Birth-Grade 6 students only)

Hours Includes 15 hours of survey for the enhancement of literacy programs

Credits 3 cr

EDLIT 73900 - Literacy Instruction for Struggling Readers and Writers, PreK-6

prereq or coreq: None
Credits 3

EDLIT 73901 - Delays in Early Language and Literacy Development in Young Children with Special Needs

Historical, theoretical, and research-based teaching practice issues related to literacy and language instruction for children with special needs, ages birth through second grade.

coreq: ECC 70400
Hours Includes 5 hrs observation in an inclusive early childhood setting or a program with special needs focus, 15 hrs,
Credits 1 cr

EDLIT 73902 - Special Needs Issues in Literacies within the Curriculum

Adaptation, modification and management of instruction, curriculum, the learning environment, materials and technology across the curriculum for children with special learning needs.

prereq: EDLIT 73901
Hours 15 hrs,
Credits 1 cr

EDLIT 73903 - Adaptations and Modifications in Approaches to Literacy for Students with Special Needs

Adaptation and modification of instructional strategies, technology and curriculum in literacy for full inclusion of children with disabilities.

prereq: EDLIT 73902
Hours 15 hrs,
Credits 1 cr

EDLIT 74000 - Leadership in Literacy

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.

prereq: minimum of 27 cr. in the literacy program
Hours 45 hrs,
Credits 3 cr

EDLIT 74100 - Selected Topics

In-depth study of emerging areas related to literacy education for children birth through grade 6.

prereq or coreq: approval of the instructor

*Hours 45 hrs,
Credits 3 cr
This is an elective course.*

EDLIT 74200 - Practicum in Literacy

Fifty-hour college-supervised practicum divided into two 25-hour placements; one at early childhood level and one at the childhood level.

*prereq: 15 credit hours in the literacy master's program
Hours 15 hr seminar plus 50 hrs in the field,
Credits 1 cr*

EDLIT 75300 - Methods of Teaching Writing: Grades 5-12

Development and assessment of writing skills and methods for teaching writing including analysis of techniques and environments that foster writing development, and writing across the disciplines, in all students at middle childhood and adolescent levels (ELL, gifted, special needs). State writing standards and technology are integrated.

*Hours includes 15 hours fieldwork
Credits 3*

EDLIT 75400 - Literacies within the Disciplines: Grades 5-12

Exploration into the literacy demands and challenges inherent in the academic subjects of math, science, history and social studies, as well as media, health, technology and the arts.

*Hours includes 10 hours in classrooms focused on literacies within the disciplines
Credits 3*

EDLIT 75500 - Literacy Instruction for Struggling Readers and Writers: Grades 5-12

Exploration of historical, theoretical and research-based teaching practice issues related to overcoming reading/writing difficulties. Assessment and intervention strategies, adaptation and modification of instructional strategies, technology and curriculum to improve foundational skills and learning outcome of middle and high school struggling readers and writers.

*Hours includes 15 hours fieldwork
Credits 3*

EDLIT 75600 - Literacy Assessment: Grades 5-12

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 instruction planning and meeting NYS English Language Arts performance standards.

prereq: 9 credits in the content core

Hours includes 15 hours in the field assessing diverse learners

EDLIT 75700 - Practicum in Literacy Assessment and Intervention: Grades 5-12

A study of factors related to middle and high school students who are experiencing difficulty acquiring literacy. Implement, design and use a variety of procedures for diagnosing reading achievement and related language skills. Use assessment data to plan and implement intervention activities for students with literacy difficulties.

prereq: EDLIT 75600

Hours includes 25 hours of supervised assessment and intervention sessions with individual middle school students on-site at Hunter College Literacy Space and 25 hours of supervised assessment/intervention sessions off site with high school students

Credits 3

Education: Music Education

MUSED 67700 - 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.

prereq or coreq: SEDF 70400

Hours 45 hrs plus 18 hrs of fieldwork

Credits 2

MUSED 67800 - 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.

prereq: MUSED 67700

prereq or coreq: SEDF 70500

*Hours 45 hrs plus 18 hrs fieldwork,
Credits 2*

Education: Special Education

CEDC 75400 - Differentiating Curriculum for Gifted and Talented Learners

Consideration of a wide range of curriculum options appropriate for meeting diverse kinds of gifted learning needs from early childhood through Grade 12, as well as a variety of placement options, from the regular classroom to the fulltime gifted school.

*Cross-listed SPED 75400
Hours includes 10 hrs field experience
Credits 3*

EDABA 79500 - Applied Behavior Analysis I

The primary focus of this course is on foundational principles and methods in applied behavior analysis, and their basic and general applications in educational and similar settings. Topics to be covered include defining and measuring behavior, displaying and analyzing data, experimental analysis of behavior change procedures, positive and negative reinforcement, positive and negative punishment, and schedules of reinforcement.

*prereq or coreq: SPEDE 77100
Hours 45
Credits 3*

EDABA 79600 - Applied Behavior Analysis II

This course examines specific behavior analysis methods and applications including behavior change procedures such as prompting, imitation, incidental teaching, shaping, and chaining. Procedures to address generalization, motivation, stimulus control, and self-management will be evaluated. In addition, both observational and experimental functional behavior assessment procedures are discussed.

*prereq: EDABA 79500
Hours 45
Credits 3*

EDABA 79700 - Applied Behavior Analysis Research Methods and Ethics

This course is an introduction to research methods used in applied behavior analysis. Topics include the development of research questions, measurement of behavior, single-subject experimental design, data collection, and data analysis. In addition, this course covers ethics and professional behavior for applied behavior analysts as they relate to research and practice.

Hours 45

Credits 3

EDABA 79800 - Behavior Analytic Approaches to Learning

This course provides a survey of behavior analytic approaches to learning. Major areas covered include respondent conditioning, operant conditioning, stimulus control, stimulus classes, taxonomies of verbal behavior, and motivation.

Hours 45

Credits 3

EDABA 79900 - Applied Behavior Analytic Autism Intervention

This course examines applied behavior analytic intervention for individuals with autism. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include interventions for basic discrimination skills, generalized imitation, independence, language skills, play skills, social skills, self-help skills, feeding, leisure skills, vocational skills, managing problem behavior, and transition to less restrictive environments.

prereq: EDABA 79500 or EDABA 79800

Hours 45

Credits 3

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 70100 - Assessment of Students with Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 10 hrs of field experience

Credits 3

SPED 70151 - Advanced Preparation in Educational Assessment

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge, curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

Hours 45

Credits 3

SPED 70151 - Advanced Preparation in Educational Assessment

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge, curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

Hours 45

Credits 3

SPED 70200 - Classroom Management in Special Education and Inclusive Settings

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 15 hrs of field experience

Credits 3

SPED 70250 - Classroom Management in Special Education and Inclusive Settings

Develops skills 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. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000, SPED 79000, SPED 79100, or SPED 74000, SPED 74100

Hours Includes 20 hrs of field experience, 45 hrs,

Credits 3 cr

SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders

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.

prereq: SPED 70000

coreq: current employment as a teacher or enrollment in student teaching

Hours Includes 10 hrs of field experience, 45 hrs,

Credits 3 cr

SPED 70400 - Issues in Teaching English Second Language Learners with Special Education Needs

Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education 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.

prereq or coreq: SPED 70000

Hours 15 hrs,

Credits 1 cr

SPED 70500 - Use of Instructional Technology in Special Education

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.

prereq or coreq: SPED 70000

Hours 30 hrs lab,

Credits 1 cr

SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPEDE 76800

Hours Includes 10 hours of field experience, 45 hrs,

Credits 3 cr

SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000 and SPED 74200 or SPED 79100

Hours (includes 10 hours of field experience),

Credits 3 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,

Credits 3 cr

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45

Credits 3

SPED 70751 - Advanced Seminar in Special Education Practice (For those in Advanced Preparation in Special Education)

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45

Credits 3

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SPED 71051 - Independent Study in Special Education

Designed to allow advanced students to further their understanding and skill within special education.

Hours 15-45 hrs,

Credits 1-3 cr

Students must obtain the approval and participation of a special education adviser 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 71052 - Independent Study in Special Education

Designed to allow advanced students to further their understanding and skill within special education.

Hours 15-45 hrs,

Credits 1-3 cr

Students must obtain the approval and participation of a special education adviser 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 71053 - Independent Study in Special Education

Designed to allow advanced students to further their understanding and skill within special education.

Hours 15-45 hrs,

Credits 1-3 cr

Students must obtain the approval and participation of a special education adviser 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 71151 - Independent Study in Deaf and Hard-of-Hearing

Designed to allow advanced students to further their understanding and skill within deaf and hard-of-hearing special education.

Hours 15-45 hrs,

Credits 1-3 cr

Students must obtain the approval and participation of their adviser 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 71152 - Independent Study in Deaf and Hard-of-Hearing

Designed to allow advanced students to further their understanding and skill within deaf and hard-of-hearing special education.

Hours 15-45 hrs,

Credits 1-3 cr

Students must obtain the approval and participation of their adviser 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 71153 - Independent Study in Deaf and Hard-of-Hearing

Designed to allow advanced students to further their understanding and skill within deaf and hard-of-hearing special education.

Hours 15-45 hrs,

Credits 1-3 cr

Students must obtain the approval and participation of their adviser 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 71251 - Independent Study in Blindness and Visual Impairment

Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education.

Hours 15-45 hrs,

Credits 1-3 cr

Students must obtain the approval and participation of their adviser 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 71252 - Independent Study in Blindness and Visual Impairment

Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education.

Hours 15-45 hrs,

Credits 1-3 cr

Students must obtain the approval and participation of their adviser 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 71253 - Independent Study in Blindness and Visual Impairment

Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education.

Hours 15-45 hrs,

Credits 1-3 cr

Students must obtain the approval and participation of their adviser 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 71451 - Topics in Special Education: ITI Practicum in Visual Impairment

Credits 1 cr

SPED 72000 - American Sign Language I

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, fingerspelling, numbers, and spatial and pronominal reference.

prereq or coreq: SPED 70000

Hours Includes 10 hrs of field experience, 90 hrs lab,

Credits 3 cr

SPED 72100 - American Sign Language II

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.

prereq: SPED 72000

Hours Includes 10 hrs of field experience 90 hrs lab,

Credits 3 cr

SPED 72200 - The Study of ASL Educational Linguistics

Focus on the linguistic structure of ASL: phonology, morphology, syntax, pragmatics, and discourse rules. Traces acquisition of ASL during infancy, childhood and adolescent. 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.

prereq: SPED 72100

Hours 60 hrs lab,

Credits 2 cr

SPED 73000 - Education of Students Who Are Deaf and Hard-of-Hearing

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.

Hours Includes 10 hours of field experience 45 hrs,

Credits 3 cr

SPED 73100 - Reading and Writing Development for Students Who Are Deaf and Hard-of Hearing: Methods 1

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.

prereq or coreq: SPED 73000

Hours Includes 15 hrs of field experience 45 hrs,

Credits 3 cr

Fall only

Must take SPED 73300 in semester immediately following.

SPED 73300 - Math and Across-the Curriculum Adaptations for Students who are Deaf and Hard-of Hearing: Methods 2

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.

prereq: SPED 70000 and in the immediate preceding semester SPED 73100

Hours Includes 15 hrs of field experience

Spring only

SPED 73500 - Speech Development and Remediation of Students who are Deaf and Hard-of-Hearing

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.

prereq or coreq: SPED 70000

Hours Includes 5 hrs of field experience

Credits 3

SPED 73600 - Aural Rehabilitation of Students who are Deaf and Hard-of-Hearing

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.

prereq or coreq: SPED 70000

Hours Includes 5 hrs of field experience

SPED 73700 - Student Teaching: Deaf and Hard-of- Hearing, Preschool–Grade 12

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. Weekly seminar and conferencing to integrate knowledge and skills prerequisite 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.

prereq or coreq: SPED 72100, SPED 73300

Hours 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,

Credits 4 cr

SPED 73750 - Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 6

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student-teaching field experience. 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.

prereq or coreq: SPED 721, SPED 733

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 73751 - Student Teaching: Deaf and Hard-of-Hearing, Grades 7–12

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. 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.

prereq or coreq: SPED 721, SPED 733

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 73752 - Practicum: Deaf and Hard-of-Hearing, Preschool–Grade 6

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised. 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.

prereq or coreq: SPED 721, SPED 733

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 73753 - Practicum: Deaf and Hard-of-Hearing, Grade 7–12

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised clinical teaching experience. 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.

prereq or coreq: SPED 721, SPED 733
Hours 30 hrs seminar, plus conferences,
Credits 2 cr

SPED 73760 - Supervised Practicum: Deaf and Hard-of-Hearing, Preschool–2nd Grade

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. 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.

prereq or coreq: SPED 72100, SPED 73300
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,
Credits 2

SPED 73761 - Supervised Practicum: Deaf and Hard-of-Hearing, Grades 1-6

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. 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.

prereq or coreq: SPED 72100, SPED 73300
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching
Credits 2

SPED 73762 - Supervised Practicum: Deaf and Hard-of- Hearing, Grades 5-9

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised. 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.

prereq or coreq: SPED 72100, SPED 73300
Hours 30 hrs seminar, plus conferences,
Credits 2

SPED 73763 - Supervised Practicum: Deaf and Hard-of- Hearing, Grade 7–12

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised clinical teaching experience. 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.

prereq or coreq: SPED 7210, SPED 73300

Hours 30 hrs seminar, plus conferences,

Credits 2

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000

Hours Includes 10 hrs of field experience

SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000, SPED 74100

Hours Includes 15 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000, 74100, 74200, 74300

Hours 15 hrs,

Credits 1 cr

SPED 74600 - Educational Implications of Learners Who Are Deafblind

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.

prereq: SPED 70000, SPED 79000 or SPED 74100

Hours Includes 10 hrs of field experience

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 74800 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 12

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,

Credits 4 cr

SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 74851 - Student Teaching: Blindness and Visual Impairment, Grades 7–12

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in either middle adolescent or adolescent, 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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 74852 - Supervised Practicum: Blindness and Visual Impairment, Preschool–Grade 6

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 74853 - Supervised Practicum: Blindness and Visual Impairment, Grades 7–12

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, 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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 74854 - Student Teaching 2: Blindness and Visual Impairment, Preschool–Grade 6

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 plan, writing functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours structured conferences, plus 20 days student teaching,

Credits 1

SPED 74855 - Student Teaching 2: Blindness and Visual Impairment, Grade 7–12

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnership with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences, plus 20 days student teaching

Credits 1 cr

SPED 74856 - Supervised Practicum 2: Blind and Visual Impairment Preschool–Grade 6

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 placement. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences

Credits 1 cr

SPED 74857 - Supervised Practicum 2: Blind and Visual Impairment, Grades 7–12

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placement. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences

Credits 1 cr

SPED 74900 - Orientation and Mobility for Students with Visual Impairments and Additional Disabilities

An advanced orientation and mobility course on specialized instructional strategies that address the special travel difficulties of learners (infants to older adults) who are blind or visually impaired with additional disabilities. Topics include deafness, deafblindness, multiple impairments, motoric, cognitive and affective impairments. This course also addresses instructional strategies for persons in unique living situations or environments.

Hours includes 10 hrs field experience, 45 hrs,

Credits 3 cr

SPED 75000 - The Study of Behavior Disorders

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.

prereq or coreq: SPED 70000

Hours Includes 20 hrs of field experience

SPED 75051 - The Study of Behavior Disorders

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 75100 - Methods and Materials for Teaching Students with Behavior Disorders

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.

prereq or coreq: SPED 75000

Hours Includes 20 hrs of field experience

Credits 3

SPED 75151 - Methods and Materials for Teaching Students with Behavior Disorders

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. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPED 75000

Hours 45

Credits 3

SPED 75200 - Student Teaching: Behavior Disorders, Grades 1–3 and 4–6

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar, plus conferences, plus 40 hours student teaching at two age levels,

Credits 4 cr

SPED 75250 - Student Teaching: Behavior Disorders, Grades 1–3

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 75251 - Student Teaching: Behavior Disorders, Grades 4–6

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 75252 - Supervised Practicum: Behavior Disorders, Grades 1–3

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 75253 - Supervised Practicum: Behavior Disorders, Grades 4–6

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar plus conferences,

Credits 2 cr

SPED 75300 - Understanding and Identifying Gifted Learners: Individual and Developmental Diversity

An overview of major questions and issues in the field, including What is intelligence? What is creativity? What is giftedness? How do we measure these qualities? Focus on the urban context, incorporating rich cultural, social, political, educational, and scientific resources possibilities, and developing expertise in educating gifted and talented students from a broad range of backgrounds.

Cross-listed (Cross-listed with CEDF 75300.)

Hours 45 hrs includes 10 hrs field experience

Credits 3 cr

SPED 75400 - Differentiating Curriculum for Gifted and Talented Learners

Consideration of a wide range of curriculum options appropriate for meeting diverse kinds of gifted learning needs from early childhood through Grade 12, as well as a variety of placement options, from the regular classroom to the full time gifted school.

Cross-listed (Cross-listed with CEDF 75400)

prereq or coreq: SPED 75300

Hours Includes 10 hrs field experience

Credits 3

SPED 75500 - Assessment and Instruction for Diversely Gifted Learners

Supervised learning lab experience involving scaffolded assessment, diagnosis, and associated curriculum differentiation for diversely gifted learners, including those with learning and emotional problems, physical disabilities, and special abilities. Includes writing and implementing individual education plans.

Cross-listed (Cross-listed with CEDC 755.)

prereq or coreq: SPED 75300 and SPED 75400

Hours Includes 20 hrs field experience

SPED 75600 - Professional Discourse and Leadership in Gifted Education

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

Cross-listed ADSUP 75600, CEDC 75600, CEDF 75600

prereq or coreq: SPED 75500 or CEDC 75500

Hours Includes 10 hrs field experience

SPED 76000 - Skills and Techniques for Rehabilitation Teaching I

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.

prereq: SPED 74000, 74100

Hours Includes 10 hrs field experience

Credits 3

SPED 76100 - Skills and Techniques for Rehabilitation Teaching II

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.

prereq: SPED 76000

Hours includes 10 hrs field experience

Credits 3 cr

SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100

Hours 45 hrs,

Credits 3 cr

SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

SPED 76500 - Intermediate Orientation and Mobility

Theories related to perception, learning and development of individuals who are blind or visually impaired, and /or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

prereq or coreq: SPED 76800

Hours includes 50 hrs of lab plus 15 hrs field experience

Credits 3 cr

SPED 76600 - Advanced Orientation and Mobility

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

prereq: G SPED 76500

Hours includes 50 hrs of lab plus 15 hrs field experience

Credits 3 cr

SPED 76700 - Orientation and Mobility: Internship/Seminar

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

prereq: G SPEDE 77000 and G SPED 79000 and G SPED 79100

Hours 30 hrs seminar, plus conferences plus 340 hours of internship,

Credits 2 cr

SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar

This course teaches assessment of the systems of mobility used by persons who are visually impaired and develops competencies in teaching indoor travel techniques used by persons with visual impairments. Two week summer course.

prereq: SPED 74700

Credits 2 cr

Two week summer course.

SPED 76900 - Advanced Orientation and Mobility Lab and Seminar

This course demonstrates practical application of Orientation and Mobility instructional techniques as they are applied in outdoor settings under blindfold and with low vision simulators. Content related to instructional strategies will be provided during the in-class seminar. Two week summer course.

prereq: G SPED 76800 and G SPED 76500

Credits 2

Two week summer course.

SPED 77100 - Methods of Teaching Reading for Adolescents with Learning Disabilities

This course addresses principles, methods, and specially designed instruction for adolescents with learning disabilities, mild/moderate cognitive impairment, and/or behavior disorders. The focus is on developing literacy through all aspects of reading, including: developing comprehension, expanding vocabulary, increasing fluency, utilizing phonics, and refining phonemic awareness. Students will learn strategies that support reading at all levels, including: sound, word, sentence, cross-sentence, text body, and text structure, genre, and across content areas.

coreq: SPED 77200

prereq or coreq: SPED 70000

Hours 45 plus 10 field hours

Credits 3

SPED 77200 - Supervised Clinical Teaching of Adolescents with Disabilities: Part I

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities, mild cognitive impairment, and/or behavior disorders from grades 7–12. Focus on specialized reading instruction, math instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 77100

prereq or coreq: SPED 70000

Hours 30 hours of seminar plus 25 field hours

Credits 2

SPED 77300 - Methods of Teaching Writing, Math, and Organization for Adolescents with Learning Disabilities

This course addresses principles, methods, and specially designed instruction for adolescents with learning disabilities, mild/moderate cognitive impairment, and/or behavior disorders. The focus is on developing skills in (1) writing and (2) mathematics in grades 7–12, with special attention paid to organizational aspects of learning. Students will learn the writing process in general, along with various strategies that promote writing skills of adolescents across the content

areas. In addition, students will learn specific strategies that support struggling learners in mathematics classrooms.

prereq: SPED 77100 and 77200

coreq: SPED 77400

Hours 45

Credits 3

SPED 77400 - Supervised Clinical Teaching of Adolescents with Disabilities: Part II

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities, mild cognitive impairment, and/or behavior disorders from grades 7–12. Focus on specialized reading instruction, math instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

prereq: SPED 77100 and 77200

coreq: SPED 77300

Hours 30 hours of seminar plus 31 field hours working with a student

Credits 2

SPED 77500 - Student Teaching of Adolescents with Learning Disabilities

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate cognitive impairment, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000, 77100, and 77200

Hours 30 hours seminar plus conferences plus 40 days student teaching

Credits 2

SPED 77550 - Supervised Practicum: Learning Disabilities, Grades 7-12

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate cognitive impairment and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000, 77100 and 77200

Hours 30 hours seminar, plus conferences

Credits 2

SPED 77551 - Student Teaching: Learning Disabilities, Grades 7-12

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate cognitive impairment, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000, 77100, and 77200

Hours 30 hours seminar, plus conferences, plus 20 days student teaching

Credits 2

SPED 77552 - Student Teaching: Learning Disabilities, Grades 7-12

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate cognitive impairment, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000, 77100, and 77200

Hours 30 hours seminar, plus conferences, plus 20 days student teaching

Credits 2

SPED 77700 - Supervised Clinical Teaching of Students with Learning Disabilities

Year-long course. On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 78100

prereq or coreq: SPED 70000

Hours 15 hours seminar, plus 22 lab/clinical teaching hours

Credits 2

Year-long course

SPED 78000 - The Study of Learning Disabilities in Children and Adolescents

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.

prereq or coreq: SPED 70000

Hours 45

Credits 3

SPED 78100 - Reading and Writing for Students with Learning Disabilities: Methods 1

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.

coreq: SPED 78200

prereq or coreq: SPED 70000

Hours Includes 10 hrs of field experience

Credits 3

Only in the fall semester (note: must take concurrently with SPED 78200 and must take SPED 78300/78400 in semester immediately following)

SPED 78150 - Reading and Writing for Students with Learning Disabilities: Methods I (for those not in LD Specialization)

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.

prereq or coreq: SPED 70000
Hours Includes 10 hrs of field experience

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1

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. Advanced students must complete individually-tailored assignments.

Hours 45
Credits 3

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1

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. Advanced students must complete individually-tailored assignments.

Hours 45
Credits 3

SPED 78200 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1

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, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 78100
prereq or coreq: SPED 70000
Hours 15 hrs seminar, plus 20 hrs lab,
Credits 2 cr

Fall only (note: must take concurrently with SPED 78100 and must take SPED 78300/78400 in semester immediately following)

SPED 78251 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use. Advanced students must complete individually-tailored assignments.

*Hours 15 hrs seminar, plus 20 hrs lab
Credits 2*

SPED 78300 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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.

prereq: SPED 78100/78200

coreq: SPED 78400

Hours 45

Credits 3

Spring only (note: must take concurrently with SPED 78400 and have taken SPED 78100/78200 in preceding semester)

SPED 78350 - Math, Organizational and Social Strategies for Students with Learning Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hrs,

Credits 3 cr

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 78400 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2

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

prereq: SPED 781/ 782

coreq: SPED 783

Hours 15 hrs seminar, plus 20 hrs lab,

Credits 2 cr

Spring only

SPED 78451 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2

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. Advanced students must complete individually-tailored assignments.

Hours 15 hrs seminar, plus 20 hrs lab

Credits 2

SPED 78500 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

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.

prereq or coreq: SPED 70000

Hours 30 hrs seminar, plus conferences, plus 40 days student teaching,

Credits 4 cr

SPED 78550 - Supervised Practicum: Learning Disabilities, Grades 1–3 or 4–6

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.

prereq or coreq: SPED 70000

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 78551 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

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 78552.

prereq or coreq: SPED 70000

Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,

Credits 2 cr

SPED 78552 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

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 78551.

prereq or coreq: SPED 700

Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,

Credits 2 cr

SPED 78900 - Practicum in Adolescent Special Education

On-the-job supervised year-long classroom practicum on providing specially designed instruction in a special education teacher position/role for students in grades 7 - 12 with learning disabilities, behavior disorders and/or mild/moderate mental retardation. Entails supervisory observations by Hunter College faculty, with feedback conferences and individually tailored follow-up assignments for improving instructional planning, teaching, assessment, and student interactions. The 30-hour seminar focuses on effective instructional and behavioral strategies for the first year of teaching, including meeting the needs of students with severe/multiple disabilities (requires successful completion of

online workshop related to students with severe/multiple disabilities).

prereq or coreq: SPED 70000

Hours 30 hours seminar, plus conferences

Credits 2

Year-long course

SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hrs,

Credits 3 cr

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities

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.

prereq or coreq: SPED 70000, SPED 79000

Hours Includes 15 hrs of field experience

SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

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.

prereq or coreq: SPED 70000 or SPEDE 76800 or SPEDE 76900

Hours Includes 15 hrs of field experience

SPED 79251 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

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. Advanced students must complete individually-tailored assignments.

Hours includes 15 hrs of field experience
Credits 3

SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities

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.

prereq: SPED 70000
Hours includes 10 hrs of field experience, 30 hrs
Credits 2 cr

SPED 79400 - Functional Language and Culture of Learners with Low Incidence Disabilities

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.

prereq: SPED 70600
Hours Includes 5 hrs of field experience,
Credits 1 cr

SPED 79500 - Student Teaching: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–6

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness in grades 1–3 and 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 30 hrs seminar, plus 40 days of student teaching at two grade levels,
Credits 4 cr

SPED 79550 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 1–3

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.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,

Credits 2 cr

SPED 79551 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 4–6

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.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus 20 days of student teaching,

Credits 2 cr

SPED 79552 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–3

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.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 79553 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 4–6

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.

prereq or coreq: SPED 79000, 79100

Hours 30 hours seminar, plus conferences,

Credits 2 cr

SPED 79700 - Topics in Special Education

prereq or coreq: SPED 70000
Hours 15-45 hrs.
Credits 1-3

SPED 79800 - Topics in Special Education

In-depth study of one area relevant to teaching students with disabilities.

prereq or coreq: SPED 700
Hours 15-45 hrs,
Credits 1-3 cr

SPED 79900 - Topics in Special Education

In-depth study of one area relevant to teaching students with disabilities.

prereq or coreq: SPED 700
Hours 15-45 hrs,
Credits 1-3 cr

SPEDE 77051 - Curriculum Models and Methods in Early Intervention and Early Childhood Special Education

Major approaches in early intervention and early childhood special education; instructional sequences and methods for use in different settings such as inclusion programs and the natural environment of the home; team and collaborativeteaching models; the process of using assessment data to create IFSP and IEP goals and objectives and match them to teaching strategies; program evaluation. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPEDE 71400 and SPEDE 76900 or SPED 79100
Hours includes 5 hrs field experience
Credits 3

SPEDE 77151 - Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies

Special learning and behavioral issues in educating infants/toddlers, preschoolers, and elementary age students with autism spectrum disorders; instructional strategies of particular value in working with children who have autism, PDD-NOS, and Asperger's syndrome. Advanced students must complete individually-tailored assignments.

Hours includes 5 hrs of field experience.
Credits 3

SPEDE 77251 - Behavioral Theory and Its Applications to Young Children with Special Needs

The major tenets of behavioral theory; variations in approaches to applied behavior analysis; how to do and use functional behavioral analysis with young children who have special needs. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPEDE 76900 or SPED 79000

Hours includes 5 hrs of field experience

Credits 3

SPEDE 77951 - Practicum in Early Childhood Special Education

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPEDE 776

Hours 30 hrs seminar plus conferences

Credits 2

SPEDE 79550 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar plus 36 days pre-K) plus conferences

SPEDE 79550 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Hours 36 days (30 hr Seminar plus 36 days) Pre-K

Credits 2

SPEDE 79551 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar plus 36 days student teaching K-2) , plus conferences

Credits 2

SPEDE 79551 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Hours 36 days (30 hr Seminar plus 36 days) K-2

Credits 2

SPEDE 79552 - Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Hours (30 hr seminar plus conferences) Pre-K

Credits 2

SPEDE 79552 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised practicum in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar, pre-K), plus conferences

Credits 2

SPEDE 79553 - Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Hours (30 hr seminar plus conferences) K-2

Credits 2

SPEDE 79553 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised practicum in a disability-specific or inclusive school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar, K-2), plus conferences

Credits 2

Education: English as a Second Language

CEDCF 71000 - Social, Historical, & Philosophical Foundations of General and Bilingual Education: Theory and Practice

This course provides a foundation for TESOL and Bilingual Education students in the historical, social and philosophical foundations of general and bilingual education with an emphasis on the development and current educational policies and practices of educating English language learners. Required for TESOL Program 1.

Hours includes 10 hrs of fieldwork

Credits 4

EDESL 70100 - Selected Topics in TESOL

EDESL 701-704 Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser

Credits 1

EDESL 70200 - Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser

Credits 2

EDESL 70300 - Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser

Credits 3

EDESL 70400 - Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser

Credits 4

EDESL 70500 - Structure of English: A Pedagogical View

The total grammatical system of English seen functionally and pedagogically. Students examine research on various English language structures and develop optimum teaching approaches for presenting these structures.

prereq: LING 70100 or permission of TESOL adviser

Hours 45 hrs,

Credits 3 cr

Required of students in Programs One, Two, and the Adult Program.

EDESL 76000 - Master's Essay Seminar in Educational Research

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits or permission of TESOL adviser

Credits 4

EDESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL

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. Includes identification and diagnosis of ESL students with special needs. Required of students in **Program 1** and **Program 2**.

prereq: EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser

Credits 4

includes 10 hrs fieldwork

EDESL 77000 - Content and Curriculum & Materials in Adult TESOL

An overview of current theory and practice in the design of content, curriculum, and materials for the teaching of Adult ESL, focusing primarily on designing ESL instruction for academic and adult continuing ESL contexts. Includes adult content area learning and English for Specific purposes, and integrating the 4 language skills.

prereq or coreq: pre- or coreq: EDESL 79600 or permission of TESOL adviser

Hours includes 10 hrs of fieldwork in Adult ESL classrooms,

Credits 4

EDESL 77100 - K-12 ESL Curriculum and Materials through the Content Areas

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.

prereq: EDESL 79600/79610

prereq or coreq: G EDESL 79600 or G EDESL 79610 or G EDESL 79620

Hours includes 20 hrs fieldwork in K-12 classrooms

Credits 4

20 hrs fieldwork.

EDESL 77200 - First and Second Language, and Technological Literacy in K-12 ESL

An in-depth treatment of theory and practice in the teaching of literacy skills, including technological, to English language learners in the public schools. Required of students in both Pre-K-12 Programs 1 and 2.

prereq: LING 70200

Hours includes 10 hrs fieldwork

Credits 4

EDESL 77600 - Language Assessment in Adult TESOL

An overview of the theories, concepts, methods, and materials for assessing the language and content knowledge of adult ESL students. For students in Program 3.

prereq: G LING 70200

Hours includes 10 hrs of fieldwork in Adult ESL classrooms,

Credits 4

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural

awareness needed for effective language pedagogy.

prereq or coreq: G LING 70200

Credits 4

10 hours of field experience.

EDESL 77800 - Teaching Oral Language Skills in Adult TESOL

An overview of current theory and practice in the teaching of oral skills (speaking, listening, and pronunciation) to adult ESL students, focusing primarily on designing ESL instruction to enhance students' skills in these areas. For students in Program 3.

prereq or coreq: G EDESL 77000

Credits 4

EDESL 77900 - Teaching Reading and Writing Skills in Adult TESOL

An overview of the theory and practice of teaching reading and writing to adults in ESL, with considerations for the wide range of adult ESL learning contexts, including adult continuing education, college English/ESL programs and English for academic purposes. For students in Program 3.

prereq: prereq: EDESL 79600

prereq or coreq: pre- or coreqs: EDESL 7700 or EDESL 78700 or EDESL 77500

Credits 4

EDESL 78000 - Seminar in Educational Research (Master's Essay)

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.

prereq: completion of 24 credits and permission of TESOL adviser

Hours 45 hrs,

Credits 3 cr

Registration by adviser's approval only. Elective for all students.

EDESL 78100 - Curriculum and Materials in TESOL

Overview of the various curriculum and materials options for learning ESL/EFL (listening and an oral comprehension, speaking and conversation, reading and vocabulary building, writing and composing, textbook 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.

prereq or coreq: LING 70100, EDESL 78300 or permission of TESOL adviser

Hours 45 hrs,

Credits 3 cr

(Required of students in Programs One, Two, and the Adult Program.)

EDESL 78200 - TESOL in Adult Education

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.

prereq: LING 70100, EDESL 78300 or permission of TESOL adviser

Hours 45 hrs,

Credits 3 cr

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 78400 - Fieldwork in TESOL with Adults

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 weekly seminar, emphasis is placed on peer dynamics, classroom management and setting and exploiting learning activities and environments.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs,

Credits 3 cr

Required of students in the Adult Program.

EDESL 78410 - Practicum in TESOL for Adults

A hands-on Practicum/teaching experience with adult ESL students in the Community Outreach Program in English (COPE) at Hunter College, that serves as one of two culminating teaching experiences in the Adult Track of the TESOL Program. Students also meet in a weekly seminar immediately after their COPE classes. Required of students in Program 3.

prereq: prereq: completion of 24 credits or permission of TESOL adviser

Hours 30 hrs plus 60 hrs classroom teaching,

Credits 2

EDESL 78420 - Student Teaching in TESOL for Adults

A student teaching experience (with the guidance of a cooperating teacher) in an academic ESL context (either an Intensive ESL Program or a college ESL class), that serves as one of two culminating teaching experiences in the Adult Track of the TESOL Program. Students also meet in a weekly seminar to discuss their student teaching experiences. Required of students in Program 3.

prereq: prereq: completion of 24 credits or permission of TESOL adviser

Hours 30 hrs plus 60 hrs classroom teaching,

Credits 2

EDESL 78500 - Supervised Student Teaching, Pre-K-6 and 7-12

Two-semester supervised student teaching experience in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser
Hours 60 hrs seminar plus student teaching and conference
Credits 2
this is a year-long course

EDESL 78510 - Supervised Student Teaching in the Elementary School: Pre-K–6

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.

prereq: completion of 30 credits or permission of TESOL adviser
Hours 15 hr seminar plus student teaching and conferences,
Credits 2 cr
Required of students in Programs One and Two. note: students should not take 788.10 if they are in this course

EDESL 78520 - Supervised Student Teaching in the Secondary School: Grades 7–12

Supervised student teaching in grades 7–12 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 7–12; (2) Students with prior certification in another area must teach 20 days in grades 7–12.

prereq: completion of 30 credits or permission of TESOL adviser
Hours 5 hrs seminar plus student teaching and conference,
Credits 2 cr
Required of students in Programs One and Two. note: students should not take 788.20 if they are in this course

EDESL 78600 - Phonetics of American English

Phonological (phonetic and phonemic) analysis of contemporary American speech.

prereq or coreq: LING 70100 or permission of TESOL adviser
Hours 45 hrs,
Credits 3 cr
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 78700 - TESOL for Children: Pre-K–12

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.

prereq: LING 70100, EDESL 78300 or permission of TESOL adviser
Hours Includes 25 hrs fieldwork
A field experience is a part of this course. Required of students in both Pre-K–12 Programs One and Two.

EDESL 78800 - Supervised Practicum, Pre-K-6 and 7-12

Two-semester supervised practicum in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs seminar plus student teaching and conference

Credits 2

this is a year-long course

EDESL 78810 - Supervised Practicum in the Elementary School: Pre-K–6

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

prereq: completion of 30 credits or permission of TESOL adviser

Hours 15 hr seminar plus supervised teaching and conferences,

Credits 1 cr

For students in Programs One and Two who teach ESL in an elementary school setting. note: students should not take 785.10 if they are in this course

EDESL 78820 - Supervised Practicum in the Secondary School: Grades 7–12

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.

prereq: completion of 30 credits or permission of TESOL adviser

Hours 15 hr seminar plus supervised teaching and conferences,

Credits 1 cr

For students in Programs One and Two who teach ESL in a secondary school setting. note: students should not take 785.20 if they are in this course

EDESL 78900 - Selected Topics in TESOL

An in-depth treatment of new and critical issues in the teaching of ESL/ELF to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, materials development.

prereq: LING 701 or permission of TESOL adviser

Hours 45 hrs,

Credits 3 cr

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 79000 - 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).

Hours 45 hrs,

Credits 3 cr

An elective for students in Program 3 and for students in Programs 1 and 2 who have been waived from a required course.

EDESL 79100 - Language Assessment in TESOL

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.

prereq: LING 70100 or BILED 77100

prereq or coreq: EDESL 70500 or permission of TESOL adviser

Hours 45 hrs,

Credits 3 cr

Required of students in both Pre-K–12 Programs One and Two; elective for students in the Adult Program.

EDESL 79200 - Second Language Literacy: Reading and Writing, Pre-K–12

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.

prereq: LING 70100, EDESL 70500 or permission of TESOL adviser; EDC 70400

Hours 45 hrs,

Credits 3 cr

Required of students in both Pre- K–12 Programs One and Two; elective for students in the Adult Program.

EDESL 79300 - Technology in TESOL: Pre-K–12

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.

Hours 15 hrs,

Credits 1 cr

Required of students in both Programs One and Two and an elective in the Adult Program.

EDESL 79400 - Teaching ESL Students with Disabilities: Pre-K–12

Overview of issues and practices relevant to the teaching and learning of second language learners with special education needs.

Hours 15 hrs,

Credits 1 cr

Required of students in Programs One and Two.

EDESL 79500 - Health Education for Teachers of ESL: Pre-K–12

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.

Hours 15 hrs,

Credits 1 cr

Required of students in Programs One and Two.

EDESL 79610 - Methodology of Teaching English to Speakers of Other Languages

An overview of K-12 program types and classroom options for teaching English to speakers of other languages. The course covers language teaching methods for teaching the four language skills, options for classroom management, and setting up learning environments. Required of students in **Program 1**.

Credits 4

includes 30 hours fieldwork

EDESL 79620 - Methodology of Teaching English to Speakers of Other Languages

An overview of program types and classroom options for teaching English to speakers of other languages. The course covers basic language teaching methods, options for classroom management, and setting up optimal learning environments. Required of students in Programs 2 and 3.

Hours includes 20 hours fieldwork

Credits 4

20 hours fieldwork

ESESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL

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. Includes identification and diagnosis of ESL students with special needs. Required of students in Programs 1 and 2.

prereq: EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser

Hours includes 10 hrs fieldwork

Credits 4

ESESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

prereq or coreq: LING 70200, EDESL 79600/79610

Credits 4

LING 70200 - Analysis and Structure of English from a Pedagogical Perspective

A comprehensive overview of the English Language for teachers of ESL, covering the sound system, systems of meaning making, orthographic and other representations, and the structures of English, with a specific focus on and application to teaching ESL. Required for students in Programs 1, 2, and 3.

Hours includes 10 hrs fieldwork
Credits 4

LING 77400 - Theory and Research in Second Language Acquisition and Learning

A survey of current theory and research in second language acquisition with particular reference of the acquisition of English and applications of the classroom. Includes introduction to research methodology. Required of students in Program 1, 2, and 3.

prereq: G LING 70200
Credits 4
5 hours of field work.

English - Introductory Courses

ENGL 70100 - Introduction to Literary Studies

Introduction to methods of literary criticism, textual scholarship, and major critical approaches of the last eighty years.

ENGL 70200 - Introduction to Literary Theory and Criticism

Foundation course on the history of literary interpretation and contemporary approaches to texts.

Hours 45 hrs,
Credits 3 cr

English - Creative Writing

ENGL 79000 - Topics in Fiction Writing: Workshop

Studio-style workshop of students' fiction, with weekly submissions and critique.

Hours 45 hrs,
Credits 3 cr

ENGL 79100 - Topics in Poetry Writing: Workshop

Studio-style workshop of students' poetry, with weekly submissions and critique.

*Hours 45 hrs,
Credits 3 cr*

ENGL 79200 - Topics in the Craft of Fiction

Seminar in craft of fiction; topics and readings will vary by semester.

*Hours 45 hrs,
Credits 3 cr*

ENGL 79400 - Topics in the Craft of Poetry

Seminar in craft of poetry; topics and readings will vary by semester.

*Hours 45 hrs,
Credits 3 cr*

ENGL 79500 - Topics in Memoir Writing: Workshop

Graduate writing workshop in memory and autobiography. Students will present memoir and autobiographical writings to be critiqued by members of the workshop and the instructor.

*Hours 45 hrs,
Credits 3 cr*

ENGL 79600 - Topics in the Craft of Memoir:

Participants will study the writer's craft in creative non-fiction in memoir, essay, and/or autobiography. Particular attention will be paid to narration, description, dialogue, characterization, and use of time, through both set examples and writing exercises suggested by the works read.

*Hours 45 hrs,
Credits 3 cr*

ENGL 79701 - Poetry Thesis One

This course gives students the conceptual framework to organize a manuscript and to understand the ways in which representative volumes of poems make definitive statements and alter the poetic discourse of their time.

*prereq: ENGL 79101 and ENGL 79403
Hours 3
Credits 3
Second Year MFA students only*

ENGL 79702 - Poetry Thesis Two

This course is a continuation of Thesis One and gives students the conceptual framework with which to organize a manuscript and to understand the ways in which representative volumes of poems make definitive statements and alter the poetic discourse of their time. To this end, this course begins with an exploration of the history of the Modern Poetic Sequence and the Long Poem.

*prereq: Workshop 79101 and Craft 79403 , Thesis One 79701
Second Year MFA students only*

ENGL 79800 - Writing in Conference

Individual tutorial directed by a member of the writing faculty.

*Hours 45 hrs,
Credits 3 cr
To be taken in sequence with ENGL 79900 (MFA Thesis).*

ENGL 79900 - MFA Thesis

Independent creative writing project, with regular advisory sessions with primary writing faculty adviser.

*Hours 45 hrs,
Credits 3 cr
To be preceded in sequence by ENGL 79800 (Writing in Conference).*

English - Medieval and Early Modern Literature

ENGL 70400 - Beowulf and Other Early Texts

Detailed study of Beowulf and other selected texts written in Britain in the early Middle Ages, in their cultural, political and historical contexts.

ENGL 70500 - Chaucer's Early Works

A study of Chaucer's earlier works (exclusive of The Canterbury Tales) in their cultural, political and historical contexts.

*Hours 45
Credits 3*

ENGL 70600 - Chaucer: Canterbury Tales and Later Works

Detailed study of The Canterbury Tales and later works in their cultural, political and historical contexts.

*Hours 45 hrs,
Credits 3 cr*

ENGL 70700 - Studies in Medieval Literature

Selected Medieval texts in poetry and prose, both British and continental European, in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

ENGL 71200 - 16th-century Poetry and Prose

Reading and analysis of texts of the sixteenth century in their cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 71300 - Shakespeare's Early Works

Study of selected texts, with emphasis on works written before 1600, in their cultural, political and historical contexts.

Hours 45 hrs,

Credits 3 cr

ENGL 71400 - Shakespeare's Late Works

Study of selected texts, with emphasis on works written after 1600, in their cultural, political and historical contexts.

Hours 45 hrs,

Credits 3 cr

ENGL 71500 - Studies in Shakespeare

Selected works by Shakespeare in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

Hours 45

Credits 3

ENGL 71600 - 16th- and 17th-century Drama excluding Shakespeare

Exploration of British dramatic texts of the Early Modern period, in their cultural, political and historical contexts.

Hours 45 hrs,

Credits 3 cr

ENGL 71700 - 16th- and Early 17th-Century Poetry and Prose

Study of major forms of Early Modern poetry and prose, in their cultural, political and historical contexts.

ENGL 71800 - Studies in Early Modern Literature

Selected studies in the literature of the sixteenth through early eighteenth centuries, in its cultural, political and historical contexts.

ENGL 72200 - Milton: Early Works and Paradise Lost

A critical study of Milton's early works and his major epic *Paradise Lost*, in their cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 72300 - Studies in Milton

Selected works by Milton in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

Hours 45 hrs,

Credits 3 cr

ENGL 72500 - Studies in Restoration and 18th-century Literature

Literary works of the Restoration and eighteenth century in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

English - Eighteenth and Nineteenth Century Literature

ENGL 73000 - 18th-century Poetry

Reading and analysis of eighteenth-century poems in their cultural, political and historical contexts.

ENGL 73100 - 18th-century Prose

An analysis of the rise of the British novel in the eighteenth century, and a consideration of other forms of prose in the period in their cultural, political and historical contexts.

Hours 45 hrs,

Credits 3 cr

ENGL 73300 - Studies in 18th-century Literature

Selected study of eighteenth-century British and/or transatlantic poetry and prose in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

ENGL 73400 - Early American Literature

A study of literature in the Americas from the sixteenth through eighteenth centuries in its cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 74000 - Romantic Poetry

Selected British and Continental poetry from the Romantic period, the late-eighteenth and early-nineteenth centuries, in its cultural, political and historical context.

Hours 45
Credits 3

ENGL 74100 - Studies in Romanticism

Selected study of British, Continental European, or transatlantic Romanticism in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

Hours 45,
Credits 3

ENGL 74300 - Victorian Literature

Study of nineteenth century British poetry and prose works in their cultural, political and historical contexts.

Hours 45,
Credits 3

ENGL 74900 - 19th-century Prose of the United States

A study of selected nineteenth century prose works of the United States, both fiction and nonfiction, in their cultural, political and historical contexts.

Hours 45
Credits 3

ENGL 75000 - 19th-century Poetry of the United States

A study of selected nineteenth century poetic works of the United States, in their cultural, political and historical contexts.

Hours 45
Credits 3

ENGL 75100 - 19th-century African American Literature

An examination of poetry and/or prose, written by African Americans during the nineteenth century, in their cultural, political and historical contexts.

Hours 45
Credits 3

ENGL 75200 - Studies in 19th-century Literature

Selected study of British, American and/or other Anglophone nineteenth century literature in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

Hours 45
Credits 3

ENGL 75300 - Studies in Late Victorian and Early Modernist Literature

A study of literature of the fin-de-siècle in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

Hours 45

Credits 3

English - Twentieth and Twenty-First Century Literature

ENGL 75400 - 20th-century British and Irish Prose

A study of prose works of the twentieth century, written in Britain or Ireland, or by British or Irish writers, in their cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 75500 - 20th-century British and Irish Poetry

A study of poetic works of the twentieth century, written in Britain or Ireland, or by British or Irish writers, in their cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 75600 - 20th-century Prose of the United States

Fiction and nonfiction prose in twentieth century U.S. literature, in its cultural, political and historical context.

Hours 45

Credits 3

ENGL 75700 - 20th-century Poetry of the United States

Study of poetry written in the U.S. and the various poetic movements of the century, in their cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 75800 - 20th-century African American Literature

An examination of poetry and/or prose, written by African Americans during the twentieth century, in their cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 75900 - Studies in Modernism

Study of literary works of the modernist movement of the earlier twentieth century in U.S. and/or British literature, in their cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 76000 - Later 20th-/Early 21st-century literature

Selected works in British and/or United States literature from the 1950s to the present in their cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 76100 - Studies in 20th- and 21st-century literature

Study of representative literary works from the later 20th and early 21st centuries in their cultural, political and historical contexts.

Hours 45

Credits 3

English - Topics In Literature, Language, Culture and Theory

ENGL 76500 - Studies in British and American Literature

Study of a topic, figure, critical issue or period in either British or American literature in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

ENGL 76600 - Studies in Ethnicity and Race in Literature

Exploration of a specific topic pertaining to ethnicity and racial formation as it relates to the study of literature.

ENGL 76700 - Studies in Postcolonial/Transnational Literature and Theory

Study of postcolonial and/or transnational literatures in their cultural, political and historical contexts.

ENGL 76800 - Studies in South Asian and Indian Diasporic Literature

Study of South Asian literatures from colonial and postcolonial eras, in their cultural, political and historical contexts.

ENGL 76900 - Studies in African and African Diasporic Literature Outside the U.S.

Study of African literatures from colonial and postcolonial eras, in their cultural, political and historical contexts.

ENGL 77000 - Studies in Caribbean Literature

Study of Caribbean literatures from colonial and postcolonial eras, in their cultural, political and historical contexts.

ENGL 77100 - Studies in African American Literature

Selected African American poetry and prose, in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

ENGL 77200 - Studies in Asian American and Asian Diasporic Literature

Study of Asian American literatures in their cultural, political and historical contexts.

ENGL 77300 - Studies in U.S. Latina/o Literature

Study of U.S. Latina/o literatures in their cultural, political and historical contexts

ENGL 77400 - Studies in Native American Literature

Study of Native American literatures in English in their cultural, political and historical contexts.

ENGL 77500 - Studies in Irish Literature

Study of Irish literatures from precolonial, colonial and postcolonial eras, in their cultural, political and historical contexts.

ENGL 77600 - Studies in Digital Media

Study of British and American literary texts in relation to the digital arts, and exploration of theories of digital literary production.

ENGL 77800 - Studies in Comparative Literature

A study of two or more literary figures, genres, national or scholarly periods, or theoretical approaches, across or within national languages.

ENGL 78000 - Studies in Drama, Theatre and Performance

A literary studies approach to drama, theatre and performance.

ENGL 78100 - Studies in Gender and Sexuality in Literature and Theory

Exploration of the role of gender and sexuality in literature and literary theory.

ENGL 78200 - Studies in Literature by Women

An in-depth critical analysis of literature written by women, focusing on a specific period, topic and/or set of critical questions.

ENGL 78400 - Studies in the Work of a Single Writer

An in-depth study of a single writer, the critical conversations surrounding that writer, and that writer's legacy in her or his genre(s).

ENGL 78500 - Studies in Literature and Language

Study of the ways in which literary language reflects differing social and cultural contexts; exploration of phonology, semantics, and discourse theory.

ENGL 78600 - Studies in Rhetoric

Exploration of rhetoric in its cultural, political and historical contexts.

ENGL 78700 - Studies in Literary Theory and Criticism

An in-depth investigation of foundational and current trends in literary theory.

English - Teacher Education

ENGL 60700 - English Linguistics

Structure of Modern English, with emphasis on analytical method and pedagogical implications. Survey of phonology, morphology, syntax, and dialectal variation.

*Hours 45 hrs,
Credits 3 cr*

ENGL 61500 - Rhetoric and Composition

Rhetorical theory; analysis of selected masterpieces of prose; practice in writing a variety of prose forms.

*Hours 45 hrs,
Credits 3 cr*

ENGL 68100 - Reading Credit

Course of readings designed according to student's interests and needs. Work is directed by member of department.

*Hours 45 hrs,
Credits 1-3*

English - Concluding Courses

ENGL 78800 - Reading Credit

Course of readings designed according to student's interests and needs. Work is directed by a full-time faculty member of the department.

ENGL 78900 - Master's Thesis

Individual research and final thesis writing under faculty supervision. Required of all candidates for MA degree in British and American literature.

Environmental and Occupational Health Sciences Required Courses

EOHS 70200 - 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.

Credits 3

EOHS 70500 - 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.

Credits 3

EOHS 74100 - Environmental and Industrial Hygiene Laboratory

Physical, chemical, and instrumental methods for measuring environmental and occupational contaminants.

prereq or coreq: EOHS 70500

Hours 90 hrs lec and lab,

Credits 4 cr

EOHS 74700 - Hazard Evaluation and Instrumentation

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.

prereq: PH 75000 or 75100, EOHS 70200, EOHS 70500

Credits 3

EOHS 75400 - Environment and Occupational Toxicology

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.

prereq: PH 75400 and EOHS 70500

Credits 3

EOHS 75500 - 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.

Credits 3

EOHS 75700 - Principles of Industrial Hygiene

Recognition, evaluation, and control of industrial hazards due to chemical and physical agents. Topics include occupational health standards, regulatory agency activities, effects of contaminants on human health, sampling and control of hazards, current issues.

prereq: EOHS 70200 and 70500

Credits 3

EOHS 76000 - Supervised Fieldwork (EOHS-MPH)

Directed field experiences in government, private or not-for-profit environmental or occupational health settings for MPH students. Placement in relationship to academic background and career expectations. Emphasis on applying classroom-acquired concepts and skills.

Hours 210 hours (15 months full-time or the equivalent)

EOHS 76200 - Noise and Radiation Hazards and Controls

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.

prereq or coreq: EOHS 70500

Credits 3

EOHS 76500 - Environmental Audits and Remediation

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.

prereq: PH 75000 or 75100

Credits 3

EOHS 77061 - Supervised Fieldwork (EOHS-MS)

Directed field experiences in government, private or not-for-profit environmental or occupational health settings for MS students. Placement in relationship to academic background and career expectations. Emphasis on applying classroom-acquired concepts and skills.

Hours 210 hours (15 months full-time or the equivalent)

Environmental and Occupational Health Sciences Elective Courses

EOHS 71000 - 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.

Credits 3

EOHS 74300 - 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.

Credits 3

EOHS 74500 - 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.

Credits 3

EOHS 74600 - Water Resources

Water and waste water technology related to public health. Sources of water supply, distribution, treatment, chemical, biological and physical water pollutants and their health consequences. Review of federal legislation. Field trip to waste water treatment plant.

EOHS 75900 - Industrial Processes and Plant Visits

A review of major industrial processes and health hazards associated with each. Includes site visits to metropolitan NY industrial facilities during working hours.

prereq: EOHS 75700

Credits 3

EOHS 77000 - Topics in Environmental and Occupational Health Sciences

Courses on current topics in environmental and occupational health sciences.

Offered periodically.

EOHS 77025 - Topics: Biohazards and Emergency Response

This cross-listed undergraduate/masters class covers the biology of microorganisms and toxins most frequently considered in perpetrated attacks. It also considers technology for detection and control for first responders, lab practitioners and other healthcare professionals, emergency communication, and prevention. In addition to classroom activities, students participate in group projects to simulate bioterrorism events and responses; government regulation, chain of evidence, and related topics are covered.

Cross-listed MLS 40066

Hours 3

Credits 3

EOHS 77500 - Indoor Air Quality

A review of sources indoor air pollution and its evaluation and control. Topics include assessment techniques, air sampling, HVAC assessment and remediation approaches.

Credits 3

Epidemiology and Biostatistics Required Courses

BIOS 75000 - Applied Biostatistics I

A follow up course to PH 7500/75100 and PH 75200/75300, covering intermediate-level statistical methods commonly used in public health research. Topics include: simple and multiple linear regression; logistic regression; residual analysis; variable selection. Focus on practical applications, utilizing statistical software.

Cross-listed STAT 75000

prereq: PH 7500 or 75100 and PH 75200 or 75300

Credits 3

BIOS 75100 - Applied Biostatistics II

A follow up course to BIOS 75000, covering intermediate and advanced statistical methods commonly used in public health research. Topics include: log linear and generalized linear models; random and mixed effects models; survival analysis. Focus on practical applications utilizing statistical software.

Cross-listed STAT 75100

prereq: BIOS 75000

EPI 75000 - Epidemiologic Methods I: Study Research Design

This course will provide an in depth understanding of the design and conduct of epidemiological studies, including causal inferences, measurement, major study designs, threats to validity, and urban public health applications.

Examples will be based on the health of New York City residents. Prereq: ,

Cross-listed GC PH 82000

prereq: PH 75100, PH 75300

Credits 3

EPI 75100 - Epidemiologic Methods II: Survey and Research Methods

This course will provide students with an understanding of the methods used to test research hypotheses; tools for selecting statistical tests appropriate for the particular study design and research hypotheses; and an ability to recognize the importance and impact of threat to validity such as confounding and bias. This course will also cover survey methods used in epidemiologic research.

Cross-listed GC PH 82100

prereq: EPI 75000

Credits 3

EPI 75200 - Applied Research: Data management and analysis

This course provides students with the opportunity to apply epidemiological and statistical concepts using several datasets to answer a given research question and test the hypotheses associated with it

prereq: BIOS 75100, EPI 75100 or instructor's permission

Credits 3

Epidemiology and Biostatistics Elective Courses

All EPI and BIOS Elective Courses are 3 Credits

BIOS 75200 - Analysis of Categorical Data

An introduction to statistical models for analyzing categorical data, with emphasis on examples from the health sciences. Topics include: contingency tables and corresponding tests such as chi-square, CMH and trend test, count data, logistic regression and log-linear models.

Cross-listed STAT 75200

prereq: BIOS 75000

BIOS 75300 - Analysis of Longitudinal Data

An introduction to statistical models and methods for analyzing longitudinal data in public health. Topics include: longitudinal designs and cohort sampling, general linear models for longitudinal data, marginal & random effects models, time-dependent covariates, missing values.

Cross-listed STAT 75300

prereq: BIOS 75000

BIOS 75400 - Design and Analysis of Complex Surveys

This course provides an introduction to statistical issues in the design and analysis of complex surveys, with a particular emphasis on public health research. Topics include: basic sampling techniques, stratified and cluster sampling, non-sampling errors, and case studies.

Cross-listed STAT 75400

prereq: BIOS 75000

BIOS 75500 - Survival Analysis

An introduction to regression modeling used in the analysis of time-to-event data in epidemiological, biostatistical, and other health-related research. Topics include: survival functions, proportional-hazards, parametric and competing-risks models, missing data, using case studies.

Cross-listed STAT 75500

prereq: BIOS 75000

BIOS 75600 - Data Analysis

Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics include: data summaries; transformations; the jackknife and resampling schemes; robust estimation; and robust regression methods.

Cross-listed STAT 71600

prereq: BIOS 75000

BIOS 75800 - Analysis of Variance

Intermediate topics in analysis of variance (ANOVA), with an emphasis on exploratory aspects. Topics including: 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.

Cross-listed STAT 71800

prereq: BIOS 75000

BIOS 77000 - Topics in Biostatistics

Courses on current topics in biostatistics.

Offered periodically

BIOS 77001 - Applied Biostatistics III

An advanced biostatistics course that focuses on mixed models, GEE for analysis of correlated data, management of missing data and imputation, propensity scoring, and causal inference.

prereq: BIOS 75100 and EPI 75100

Credits 3

EPI 75300 - Clinical Trials and Experimental Design

This course provides students with the basic foundation of experimental design, with a focus on clinical trials (single and multi-center), intervention trials, and quasi experimental design, particularly in the field of public health. The

strengths and limitations of these approaches in comparison with related observational epidemiologic studies will also be covered. Specific topics to be discussed include design options (sampling, treatment allocation, cluster randomization), sample size and power considerations, adverse event monitoring, and statistical analysis of trial data.

prereq: PH 75000/75100 and PH 75200/75300

Credits 3

EPI 75400 - Social Epidemiology

This course will introduce public health and other interested graduate students to the sub-discipline of social epidemiology, including theory and methods. Specifically, students will gain an understanding of how an individual's interactions with factors associated with the social fabric of the society affect and shape health outcomes. This class will also examine the etiology and prevention of disease within both ecological (multi-level) and multidisciplinary frameworks.

prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75500 - Epidemiology of Chronic Diseases

This course provides students with epidemiological background information for the most common chronic disease conditions. In addition, the course provides students with hands on experience to characterize the frequency and impact of chronic diseases and their risk factors in New York City (NYC) using public data available through the Department of Health and Mental Hygiene.

prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75600 - Epidemiology of Infectious Diseases

This course will examine the role of epidemiology in understanding transmission, surveillance and control of infectious diseases. Special focus will be on emerging infectious diseases in urban settings.

prereq: PH 75000 or 75100, PH 75200 or 75300

Offered periodically.

EPI 75700 - Reproductive and Perinatal Epidemiology

This course covers current research, controversial issues, and methodological problems in the epidemiology of male and female reproduction and perinatal health. Topics include: epidemiology of fertility and infertility, contraception and hormone usage, reproductive cancers and other diseases, pregnancy complications, maternal mortality, adverse pregnancy outcomes and birth defects.

prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75800 - Nutritional Epidemiology

This course teaches concepts and principles used in nutritional epidemiology. It provides skills required to critically evaluate dietary assessment methodology and reviews current topics in nutritional epidemiology. In addition, the role of nutrition in health and how this applies to public health is discussed.

Cross-listed GC PH 81200

prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75900 - Environmental and Occupational Epidemiology

Using a case study approach, this course will explore epidemiologic methods for studying environmentally and occupationally related diseases. Key methodologic issues, such as exposure and outcome assessment, cumulative and multiple exposures, exposure pathways, research ethics, and policy implications of epidemiological findings will also be discussed. The focus will be on the environmental and occupational health of urban populations.

prereq: PH 75000 or PH 75100, PH 75200 or 75300, PH 75400

EPI 77000 - Topics in Epidemiology

Courses on current topics in epidemiology.

Offered periodically.

EPI 77005 - Epidemiological Methods IV

This seminar is intended to help students integrate the concepts and methods of epidemiologic research with specific inquiry directed at understanding and improving the health of urban populations. This seminar requires students to develop proposals for epidemiologic research, identify strategies for data analysis that incorporate the lessons learned in Epidemiology Methods courses I, II, and III, and to examine the application of those strategies to existing research. This course helps to "bring together" the epidemiology theory and methods that have been discussed throughout the rest of curriculum with the particular exigencies of urban public health.

prereq: EPI 75000/77000 or PUBH 82200 (CUNY Graduate Center)

Credits variable credits

EPI 77100 - Experimental Courses in Epidemiology

Experimental courses on current topics in epidemiology

Credits variable

Film and Media: IMA Analytical Seminars

(Where an intellectual foundation for socially aware and ethically responsible media work is an overarching objective)

IMA 70100 - Social and Historical Roots of Mass Culture

A study of the social and historical context that propelled and was influenced by the media from 15th century to present. This seminar is a core requirement of the program.

Hours 2

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 70200 - The History of New Media

An exploration of the history of digital internet-based media, as well as the convergence and integration of emerging media with film, print media, radio and television and its effects on culture.

Hours 2

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 70400 - Communications and the City

Urban imagery in mass media and its varying relations to problems of urban life.

Hours 2 hrs,

Credits 3 cr

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 70500 - Social Class, Racism and the Media

Analysis of interrelations between social classes, racism and the media.

Hours 2 hrs,

Credits 3 cr

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 70800 - International Communication in the Contemporary World

Current problems and issues of international communications.

Hours 2 hrs,

Credits 3 cr

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 70900 - History and Criticism of the Documentary

A historical and critical examination of nonfiction film and video from Lumiere to the present.

Hours 2

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 71000 - Alternative Media: Examples and Experiences

Review of the history and role of small-scale alternative media. Includes critical readings, viewing and critique.

Hours 2 hrs,

Credits 3 cr

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 71200 - 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.

Hours 2

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 71300 - Social Inequality and the Media

An examination of the relation between the media and class, race and gender inequality.

Hours 3

Credits 3

IMA 71300 - 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.

prereq: IMA 70100

Hours 3

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 71500 - Media and the Public Sphere

An examination of notions of the public sphere and democracy in relation to historically evolving forms of mass media.

prereq: IMA 70100

Hours 3

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78029 - Disease and Disaster in Media and Culture

Using examples from traditional media and digital culture, students explore the social, historical, and economic context in which apocalyptic notions of a world on the verge of catastrophe and disaster emerge.

Hours 2

Credits 3

IMA 78030 - Media and Law

This course focuses on the legal foundations and principles connected with narrative and documentary film. Students examine doctrinal approaches to intellectual property rights and their effects on technical innovation, democratic debate, cultural formation and international politics.

Hours 2

Credits 3

Film and Media: IMA Words Workshops

(Channel where writing for the media is an essential focus)

IMA 72100 - Online Journalism

The Internet provides journalists with new sources of information, a major news beat 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.

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 72200 - Literary Journalism

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

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 72300 - Public Interest Journalism

A study of critiques of journalism's alleged failure to serve the public interest as the basis for a variety of news writing assignments designed to represent social issues with fuller context and nuance.

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 72400 - Research and Writing for the Documentary

Research and writing proposals, treatments, budgets and production plans for video documentaries.

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78043 - Neighborhood News

Students write articles for a community newspaper, the Hunts Point Express, and accompanying website, (www.huntspointexpress.com). As reporters, students spend time in the South Bronx to research stories on topics that include environmental justice issues, education, housing, health, jobs, gentrification and crime. Work may include multimedia component.

Hours 4

Credits 3

IMA 78052 - Story Strategies

This course examines a broad range of approaches to storytelling in the fictional narrative feature film. Students will closely examine tactical narrative elements including dramatic structure, character/voice, time, tone and genre in conventional and alternative work. Students will develop treatment and beginning of an original screenplay. Satisfies WORDS cluster requirement.

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 79551 - Advanced Studio - Words

Provides students the opportunity to participate in group and individual critiques with MFA faculty. Particular emphasis will be on creating a strong body of written work. Independent work and individual meetings are required in this course. Students must present a project for approval by the instructor before registering for the course. Students are allowed to take this Advanced Studio a maximum number of 3 times for credit with different projects. Satisfies WORDS cluster.

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Film and Media: IMA Visions Workshops

(Where the visual communication of ideas and information is a comprehensive goal)

IMA 70300 - Documentary Expression

This production workshop introduces students to the fundamental techniques, technology, aesthetics and creative approaches of nonfiction video production.

prereq: none

Hours 4

Credits 3

Material Fee: \$20

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 74100 - Nonfiction Video Production

This workshop will guide students through the process of developing and producing a documentary video project.

prereq: IMA 76000, IMA 74000 or permission of instructor

prereq or coreq: Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Hours 4 hrs,

Credits 3 cr

Material Fee: \$20

IMA 74200 - Web Documentary

The production of nonfiction narratives for the Internet. Students explore how social issues can be explored in new media formats including games and hypertext.

This course may be counted towards the VISIONS or CHANNELS cluster requirement.

prereq: IMA 76000 or permission of instructor.

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 74300 - Collective Documentary

This production workshop involves the student in all aspects of a collectively produced documentary that explores a general theme or issue, with all students producing segments for the project. The workshop also examines the theoretical issues of truth, authorship, subjectivity and storytelling in the documentary form.

Satisfies VISIONS cluster requirement

prereq: IMA 76000 or permission of instructor

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 74400 - Digital Design: Print and Interactive Media

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.

prereq: IMA 76000 or permission of instructor

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 74700 - Digital Editing Workshop

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.

Satisfies VISIONS cluster requirement

prereq: IMA 74000, IMA 74100 IMA 76000 or permission of instructor

prereq or coreq: Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Hours 4

Credits 3

Material Fee: \$20

IMA 78017 - Microcultural Incidents: Ethnography & Experimental Media

A production course in which students explore the intersection of ethnographic and experiment in film and video practices. Readings, screenings and discussion include experiment and media and visual anthropology.

Satisfies VISIONS cluster requirement

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78021 - Media, Community Advocacy & the Urban Environment

In this workshop students collaborate with students in the Urban Affairs & Planning Department to develop media aimed at helping local groups and improving the quality of local environments, and explore impact of media on community stakeholders and policy-makers.
Satisfies VISIONS cluster requirement.

prereq: IMA 74000, IMA 76000 or permission of instructor.

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 79561 - Advanced Studio - Visions

Provides students the opportunity to participate in group and individual critiques with MFA faculty. Particular emphasis will be on creating a strong body of work in visual media. Independent work and individual meetings are required in this course. Students must present a project for approval by the instructor before registering for the course. Students are allowed to take this Advanced Studio a maximum number of 3 times for credit with different projects. Satisfies VISIONS cluster.

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Film and Media: IMA Channels Workshops

(Where designs for exhibition and distribution of media work, for publicizing ideas, and for using media to enhance the quality of community interaction are key objectives.)

IMA 76000 - Tools and Techniques of Digital Production

A hands-on workshop in core digital media production, including image acquisition, creation and editing; video editing and encoding; and multimedia delivery on the web. It is designed to give students a basic introduction to the tools and techniques used in the Integrated Media Arts program. Satisfies VISIONS or CHANNELS cluster.

prereq or coreq: Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Hours 4

Credits 3

Material Fee: \$20

IMA 76200 - Interactive Expression

Aesthetics and techniques of Web-site and interactivity design, encompassing both graphic presentation and information architecture. Satisfies VISIONS or CHANNELS cluster requirement.

prereq: IMA 76000 or permission of instructor

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 76300 - Advanced Interactive Expression

The production of websites incorporating animation, sound and video. This course may be counted towards the VISIONS or CHANNELS cluster requirement.

prereq: IMA 76000, IMA 76200 or permission of instructor

Hours 4 hrs,

Credits 3 cr

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 76600 - Three Dimensional Virtual Environments

An introduction to fundamental skills and creative approaches for the development of computer generated 3D interactive virtual environments. Satisfies CHANNELS cluster requirement

prereq: IMA 76000 or permission of instructor

Hours 3

Credits 3

IMA 78046 - Three Dimensional Modeling & Animation

This hands-on production course examines essential concepts and practices that form the basis of 3D animation. Includes critical readings, viewing and critique. Satisfies CHANNELS cluster requirement

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78081 - Sound Environments

An exploration of contemporary issues and techniques of sonic media. Course explores critical writings in music history, sound and media theory while students experiment with designing linear and non-linear sound installations. Satisfies CHANNELS cluster requirement.

prereq: IMA 76000 or permission of instructor

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 79571 - Advanced Studio - Channels

Provides students the opportunity to participate in group and individual critiques with MFA faculty. Particular emphasis will be on creating a strong body of work in emerging media. Independent work and individual meetings are

required in this course. Students must present a project for approval by the instructor before registering for the course. Students are allowed to take this Advanced Studio a maximum number of 3 times for credit with different projects. Satisfies CHANNELS cluster.

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Film and Media: IMA Capstone Courses and Additional Offerings

IMA 78001 - Media Activism

An exploration of the rich history and representational strategies of alternative media used by movements for social change from the 1930s until the present. This course introduces students to the techniques and approaches of social change and development media in a context of theoretical discussion.

Satisfies VISIONS or CHANNELS cluster requirement.

prereq: IMA 74000, IMA 76000 or permission of instructor.

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78025 - Media and the Public Sphere

This analytical course explores notion of the public sphere and public debate in light of television and the Internet's actual and potential roles as forums for discussion of civil society issues.

Hours 2

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78048 - Culture Jamming

Theory and technique of art and design strategies that subvert popular media frameworks. Students will learn non-traditional methods of circulating messages which circumvent or critique mass media communications.

Satisfies VISIONS or CHANNELS cluster requirement.

prereq: IMA 76000 or permission of instructor

Hours 3

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78051 - Non-linear Storytelling

This workshop examines different types of non-linear narrative as students develop stories for non-linear forms. Students study the representation of memory and time in documentary and fictional forms, and look at how emerging media enable multiple forms of storytelling through hypertextual, collaborative and networked environments. Satisfies CHANNELS cluster requirement.

Hours 3

Credits 4

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78053 - Interactive Installation

Students work collaboratively to create projects integrating video, sound and movement. Lectures focus on usability design, coding concepts, and interface design. Satisfies CHANNELS cluster requirement

Hours 3

Credits 4

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78056 - Grant Writing

In this workshop students pitch ideas, develop proposals, as well as examining strategies for researching funding sources and developing creative approaches for their projects. Satisfies WORDS cluster requirement

Hours 3

Credits 4

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78100 - Collaborative Media Project/Creative Residency

Hours and in-house project or external creative residency must be defined in conjunction with graduate adviser. The project or creative residency must involve collaboration among different media makers.

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78800 - Master of Fine Arts Thesis Project

This project must be completed satisfactorily before graduation. Project must incorporate elements from all three creative clusters as well as a critical component.

Credits 3

Approval of graduate adviser required. Non-matriculated students require permission of instructor for enrollment in any MFA/ IMA course.

IMA 79000 - Independent Study

Rubric for student's independent study.

Hours Hrs to be arranged.

Credits 1

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 79100 - Independent Study

Rubric for student's independent study.

Hours Hrs to be arranged.

Credits 2

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 79200 - Interdisciplinary Research

Rubric for student's interdisciplinary research requirement.

Hours Hrs to be arranged.

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Human Geography, Nature/Society and Regional Geography

GEOG 50100 - Principles of Geography

Introduction to human and physical geography.

prereq: graduate standing, member of the Teacher Education Program, and department permission

Hours 45 hrs including conference,

Credits 3 cr

Open to students who have never had a college level geography course. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 62100 - Geography of the United States

A regional analysis of the major features of the natural and cultural environment of the United States.

prereq: graduate standing, member of the Teacher Education Program, and department permission

Hours 45 hrs including conference,

Credits 3 cr

Not open to students who have had a similar college-level course. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 62151 - Geography of New York State

An analysis of the major features of the natural and cultural environment of New York State. Topics include sequence settlement, land use, economic and social interrelationships with the natural environment, and environmental problems.

prereq: graduate standing, member of the Teacher Education Program, and department permission

Hours 45 hrs including conference,

Credits 3 cr

Not open to students who have had a similar college-level course. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70100 - Geographic Thought and Theory

Principal people and themes in American geography and its historical antecedents. Emphasis on change in geographical technology, philosophy, methods, and the nature of the discipline to the present day.

Hours 45 hrs including conference,

Credits 3 cr

fall only This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70154 - Geographic Research Design

Topics include conceptualization and operationalization of a research design with specific focus on data specification and data gathering techniques. Quantitative and qualitative methods are reviewed. A key product is the development of a detailed research proposal.

Hours 45 hrs including conference

Credits 3

spring only

GEOG 70200 - Research Topics in Geography

Introduction to central research themes in geography and the current research being undertaken by department faculty.

Hours 15 hrs including conference,

Credits 1 cr

fall only GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 70500 - Cultural and Social Geography

Review of recent work in cultural and social geography; emphasis on literature, critiques.

prereq: GEOG 34700 and 34100 or permission of instructor

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70528 - Introduction to Environmental Ethics

Do animals have rights? Do ecosystems have interests? Are humans separate from the environment? How have the answers to these questions been shaped by scientific understanding and religious belief? How should they be? The development of environmental philosophies and ethics, and how they have interacted with controversial environmental issues, will be explored. Reading assignments include canonical and contemporary philosophers as well as environmentalists. In addition to theory, we will discuss the applications of these ideas in local to global environmental problems. The course will focus on ethical philosophies from the western world, but non-western philosophies might also be discussed.

prereq: none

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 70562 - Post-Socialist Geographies

For graduate students in geography, anthropology, economics, sociology, environmental psychology and other related fields. This course examines major political, economic, and social theories that aim to explain the current transformations in post-socialist countries. The neo-liberal theories and policies of transition to capitalism and their consequences are critically examined. The devastating effects of capitalism uncontrolled by democratic governments and labor are discussed.

prereq: GEOG278 or permission of the instructor

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 70592 - Ethnic Geography of Hawaii

Lecture and field examination of historical and contemporary ethnic geographies of Hawaii, particularly in relation to land tenure, land use, immigration, the sugar plantation economy, annexation, and statehood. Ethnic landscapes and ethnic economies of the Honolulu metropolitan area.

prereq: permission from the department

Credits 3

winter session Acceptance into Hunter College Study Abroad Program and fee for transportation, accommodations required.

GEOG 70600 - Latin Americanist Geography

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

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70800 - The Geographies of Urban Space

Critical geographic perspectives on urban development and internal urban space. Latest literature in urban political economy, feminist, and post-structuralist geography with a focus on class, gender and ethnicity in urban space.

prereq: graduate standing and GEOG70100 or GEOG 74300 or equivalent or permission of the instructor

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 70900 - 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.)

prereq: permission of the graduate adviser

Hours 45 hrs including conference

Credits 3 cr

Field courses may be offered during intersession periods. GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70957 - Geography of The New York Metropolitan Area

An historical and contemporary geography of the New York Metropolitan area structured around the New York State Social Studies Core Curriculum and the National Geography Standards. The course will address the relationship between the physical and social geographies of the five boroughs and the surrounding areas of the Hudson and Long Island; the impacts of significant historical and political events on the region's social and economic geography; and the impacts of changing transportation modes in the evolution of the region.

Hours 45 hrs,

Credits 3 cr

GEOG 70957 - Regional 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.

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 71000 - Economic Geography

Interactions between people and the natural environment on economic, political and cultural endeavors. Formation of labor markets and their segmentation by class, gender, and ethnicity/ race. Change in production systems and economic globalization. Interconnections between economic systems across local, regional, national, and international scales.

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 71156 - Coastal Zone Management

The increasing pressure on the coast is demonstrated with competing demand that leads to conflicts with respect to the carrying capacity of our most precious resource area. The course addresses critical issues related to environmental constraints, the carrying capacity of coastal areas and the need for coastal zone management.

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 71200 - Geography of Sustainable Development in Developing Countries

Analysis of factors that influence sustainable development, e.g., available resources, environment, population, food production, water supply in developing countries.

prereq: graduate standing and one course focusing on development of a developing region, or permission of instructor

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 71300 - Rural Water Supply in Developing Regions

Quality, problems, management, and sustainability of rural water supply and sanitation in developing countries.

prereq: graduate standing and one course focusing on development of a developing area, or permission of instructor

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 71500 - 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 transboundary air and water pollution.

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 74100 - Population Geography

Theoretical and empirical analyses of spatial distribution of population. Particular emphasis is on processes and impacts of migration, residential mobility, and immigration.

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 74200 - International Migration and Ethnicity

Asynchronous online seminar. 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.

Hours 45 hrs including conference,

Credits 3 cr

GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 74300 - Urban Geographic Theory

Spatial analysis of contemporary and theoretical issues concerning the economic growth, transportation, land use, social segregation, and urban governance in metropolitan areas.

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 79100 - Independent Research in Geography

Intensive individual research in geography under supervision of a member of the graduate faculty.

prereq: permission of the instructor or the graduate adviser

Credits 1, 2 or 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. May be repeated for a maximum of 6 credits with permission of the graduate adviser.

GEOG 79200 - Independent Research in Geography

Intensive individual research in geography under supervision of a member of the graduate faculty.

prereq: permission of the instructor or the graduate adviser

Credits 1, 2 or 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. May be repeated for a maximum of 6 credits with permission of the graduate adviser.

GEOG 79300 - Independent Research in Geography

Intensive individual research in geography under supervision of a member of the graduate faculty.

prereq: permission of the instructor or the graduate adviser

Credits 1, 2 or 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. May be repeated for a maximum of 6 credits with permission of the graduate adviser.

GEOG 79900 - Thesis Research in Geography

Open to students electing the thesis option only.

prereq: GEOG 701 and permission of the department

1-6cr may be repeated for credit but only one credit may be applied to satisfy degree requirements. Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Geographic Methods and Techniques

GTECH 785xx - GIS Applications

Selected topics in GIS applications to human and physical geographic problems

prereq: GTECH 71000 or equivalent or permission of the department

Hours 3

Credits 3

GTECH 785xx - GIS Applications

Selected topics in GIS applications to human and physical geographic problems.

prereq: GTECH 71000 or permission of the department

Hours 45 including conference

Credits 3

GTECH 785XX - GIS Applications

Selected topics in GIS applications to human and physical geographic problems.

prereq: GTECH 71000 or equivalent and permission of the department

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 785XX - GIS Applications: Modeling the Urban Environment

Development of GIS data models for all thematic dimensions of the urban environment with an eye for interoperability.

prereq: GTECH 71000 or equivalent and permission of the department

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 70200 - Multivariate Statistics in Geography

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

prereq: Introductory Statistics or equivalent or permission of the instructor

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 70356 - Applied Statistics in Hydrology

This course is designed as an applied, group research project for graduate students. It will be given on an irregular basis, and will be a research project based on a current problem. The goal of the course is to write an article of publishable quality.

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. The prerequisites will vary depending on the problem being studied, but will usually include two courses: (1) either hydrology, climatology, or a similar course; and (2) multivariate statistics in geography, or a similar course.

GTECH 70400 - Seminar in Spatial Modeling

Development of advanced spatial models; indepth consideration of specific topics; statistical modeling, mathematical modeling, computer modeling, and simulation.

prereq: GTECH 70100 or equivalent or permission of the instructor

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 70452 - Introduction to Environmental Modeling

Introduction to the techniques and vocabulary of numerical modeling of environmental systems using differential equations. Focus on systems dynamics.

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 70500 - Spatial Data Analysis

Methods for analyzing environmental and social spatial data sets. Topics include point pattern analysis, spatial clustering methods, spatial autocorrelation, and kriging.

prereq: one course in statistics and permission of the instructor

Hours 60 hrs including conference (2 lectures, 2 labs),

Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: \$ 15

GTECH 71000 - Introduction to GIS

Thorough introduction to geographic information systems with an emphasis on spatial data handling and project management.

Hours 60 hrs including conference (2 lectures, 2 labs),

Credits 3 cr

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: \$ 15

GTECH 71100 - Earth from Above

Use and interpretation of air photos and satellite remote sensing images as applied to agriculture, forestry, urbanization, oceanography and atmosphere; lab exercises.

Hours 60 (2 lecture and 2 hour labs weekly),

Credits 3

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: \$ 15

GTECH 71200 - Remote Sensing of Environment

Fundamental concepts of remote sensing of environment, satellite sensor systems and their applications, and basic concepts of image analysis.

prereq: GTECH 71100 or permission of the instructor

Hours 60 hours (2 lecture and 2 hour labs weekly),

Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 71300 - Digital Image Processing

Quantitative processing of digital imagery; enhancement, information extraction, classification; algorithms, registration, rectification; lab exercises.

prereq: GTECH 71200 multivariate stat, elem linear algebra

Hours 90 hrs including conference (2 lectures, 4 labs weekly),

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 71400 - Special Topics in Remote Sensing

Advanced work on topics in remote sensing; may be repeated for credit; lab work.

Hours 45 hrs-90 hrs including conference,

Credits 2-4 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. Prereq and lecture/lab mix to vary with topic.

GTECH 71500 - Seminar in Remote Sensing

Examination and discussion of current published research work in remote sensing. Topics to vary with instructor and student interest.

prereq: GTECH 712. GTECH 713 recommended

Hours 45 hrs including conference,

Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 72200 - Automated Cartography

Computer and other automated applications; theory and algorithms; production of computer-generated maps; lab exercises.

prereq: GTECH 71000 or equivalent

Hours 75 hrs including conference (1 lecture 4 labs weekly),

Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 72300 - Seminar in Cartographic Research

Development of cartographic research methods by participation in research projects; reviews of current cartographic literature; library research techniques.

prereq: GTECH 721

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 73100 - Computer Programming for Geographic Applications

Object-oriented programming methods specific to geographic and cartographic applications; programming assignments; graphics. A programming language helpful but not required.

prereq: GTECH 71000 or equivalent

Hours 90 hrs including conference (2 lectures, 4 labs weekly),

Credits 4 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 73200 - Advanced GIS

Expansion of GTECH 71000 concentrating on advanced GIS functionality, data models, and algorithms.

prereq: GTECH 71000

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 73300 - GIS: Modeling and Problem Solving

Theory and applications of geographic information science (GIS). Data models and advanced spatial and temporal modeling techniques are discussed and implemented in an object-based paradigm.

prereq: GTECH 73100 or equivalent, and GTECH 73200 and permission of the graduate adviser

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 75100 - Field Techniques in Geography

Observation and analysis of the physical geography, biogeography and geomorphology of selected areas. Field geographic techniques such as data collection and recording, ground-truthing of remotely sensed images, and the use of maps, compasses and GPS to navigate. Additional fee for transportation, room and food allowance required.

prereq: GTECH 71000 or equivalent, any two additional GEOG, GEOL, PGEOG or GTECH courses, and permission of the instructor

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 78501 - Urban Applications of GIS

Discussion of data, methodology, and examples of using GIS to solve urban problems in economic, social, planning, and political settings. Students are expected to conduct small research projects addressing real world issues.

prereq: GTECH 71000 or equivalent and permission of the department

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 78502 - GIS Applications in Social Geography

Data representation and analysis of socio-spatial processes and environmental problems. The course is oriented to problem solving and independent data analysis. Students will fulfill an independent GIS project from data collection and database design to analysis and interpretation of results.

prereq: GTECH 710 or equivalent or permission of the instructor

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 79100 - Independent Research in Geographic Information Science

Intensive individual research in GIScience under the supervision of a member of the graduate faculty.

prereq: permission of the instructor or the graduate adviser

Credits 1

A maximum of 6 credits in GTECH 79100, 79200 and 79300 maybe taken with permission of the graduate adviser.

GTECH 79200 - Independent Research in Geographic Information Science

Intensive individual research in GIScience under the supervision of a member of the graduate faculty.

May be repeated for a maximum of 6 credits with permission of the graduate adviser.

prereq: permission of the instructor or the graduate adviser

Credits 2

A maximum of 6 credits in GTECH 79100, 79200 and 79300 maybe taken with permission of the graduate adviser.

GTECH 79300 - Independent Research in Geographic Information Science

Intensive individual research in GIScience under the supervision of a member of the graduate faculty.

prereq: permission of the instructor or the graduate adviser

Credits 3

A maximum of 6 credits in GTECH 79100, 79200 and 79300 maybe taken with permission of the graduate adviser.

Physical Geography

PGEOG 63000 - 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.

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 66000 - 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.

Hours 45 hrs, including conferences,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 70100 - Special Topics in Physical Geography

Examination of one physical geography topic such as hydrology, climatology, soils; lab exercises.

Hours 45 hrs-75 hrs including conference,

Credits 2-4 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70152 - Hydrology

Provides students an understanding of the hydrologic cycle - the most fundamental principle of hydrology and emphasizes an understanding of the complete hydrological cycle processes at global, regional and watershed scales.

prereq: PGEOG 130 or permission from the instructor

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70160 - Biogeography

This course provides an understanding of the geographic distribution and temporal variability of species, communities, and other organizing units over the face of the Earth and the biotic and abiotic factors and processes underlying these patterns and dynamics.

prereq: PGEOG 13000 or GEOG 10100 or BIO 10000/10200 or permission from the instructor

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70179 - Geology of NYC and Vicinity

Focus on the complexity of the geology of the New York Metro area and its vicinity. Using urban public transportation, walking, and hiking, students will directly observe natural exposures of the large variety of rock outcroppings in the area. Course consists of lectures, laboratory exercise, and geologic field trips. Recommended for students in the Teachers of Earth Science (7-12) MA program.

prereq: GEOL 10100 or an equivalent course in introductory geology

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70180 - Geology of New York State

Links fundamental knowledge about the earth materials and earth processes to the complex geology of New York State. Covers the latest information about the geologic ages of rock formations in New York State, plate tectonics, bedrock geology, including metamorphic, igneous, and sedimentary rocks, fossils, and ancient environments. The course consists of lecture, laboratory exercises, and field trips to the Catskill Mountains, Hudson Highlands, the Manhattan Prong, and Montauk Point. Recommended for students enrolled in the Teachers of Earth Science (7-12) MA program. There will be an additional charge for transportation.

prereq: GEOL 10100 or an equivalent course in introductory geology.

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70300 - Coastal Dynamics

Quantitative focus on the dynamic processes affecting the coast and the resulting varied geomorphology. In particular, this course will focus on waves, beaches, barrier island evolution, storm systems and coastal erosion, using the Atlantic coast of New York as a case study. Research and field work expected.

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70400 - Urban and Metropolitan Coasts

Physical and quantitative rationale for planning coastal constructions with emphasis on urban coasts. Lectures will focus on natural and anthropogenic influences on coastal environments, and problems facing seaside communities.

Hours 45 hrs including conference,

Credits 3 cr

spring only Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70563 - Earth Science Today

A survey of the primary topics included in an earth science curriculum (grades 7-12). Laboratory methodology and demonstration techniques used to convey information about the earth's lithosphere, hydrosphere and atmosphere, as well as its place in the solar system, will be introduced.

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 70564 - Introducing Earth Science at the Museum of Natural History

This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 70567 - Science of Rocks – Petrology

Composition, distribution, and origin of rocks, their scientific description and systematic classification with the focus on the rocks of the New York Metro area. Topics include rock microscopy; field observations of rocks and the relation to the principles of geology; interpretation of geologic maps; lithospheric rock cycle in the context of plate tectonics and earth evolution; and the geology of New York City and its relationship to urban issues. Recommended for earth science students and others interested in the study and uses of rock. There will be an additional charge for local transportation.

prereq: GEOL 10100 or an equivalent course in introductory geology.

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70568 - Earth Materials Research

Collection, preparation, identification, and preservation of earth materials-rocks, minerals, and fossils using earth materials from the collection of the Department of Geography. Observations will be based on direct research, measurement, microscopy, and microchemistry. Trips to the American Museum of Natural History, Franklin and Sterling mines (NJ) and the St. Claire and Deer Lake fossil sites (PA) for specimen collection. Recommended for earth science students and others interested in the study of earth materials. There will be an additional charge for transportation.

prereq: GEOL 10100 or an equivalent course in introductory geology.

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 71000 - Introduction to GIS

This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 73200 - Global Climatic Change

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.

prereq: a course in atmospheric, geological or environmental science.

Hours 45 hrs including conference,

Credits 3 cr

spring only Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 79100 - Independent Research in Physical Geography

Intensive, individual research in physical geography under the supervision of a member of the graduate faculty.

prereq or coreq: GEOG 70100 and 70200, and permission of the instructor or the graduate adviser

Credits 1, 2 or 3

May be repeated for a maximum of 6 credits with the permission of the graduate adviser

PGEOG 79200 - Independent Research in Physical Geography

Intensive, individual research in physical geography under the supervision of a member of the graduate faculty.

prereq or coreq: GEOG 70100 and 70200 and permission of the instructor or graduate adviser

Credits 1, 2 or 3

May be repeated for a maximum of 6 credits with the permission of the graduate adviser

PGEOG 79300 - Independent Research in Physical Geography

Intensive, individual research in physical geography under the supervision of a member of the graduate faculty.

prereq or coreq: GEOG 70100 and 70200 and permission of the instructor or the graduate adviser

Credits 1, 2 or 3

May be repeated for a maximum of 6 credits with permission of the graduate adviser.

Geography: Courses offered if demand is sufficient

GEOG 70300 - Location Theory and Spatial Analysis

GEOG 70400 - Topics in Human Geography

This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70572 - GIS Law

GEOG 71100 - Environmental Conservation

GEOG 72100 - Transportation Geography

GEOG 77200 - Field Work in Peru

Credits 3 cr

GTECH 72100 - Advanced Cartography

Material Fee:\$ 15

PGEOG 70200 - Seminar in Physical Geography

PGEOG 70500 - Topics in Earth Science

American History

HIST 74151 - Era of American Revolution

The development of the English-American colonies from early settlement through 1763.

Hours 3 including conference,

Credits 3

HIST 74250 - Nineteenth-century United States: Early Republic

Economic, social, and political aspects of American history from 1789 to 1828.

Hours 45 hrs including conference,

Credits 3 cr

HIST 74400 - Twentieth-century United States

Study of reform movements and of political, economic, and social developments in U.S. in the 20th century.

Hours 3 including conference,

Credits 3

HIST 74500 - Twentieth-century United States: United States as a World Power

This course considers America's impact on the world in the twentieth-century and, at the same time looks at the way the world influenced life in twentieth-century America.

Hours 3 including conference,

Credits 3

HIST 75000 - History of the American Labor Movement

The history of the American labor movement from the late-nineteenth through the late-twentieth centuries, with a focus on the various ways American laborers organized themselves and struggled for control over their work and their daily lives.

Hours 3 including conference,

Credits 3

HIST 75500 - 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.

Hours 45 hrs including conference,

Credits 3 cr

HIST 75650 - U.S. Constitutional History

The development of American constitutionalism from its English origins to the implementation of the U.S. Constitution

Hours 3

Credits 3

HIST 77207 - Race and Racism in U.S. History

Examines the centrality of racial politics and racism in U.S. history. Considers the social experiences produced by racialization and various political movements for racial equality.

Hours 3 including conference

Credits 3

HIST 77409 - Gender and Sexuality in the U.S.

Examines recent work in the twentieth-century history of gender and sexuality in the United States.

Hours 3

Credits 3

HIST 77427 - United States Since 1865

Considers the history of the U.S. from 1865 to the Vietnam war. Focuses on political, social and international developments.

Hours 3 including conference

Credits 3

Asian History

HIST 76802 - East Asia: 1600 - Present

Coming of West to Asia and resulting processes of revolution and modernization after 1600 AD.

Hours 3 including conference

Credits 3

HIST 76804 - East Asia: Ancient Times to 1600

Συρραει οφ τραδιτιοναλ χυλτυρες ανδ σοχιοπολιτιχαλ στρυχτυρες οφ Χηινα, θαπαν, Κορεα αν δ ζιετναμ το αβουτ 1600

Hours 3 including conference

Credits 3

HIST 76805 - China Since 1800

Internal and external challenges to China's traditional order; the collapse of the imperial system and the establishment of a republic; the warlord period; the war against Japan; the civil war between Communist and Nationalist forces; China since the rise of the Communist Party to state power in 1949.

Hours 3

Credits 3

HIST 77461 - Rise and Fall of Chinese Communism

Examines the intellectual, political and international context of the origin of the Chinese Communist Party, explores debates and factional struggles between party leaders and inquires into the challenges posed from without the party. Introduces contending explanations of the Communist Party's rise to state power and its shifting policies and ideological justifications since that time.

Hours 3

Credits 3

History Advanced Research

HIST 77800 - Individual Tutorial Research

Hours 45 hrs including conference,

Credits 3 cr

HIST 77900 - Thesis Seminar: Independent Research

Required of all candidates for MA in history.

Hours 45 hrs including conference,

Credits 3 cr

HIST 78000 - History Colloquium for First-Year MA Students

This team-taught course, which MA students will be strongly encouraged to take, is designed to help incoming students gain greater understanding of different geographic and thematic fields of historical study.

Hours 3

Credits 3

Fall semester discussion-based seminar; grading is Pass-Fail

HIST 79000 - Research Methods for First-Year MA Students

This course, which MA students will be strongly encouraged to take, is designed to help first-year students develop their skill as researchers and writers, as they prepare to begin working on their theses in the second year of the program.

Hours 3

Credits 3

Spring semester

History Internship

HIST 79800 - Internship

Fieldwork in organizations engaged in historical research.

prereq: perm grad adviser

Hours 45 hrs including conference,

Credits 3 cr

Jewish History

HIST 74000 - 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.

Hours 45 hrs including conference,

Credits 3 cr

HIST 74800 - American Jewish History

Jewish life, 17th century to present: immigration, distribution, community structure, leaders, cultural creativity, economic and social integration, minority/majority relations.

Hours 3 including conference,

Credits 3

Latin American History

HIST 76600 - Colloquium in Latin American History

Hours 3 hrs

Credits 3 cr.

HIST 77411 - Colonial Latin America

Provides an overview of the early political, economic, cultural and social history of Latin America (1400s – 1820s) from the immediate pre-Hispanic era until the wars of independence in the 1820s.

Hours 3

Credits 3

Middle Eastern History

HIST 76801 - Middle East, 1500 – Present

Introduces Middle East history from the sixteenth century, during the period of the time of the great Ottoman and Persian empires, to the present.

Hours 3

Credits 3

HIST 76804 - Middle East to 1800

Introduces the origins and development of the history and civilization of the Middle East since the advent of Islam in the Arabian peninsula until 1800.

Hours 3

Credits 3

HIST 77444 - Women and Gender in Islam

Examines, through translated works, the various roles that Muslim women have assumed, and the wide variety of their experiences since the beginning of Islam in the sixth century to the modern period.

Hours 3

Credits 3

Russian, Soviet and Eastern European History

HIST 72900 - 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.

Hours 3 including conference,

Credits 3

Global and Transnational History

HIST 77472 - Human Rights and the Non-Western World

Focuses on the idea of human rights as it has been understood and propagated in the non-Western world. The primary focus is on the twentieth century.

Hours 3

Credits 3

History: Courses offered only with sufficient student demand

HIST 71252 - Modern Intellectual History 18th – 20th Centuries

Hours 45 hrs including conference,

Credits 3 cr

HIST 72700 - History of African Americans in the United States

Hours 45 hrs including conference,

Credits 3 cr

HIST 74150 - Colonial America

HIST 74300 - History of Civil War and Reconstruction Era in United States

Hours 45 hrs including conference,

Credits 3 cr

HIST 74700 - Nineteenth-century American Reform Movements

Hours 45 hrs including conference,

Credits 3 cr

HIST 75400 - Contemporary Europe

*Hours 45 hrs including conference,
Credits 3 cr*

HIST 76803 - Gandhi

*Hours 3
Credits 3*

HIST 77301 - The Long Nineteenth Century: Comparative History

*Hours 3
Credits 3*

HIST 77302 - Making the Nation in Nineteenth-Century Europe

*Hours 3
Credits 3*

HIST 77303 - Britain's Long Century: 1688 – 1830

*Hours 3
Credits 3*

HIST 77412 - Topics and Themes: Debating the Rise of the West

*Hours 3
Credits 3*

HIST 77414 - Revolutionary England 1603-1714

*Hours 3
Credits 3*

HIST 77414 - Women in Modern Europe

*Hours 3
Credits 3*

HIST 77429 - Concepts in Jewish History

*Hours 3
Credits 3*

HIST 77434 - Reformation and Wars of Religion

Hours 3
Credits 3

HIST 77440 - Modern European History: Fact and Fiction

Hours 3
Credits 3

HIST 77450 - Hitler and National Socialism, 1919 - 1945

Hours 3
Credits 3

HIST 77453 - Biography and Autobiography in U.S. History

HIST 77457 - Immigration and Ethnicity in the United States

Hours 3
Credits 3

HIST 77462 - Women and Family in the United States

Hours 3
Credits 3

HIST 77471 - History of Judaism

Hours 3
Credits 3

HIST 77497 - Major Works and Themes in US History

Hours 3
Credits 3

Latin

LAT 70100 - Literature of the Early Republic

Early history of the Latin language and the development of Latin literary forms and styles.

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

LAT 70200 - Literature of the Late Republic

Selections from authors of the late republic.

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

LAT 70300 - Literature of the Early Empire

Selections from authors of the early empire.

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

LAT 70400 - Literature of the Late Empire

Selections from authors of the late empire.

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

LAT 70500 - Caesar

Selections from the Commentaries on the Civil War and Commentaries on the Gallic War.

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

LAT 70600 - Cicero

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

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

LAT 70700 - Vergil

Selections from the Aeneid, Eclogues, and Georgics.

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

LAT 70800 - 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 three times for credit. See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.

LAT 70900 - Latin Composition

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

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

LAT 71000 - Topics in Latin literature.

May be taken three times for credit.

LAT 71100 - Literature of the Republic

Selection from poetry and prose authors of the Latin language and the development of literary forms and styles.

LAT 71200 - Literature of the Augustan Age

Selections from poetry and prose authors of the Augustan period.

LAT 71300 - Literature of the Empire

Selections from poetry and prose authors of the Imperial period.

LAT 72500 - Ovid

Selections from the *Metamorphoses* and *Amores*.

LAT 72600 - Horace and Catullus

Selections.

LAT 72700 - Speaking and Writing Latin

Development of aural/oral and written skills, including traditional Latin Composition, history of the language, and analysis of Latin grammar and syntax.

Mathematics

MATH 60100 - Mathematical Methods for the Physical Sciences

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.

prereq: a course in ordinary differential equations

Hours 45 hrs,

Credits 3 cr

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

prereq: Calculus II and a course in linear or matrix algebra

Hours 45 hrs,

Credits 3 cr

Open only to Teacher Education Program students.

MATH 62100 - Introduction to Abstract Algebra

Introduction to the theory of groups and rings.

prereq: a course in linear algebra

Hours 45 hrs,

Credits 3 cr

MATH 62200 - Further Topics in Advanced Abstract Algebra

Elements of Galois theory, construction with ruler and compass, advanced topics in ring theory and linear algebra.

prereq: a course in introductory abstract algebra

Hours 45 hrs,

Credits 3 cr

MATH 62300 - Theory of Numbers

Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.

prereq: a course in linear algebra

Hours 45 hrs,

Credits 3 cr

MATH 62800 - Number Systems

Postulational construction of the positive integers. Development of the rational integers, the rational numbers, the real numbers, the complex numbers, together with binary operations and order relations. Topics from hypercomplex number systems or the theory of transfinite numbers.

Hours 45

Credits 3

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

Hours 45

Credits 3

Open only to Teacher Education Program students.

MATH 63300 - Axiomatic Geometry

The development of geometry from the point of view of axiom systems. The course includes axiomatic systems for Euclidean geometry from the classical period to the Hilbert axioms of the early 20th century, and the development of non-Euclidean hyperbolic geometry.

prereq: MATH 63000

Hours 3

Credits 3

MATH 63400 - Geometries I

Topics in affine and projective geometry and/or topics in differential geometry.

prereq: a course in linear algebra

Hours 45

Credits 3

MATH 63500 - Problem Solving Explorations in Mathematics

A study of the heuristics of problem solving through intensive work with non-routine problems chosen from many areas of mathematics.

Hours 3

Credits 3

MATH 64000 - 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.

prereq: MATH 63000

Hours 45

Credits 3

Open only to Teacher Education Program students

MATH 64100 - Mathematical Analysis I

Mature consideration of theory and processes of calculus, including the Heine-Borel and Bolzano-Weierstrass Theorems.

prereq: MATH 26000 and either MATH 25400 or 25500

Hours 45 hrs,

Credits 3 cr

MATH 64200 - Introduction to Theory of Functions of a Complex Variable

Complex numbers, analytic functions, elementary functions, contour integrals, Cauchy integral theory, series.

prereq: a course in advanced calculus

Hours 45

Credits 3

MATH 64500 - Mathematical Analysis II

Continuation of MATH 64100 with an emphasis on functions of several variables.

prereq: MATH 64100

Hours 45

Credits 3

MATH 65400 - Dynamical Systems and Chaos

Topics include: flows in one and two dimensions; phase portraits; limit cycles; bifurcations; iterated maps on the interval; introduction to chaos and fractals; the Mandelbrot set and its significance.

prereq: a course in multivariate calculus and a course in linear algebra

Hours 45

Credits 3

Familiarity with MAPLE or MATHEMATICA encouraged

MATH 66100 - 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.

Hours 45

Credits 3

MATH 67100 - Fundamental Concepts of Modern Mathematics

An axiomatic approach to theory of sets; axiom of choice, Zorn's Lemma, transfinite arithmetic.

prereq: any 2 courses chosen from linear algebra, modern algebra, or advanced calculus I and II

Hours 45

Credits 3

MATH 67200 - Mathematical Logic

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.

prereq: a course in linear algebra or permission of instructor

Hours 45

Credits 3

MATH 68500 - Numerical Methods

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.

prereq: a course in ordinary differential equations

Hours 45

Credits 3

MATH 69000 - Advanced Topics in Mathematics for Teachers

Topics to be studied in any given term will be announced prior to registration.

prereq: MATH 62000 or 63000; additional prereqs vary with specific topics and will be announced at time of course offering

Hours 45

Credits 3

May be repeated as topics vary, but not more than twice.

MATH 72100 - Modern Algebra I

Group theory including symmetric groups, Sylow theorems, fundamental structure theorem for finite Abelian groups and the canonical forms for linear transformations.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3

Credits 3

Offered every other fall semester in even numbered years The group theory portion of a three-semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course is required for the MA in Pure Mathematics.

MATH 72200 - Modern Algebra II

Extension fields to the fundamental theorem of Galois Theory and solvability by radicals. Commutative rings to the Hilbert basis theorem and elements of algebraic varieties.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3

Credits 3

Offered every other fall semester in odd numbered years The ring and field theory portion of a three semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics.

MATH 72500 - Advanced Linear Algebra

Topics in advanced linear algebra and multilinear algebra.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3

Credits 3

Offered every spring semester

The linear algebra portion of a three-semester group of abstract algebra courses including MATH 72100, 72200, and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. It is intended for both Pure and Applied MA students. An undergraduate course in abstract algebra is preferred, but not required.

MATH 74200 - Analytic Functions

Theoretical treatment of the properties of a function of a complex variable including Cauchy's Theorem, the special functions, power series, and the Riemann Mapping theorem.

prereq: MATH 35300 or equivalent and departmental permission

Hours 3

Credits 3

Offered every other spring semester in even numbered years.

A stand-alone course in functions of a complex variable presented at a higher level than MATH 35300 or MATH 64200. The course is intended for both Pure and Applied Math students and optionally a required course for the MA in Pure Math. An undergraduate course in complex variables is preferred, but not required.

MATH 74600 - Theory of Functions of a Real Variable I

Real numbers, Lebesgue measure, metric and L_p spaces, general measure and integration theory.

prereq: 1 year of advanced calculus

Hours 45

Credits 3

MATH 74700 - Theory of Functions of a Real Variable II

L_p spaces, Hilbert spaces, Banach spaces, the Hahn-Banach Theorem, the Riesz presentation theorem.

prereq: MATH 35200 or equivalent and departmental permission

Hours 3

Credits 3

Offered in alternate years during the summer session. The functional analysis portion of a three-semester group of analysis courses including MATH 74200, 74700, and 74700. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. This course is recommended to applied math students interest in theoretical foundation for numerical analysis.

MATH 75000 - Calculus on Manifolds

The derivative as a linear map; the Riemann integral, including Fubini's Theorem and the Change of Variable formula; tensor and exterior algebras; differential forms and integrals thereof; Stokes' Theorem.

prereq: MATH 26000 and MATH 35200 or permission of the instructor.

MATH 75100 - General Topology

Topology of plane sets, continuous functions, separation axioms, compact and metric spaces.

prereq: advanced calculus or permission of Department

Hours 45

Credits 3

MATH 75200 - Algebraic Topology

An introduction to algebraic topology including homotopy and the fundamental group of a space. Classification of spaces via their fundamental group. Applications to algebra and differential geometry.

prereq: MATH 35200 or equivalent and departmental permission

Hours 3

Credits 3

Offered alternate years during spring semester

MATH 77200 - Seminar

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department

Hours 45

Credits 3

MATH 77300 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department

Hours 45

Credits 1

MATH 77400 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department

Hours 45

Credits 1

MATH 77500 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department

Hours 45

Credits 2

MATH 77600 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department

Hours 45

Credits 2

MATH 77700 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department

Hours 45

Credits 3

MATH 77800 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department

Hours 45

Credits 3

MATH 78500 - Advanced Numerical Analysis, Finite Differences and Collocation

Advanced topics in numerical analysis, Finite difference method, von Neumann stability, Lax equivalence. Polynomial interpolation, numerical integration and collocation method.

prereq: MATH 38500 and departmental permission

Hours 3

Credits 3

Offered alternate years during the summer session One of a two-semester group of courses presenting numerical analysis at the graduate level. This course is primarily for students in the applied math MA program.

MATH 78700 - Advanced Numerical Analysis, Finite Elements

Finite element method, von Neumann stability, Lax equivalence. Polynomial interpolation, numerical integration and collocation method.

prereq: MATH 38500 or equivalent and departmental permission

Hours 3

Credits 3

Offered alternate years during the summer session

MATH 79500 - Advanced Topics in Mathematics

Topics to be studied in any given term will be announced prior to registration.

prereq: varies with specific topics and will be announced at the time of course offering

Hours 45

Credits 3

May be repeated as topics vary, but not more than twice.

Statistics

STAT 61200 - Discrete Probability

Hours 3

Credits 3

STAT 61400 - Data Analysis Using Statistical Software

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.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

STAT 70100 - Advanced Probability Theory I

Non-measure theoretic probability. Combinatorics, random variables, distributions. Moment generation functions. Limit laws.

prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department

Hours 45

Credits 3

STAT 70200 - Advanced Probability Theory II

Continuation of STAT 70100. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

prereq: STAT 70100 or permission of the department

Hours 45 hrs,

Credits 3 cr

STAT 70300 - Mathematical Statistics

Bernoulli, binomial, Poisson and other discrete density functions. Continuous distributions: the normal, t, chi square and F distributions. Order Statistics. Point and interval estimation, maximum likelihood and Bayes' estimation. Testing hypotheses, the Neyman-Pearson lemma, likelihood ratio tests. An introduction to linear models and the design of laboratory experiments. The analysis of variance.

prereq: permission of the department

Hours 45

Credits 3

STAT 70600 - General Linear Models I

The multivariate linear model. Model building. Indicator variables. Variable screening. Residual analysis. Weighted regression. Correlated errors. Multi-collinearity. Polynomial regression. The principles of experimental design. The analysis of variance. Computer lab sessions.

prereq: STAT 70100 and 70300 or equivalent or permission of department

Hours 45 hrs,

Credits 3 cr

STAT 70700 - General Linear Models II

A review of multivariate linear model and maximum likelihood estimation. Nonlinear regression models. Logistic and Poisson regression models. Family of generalized linear models. Multidimensional tables. Odds ratio. Model selection and evaluation. Computer-based exploratory data analysis. Examples from the life sciences.

prereq: STAT 70600 or equivalent

Hours 45

Credits 3

STAT 71400 - Topics in Statistical Inference

Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics.

Hours 45

Credits 3

STAT 71500 - Time Series Analysis

Introduction to univariate Box-Jenkins (difference equation) time-series modeling. Topics include ARIMA models; stationarity; forecasting; diagnostics; and seasonal modeling. Extensive use of process control and economic time series. Transfer function models.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

STAT 71600 - Data Analysis

Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics selected from: data summaries; transformations; the jackknife and re sampling schemes; robust estimation; and robust regression methods.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

This course is cross-listed with BIOS 75600

STAT 71700 - Multivariate Analysis

An introduction to multivariate methods. Topics selected from: factor analysis; discriminant analysis; clustering; multidimensional scaling; MANOVA; canonical correlation; and projection- pursuit.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course; familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

STAT 71800 - Analysis of Variance

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.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course; familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

This course is cross-listed with BIOS 75800

STAT 72200 - Theory of Games

Utility, zero-sum two-person games, minimax theorem or rectangular games. Relation to linear programming; applications to problems in economics and other fields.

prereq: a course in linear algebra and a course in probability

Hours 45

Credits 3

STAT 72400 - Topics in Applied Mathematics I

Selected topics. Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics.

prereq: permission of the department

Hours 45

Credits 3

STAT 72500 - Topics in Applied Mathematics II

Selected topics. Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics.

prereq: permission of the department

Hours 45

Credits 3

STAT 72600 - The Theory and Methods of Sampling

The techniques of modern sampling with applications to human population studies. Structured sampling designs. Unequal probability sampling. Efficient sampling. Accuracy, precision and the sources of bias. Longitudinal panel

study design. The study of available Federal data bases relating to the health and welfare of US residents.

prereq: STAT 70100 or equivalent, or permission of the department

Hours 45

Credits 3

STAT 73900 - Bayesian Statistics

Conditional probability. Normal prior and likelihood. Conjugate and improper prior distributions. Bayesian statistical paradigm and inference using sample-based numerical methods (e.g., EM, MCMC). Markov chains and Hidden Markov Models. Computer lab sessions.

prereq: prereq: C or better in STAT 61400, or permission of instructor. Adequate preparation in calculus and matrix algebra is assumed. Familiarity with a computing environment is encouraged.

Hours 45

Credits 3

STAT 75000 - Applied Biostatistics I

A first course in biostatistics for public health research. Topics include: simple and multiple linear regression; one-way and two-way analysis of variance; nonparametric tests. Focus on practical applications, utilizing statistical software.

prereq: C or better in STAT 21300 or an equivalent introductory statistics course. Not open to students who have taken STAT 21400 or STAT 61400. The prerequisites are also satisfied with the combination of PH 70000 and PH 70300.

STAT 75100 - Applied Biostatistics II

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.

prereq: STAT 75000 or BIOS 75000 or an equivalent biostatistics course.

Hours 45

Credits 3

STAT 75200 - Analysis of Categorical Data

An introduction to statistical models for analyzing categorical data, with emphasis on examples from the health sciences. Topics include: contingency tables and corresponding tests such as chi-square, CMH and trend test, count data, logistic regression, and log-linear models.

Cross-listed BIOS 75200 Analysis of Categorical Data

prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.

Hours 45

Credits 3

STAT 75300 - Analysis of Longitudinal Data

An introduction to statistical models and methods for analyzing longitudinal data in public health. Topics include: longitudinal designs and cohort sampling, general linear models for longitudinal data, marginal and random effects models, time-dependent covariates, missing values.

Cross-listed BIOS 75300

prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.

Hours 45

Credits 3

STAT 75400 - Design and Analysis of Complex Surveys

An introduction to statistical issues in the design and analysis of complex surveys, with a particular emphasis on public health research. Topics include: basic sampling techniques, stratified and cluster sampling, non-sampling errors, and case studies.

prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.

Hours 45

Credits 3

STAT 75500 - Survival Analysis

An introduction to regression modeling used in the analysis of time-to-event data in epidemiological, biostatistical, and other health-related research. Topics include: survival functions, proportional-hazards, parametric and competing-risks models, missing data and case studies.

Cross-listed BIOS 75500

prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.

Hours 45

Credits 3

STAT 76100 - Advanced Concepts in Financial Markets

Study of the essential techniques of pricing financial derivatives, including the Black-Scholes formula, binomial trees, and risk-neutral valuation methods. Discussion of trading strategies associated with the use of financial derivatives for different purposes such as hedging and speculation, and potential problems that can arise in the application of financial derivatives.

prereq: permission of the department

Hours 45

Credits 3

STAT 78600 - Visualization for Statistics and Applied Mathematics

The structure and purpose of visualization systems, including fully developed examples from statistics and applied mathematics. Final project using advanced analysis techniques required.

prereq: STAT 61400 or MATH 68500 or permission of the instructor

Hours 45

Credits 3

STAT 78700 - Statistical Models for Spatial Data

Spatial data and spatial models, intrinsic stationarity, large and small sample variation, the variogram, estimation of the variogram, prediction and kriging, spatial models on lattices, spatial point patterns.

prereq: STAT 70100 and STAT 70300 (theory); STAT 71600 or STAT 78600 (data analysis, programming); or

permission of the instructor

Hours 45

Credits 3

STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department

Hours 45

Credits 3

STAT 79100 - Independent Study

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.

Credits 1 cr, 2 cr, or 3 cr

STAT 79200 - Independent Study

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.

Credits 1 cr, 2 cr, or 3 cr

STAT 79300 - Independent Study

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.

Credits 1 cr, 2 cr, or 3 cr

Mathematics and Statistics: Courses offered only if student demand is sufficient

MATH 74100 - Functional Analysis

Hours 45

Credits 3

STAT 63800 - Special Topics in Applied Statistics

Hours 45

Credits 3

Medical Laboratory Sciences

MLS 60000 - Fundamental Concepts and Techniques in the Medical Laboratory

Function of the medical laboratory, data analysis and operation of basic laboratory equipment. Approximately 1-2 informal laboratory hours are required to practice the use of equipment. Mastery of additional content and an independent project are required of graduate students.

This course is cross-listed with MLS 30000.

prereq: BIOL 10000, 10200, CHEM 10200, 10300, 10400, 10500 or equiv. and admission to the post-baccalaureate certificate program in Medical Laboratory Technology

Hours 3 (2 lecture, 1 lab)

Credits 3

MLS 61000 - Clinical Practicum in Medical Laboratory Technology I

This course (and MLS 62000) comprise the 6 clinical practice areas (3 per course) needed to complete the post-baccalaureate certificate in Medical Laboratory Technology.

prereq: Admission to the Post-baccalaureate Certificate Program in Medical Laboratory Technology

Credits 6

MLS 62000 - Clinical Practicum in Medical Laboratory Technology II

This course (with MLS 61000) provides training in the 6 clinical practice areas (3 per course) needed to complete the post-baccalaureate certificate in Medical Laboratory Technology

prereq: Admission to the Post-baccalaureate Certificate Program in Medical Laboratory Technology

Credits 6

MLS 70000 - Concepts of Disease: Diagnostic Strategies

This course will explore newly described and established disease syndromes from the perspective of strategizing for effective laboratory diagnosis and management. Broad strategies such as classical biochemistry and cultivation, immunochemical, molecular or histochemical techniques and compared using original literature. Upon completion,

students will be able to design a rational and cost effective laboratory strategy based on fundamental science; skills will also have application to biomedical laboratory research, assisting in the development of protocols for fundable projects.

Hours 45

Credits 3

MLS 70100 - Emerging Laboratory Technologies

Developed as a complement to MLS 70000, this course explores new technologies in the biomedical laboratory. Such areas as genomics, proteomics, immunohistochemistry and cytogenetics have been developed recently and may not have been formally studied in the student's previous scientific education. Students completing this course will have the skills to perform and/or supervise a wide range of analyses, and as managers they will be able to evaluate complex technologies for adoption.

Hours 3

Credits 3

MLS 71000 - Management Practicum

Students will be assigned to laboratory sites in hospital and proprietary clinical laboratories, research institutions, and academic laboratories to gain experience as management interns. Schedules will be arranged to meet the needs of students and sites, and a minimum of 150 hours will be required. A site-based mentor will be responsible for designing the practicum for each student placed and evaluating his/her performance in partnership with college-based faculty. Students will prepare an extensive project report in print and presentation format. Students completing this capstone course will be able to apply for positions in an area of biomedical laboratory management that reflects their unique combination of technical and management expertise.

Music

MUS 68100 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

Hours 15 hrs,

Credits 1 cr

MUS 68200 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

Hours 15 hrs,

Credits 1 cr

MUS 68300 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

*Hours 15 hrs,
Credits 1 cr*

MUS 68400 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

*Hours 15 hrs,
Credits 1 cr*

MUS 70000 - Music Bibliography and Research Techniques

Study of sources and bibliographical methods as applied to musical material.

*Hours 45 hrs,
Credits 3 cr*

MUS 71000 - Hunter Symphony

Rehearsal and performance of orchestral works.

*prereq: audition and perm instr.
Hours 30 hrs,
Credits 1 cr
May be taken four times for credit.*

MUS 71100 - Hunter College Choir

Rehearsal and public performance of major choral Works.

*Hours 30
Credits 1
May be taken four times for credit.*

MUS 71300 - Chamber Music

Rehearsal and public performance of instrumental chamber works.

*Hours 30 hrs,
Credits 1 cr
May be taken four times for credit.*

MUS 71400 - Collegium Musicum

Study and public performance of chamber chorus works from the medieval, Renaissance, and Baroque periods.

*prereq: audition and perm instr.
Hours 30
Credits 1
May be taken four times for credit.*

MUS 71500 - Jazz Ensemble

Open to all instrumentalists by audition. Study and performance of popular forms of music, including dance, jazz and musical comedy. One public performance per semester.

Hours 30 hrs,

Credits 1 cr

May be taken four times for credit.

MUS 71600 - Jazz Vocal Workshop Ensemble

Open to all vocalists and rhythm section instrumentalists by audition. Jazz performance and improvisation. One public performance per semester.

Hours 30 hrs,

Credits 1 cr

May be taken four times for credit.

MUS 71700 - Piano Performance Class

Seminar in performance for advanced piano students. Study and performance of representative works of piano repertoire. Individual attention to problems of public performance.

Hours 30 hrs,

Credits 1 cr

May be taken four times for credit.

MUS 71800 - Vocal Performance Class

Course in seminar/workshop format concentrating on the literature for solo voice, both classical and popular (musical theater, jazz, gospel); but also including ensemble repertory from opera and musical theater. Singers are coached in performance technique and interpretation, while working with an accompanist to prepare the semester's repertoire.

Hours 30 hrs,

Credits 1 cr

May be taken four times for credit.

MUS 71900 - Special Topics in Music Performance

Number of works are studied, rehearsed, and performed. Topics to be announced.

Hours 30

Credits 1

May be taken four times for credit.

MUS 72000 - Opera Performance

Preparation and performance of a fully staged opera.

prereq: prereq. audition and graduate adviser's permission.

May be taken two times for credit.

MUS 72400 - Advanced Studies in Music Theory 1

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

prereq: 4 sem. of undergraduate music theory courses

Hours 45 hrs,

Credits 3 cr

MUS 72500 - Advanced Studies in Music Theory 2

Analysis and theory of compositional styles from 1900 to the present.

prereq: 4 sem. of undergraduate music theory courses

Hours 45

Credits 3

MUS 73100 - Composition 1

Fundamental musical materials and compositional techniques of the 20th century. Students will complete weekly compositional exercises, each emphasizing a specific technique.

Hours 45

Credits 3

MUS 73200 - 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.

Hours 45

Credits 3

MUS 73500 - Orchestration

Study of the capabilities of musical instruments; analysis of orchestration techniques; arranging compositions for various instrumental combinations.

prereq: 2 semesters of undergraduate music theory and permission of the instructor

Hours 45

Credits 3

MUS 73600 - Computer Music

Making music with computers using technologies such as MIDI sequencing, hardware synthesis, and digital audio. Promises and limitations of these tools.

prereq: permission of the instructor

Hours 45

Credits 3

MUS 73800 - Jazz Techniques and Arranging

Study of jazz harmony and rhythm, jazz composition, and jazz arranging and its application to commercial music.

prereq: permission of department

Hours 3

Credits 3

MUS 73900 - Jazz Improvisation

Study and performance of jazz improvisational techniques.

prereq: MUS 73800 or permission of department.

Hours 3

Credits 3

MUS 74000 - Seminar in Music Theory and Analysis

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

Hours 45

Credits 3

May be taken 3 times for credit.

MUS 74200 - Seminar in Style Criticism

Intensive study of a small number of closely related works of music. Topics to be announced.

Hours 45

Credits 3

May be taken twice for credit.

MUS 75100 - 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.

Hours 45

Credits 3

MUS 75200 - 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.

Hours 45

Credits 3

MUS 75300 - Transcription and Analysis in Ethnomusicology

Critical examination and application of contemporary techniques to selected examples from various cultures.

Hours 45

Credits 3

MUS 76000 - Seminar in Music History

Problems in research and analysis in selected areas of music history.

Hours 45 hrs,

Credits 3 cr

May be taken twice for credit.

MUS 77500 - Seminar in Ethnomusicology 1

A history of the discipline; the development of theories and methods; selected problems.

Hours 45

Credits 3

MUS 77600 - 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.

Hours 45

Credits 3

MUS 77700 - Seminar in Urban Ethnomusicology

Major concepts and areas of research in urban ethnomusicology. Application of ethnomusicological methods to individual field studies in New York City.

Hours 45

Credits 3

MUS 77800 - 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.

Hours 45

Credits 3

MUS 78100 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3

MUS 78200 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3 cr

MUS 78300 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3

MUS 78400 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3

MUS 78500 - Private Lessons in Composition

Advanced individualized training in original music composition.

prereq: MUS 73100, 73200, and permission of the instructor

MUS 78900 - 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 79100 - Independent Study

Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

prereq: perm Graduate Faculty Committee, obtained by announced deadline during previous semester.

Hours 15 hrs,

Credits 1 cr

May be taken 4 times for credit. 8 cr maximum

MUS 79200 - Independent Study

Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

prereq: perm Graduate Faculty Committee, obtained by announced deadline during previous semester.

Hours 30 hrs,

Credits 2 cr

May be taken 4 times for credit. 8 cr maximum

MUS 79300 - Independent Study

Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

prereq: perm Graduate Faculty Committee, obtained by announced deadline during previous semester.

Hours 45 hrs,

Credits 3 cr

May be taken 4 times for credit. 8 cr maximum

MUS 79400 - Independent Study

Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

prereq: perm Graduate Faculty Committee, obtained by announced deadline during previous semester.

Hours 60 hrs,

Credits 4 cr

May be taken 4 times for credit. 8 cr maximum

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3

MUS 79900 - Thesis in Composition

Individual study of composition under supervision.

Credits 3

Music Courses for Music Education

MUS 61900 - Vocal Pedagogy

Fundamentals of teaching posture, breath control, and tonal production. Emphasis on physiological and acoustical nature of the voice. Vocalises and songs.

Hours 225 hrs,

Credits 1 cr

MUS 64100 - 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.

Hours 225

Credits 1

MUS 64300 - 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.

Hours 225

Credits 1

MUS 64500 - 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.

Hours 225

Credits 1

MUS 64700 - Percussion Skills

The teaching of fundamental techniques of playing percussion instruments: rudiments, stick control, coordination of hands and feet, syncopation, ensemble playing; acoustical principles of percussion; thorough review of percussion technique; basic pedagogical methods.

MUS 64900 - Piano Skills for Music Teachers

Introduction to piano skills including scales, chord progressions, keyboard harmony and sightreading. The activities and materials used will reflect the needs of music education students.

MUS 65100 - Conducting

The teaching of technique and proficiency in basic conducting skills including conducting patterns, baton technique, expressive gestures, score study, and philosophical and psychological approaches to ensemble management.

MUS 77900 - 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.

Hours 45

Credits 3

Nursing

NURS 66400 - Legal Issues in Nursing

The purpose of this course is to examine the multiple relationships between nursing and the law, with a particular focus on accountability for advanced and specialty practice. The course examines sources of law and the role of the courts in the continuing development and application of law to health care and the health professions. Specific legal issues, such as malpractice and informed consent, are analyzed. Distinctions between civil and criminal liability are explored, along with the roles of licensing boards and other government agencies. The course also examines relationships between law, ethics, policy and global health.

Hours 3 hrs

Credits 3 cr.

NURS 69903 - Therapeutic Modalities in Counseling and Advanced Nursing Practice

Exploration of evidence-based guidelines for treating individuals with psychological health issues of therapeutic modalities including Cognitive Behavioral Therapy, Dialectic Behavioral Therapy, Interpersonal Therapy and Play Therapy with children.

Hours 45

Credits 3

NURS 69984 - Therapeutic Touch, Meditation and Imagery: Health Patterning Across the Life Span

Presents Therapeutic Touch, meditation, and imagery as modalities in health patterning for nursing using Rogers' Science of Unitary Human Beings as the theoretical framework.

Hours 45 hrs,

Credits 3 cr

Lecture plus practice.

NURS 69986 - 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 69995 - Transforming Death in Health Care

This course prepares graduate students to oversee and provide quality care to those who are dying and their loved ones. Concepts, theories and practices associated with death, dying and end-of-life care will be discussed along with exploration of the multiplicity of issues surrounding societal needs at the end-of-life will be discussed. At the completion of the course and with full attendance on the dates that ELNEC (end-

of-life education consortium curriculum) modules are taught, students will be designated “ELNEC trained”.

NURS 69997 - Interdisciplinary Approach on Diabetes Management

Analysis of interdisciplinary approaches in providing diabetes management to people with diabetes in a culturally competent manner.

NURS 69998 - Diabetes Prevention: Interdisciplinary Perspectives

This course will review existing approaches to diabetes prevention. Also covers prevention strategies, the impact of food and culture on lifestyle behaviors, the social and behavioral causes of diabetes, and the development of public health diabetes prevention interventions.

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70100 - Assessment, Measurement, and Evaluation in Nursing Education

Various methods of assessment and evaluation of learning will be addressed within a nursing context.

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 70700 - 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.

NURS 70800 - 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.

NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45

Credits 3

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS 71900 - Psychopharmacology

Course provides evidence-based guidelines of pharmacology in treating mentally ill individuals. Neuro-biology and psychopharmacology theories, current clinical practice of pharmacology for major psychiatric diagnoses, and practical clinical application of relevant pharmacotherapy will be explored.

NURS 73000 - Instructional Design in Nursing Education

Examination of theoretical models and empirical factors that affect teaching-learning process in educational settings in nursing.

prereq: NURS 70000 or equivalent course

NURS 73100 - Practicum in Nursing Education

Preceptored-supervised practicum emphasizing utilization of practice-related role of nurse educator and application of theoretical formulations in educational settings in nursing.

prereq: NURS 730

Hours 15 hrs seminar, 135 hrs practice,

Credits 4 cr

NURS 73500 - Leadership and Management in Health Care I

Analyses of how nurse leaders and other health professionals in integrated managed care networks and community-based organizations understand and apply leadership and management theories and principles.

prereq: NURS 70000, NURS 70200, NURS 74900

coreq: PAF 91000, PAF 91030

Hours 30 hours theory, 15 hours seminar, 166 hours practicum,

Credits 5 cr

NURS 74000 - Leadership and Management in Health Care II

Analysis of how nurse leaders and other professional in health care agencies interact at local, regional, and national levels, conduct policy assessment, identify health needs of culturally diverse aggregates, and develop culturally focused policies and programs to address the needs.

prereq: NURS 70400, NURS 73500, PAF 91200, PAF 91720

coreq: PAF 91400, PAF 91300

Hours 30 hours theory, 15 hours seminar, 167 hours practicum,

Credits 5 cr

NURS 74200 - Advanced Practice Psychiatric-Mental Health Nursing I

Exploration of mental health problems, recovery-oriented services and promotion of mental health in individuals. Students learn to provide primary mental health care for individuals experiencing a range of complex problems.

prereq: NURS 70000

prereq or coreq: NURS 70200, NURS 71700, NURS 74900, NURS 75000, NURS 75100

Hours 30 hrs lecture, 15 hrs seminar, 166 hrs clinical,

Credits 5 cr

NURS 74300 - Advanced Practice Psychiatric-Mental Health Nursing II

Exploration of mental health of families. Students learn to provide primary mental healthcare for families experiencing a range of complex problems.

prereq: NURS 742

prereq or coreq: NURS 704

Hours 30 lecture hours, 15 hrs seminar, 167 hrs clinical,

Credits 5 cr

NURS 74400 - Advanced Practice Psychiatric-Mental Health Nursing III

An exploration of contemporary mental health issues from group and community perspectives. Students learn to develop advanced practice group and community interventions that reduce risk, promote resilience, and enhance mental health.

prereq: NURS 74300

Hours 30 hrs lecture, 15 hrs seminar, 167 hrs of clinical practicum,

Credits 5 cr

NURS 74500 - Capstone Seminar for the MS/MPA in Nursing Administration

An integrative experience in the field of public affairs as it relates to health care generally and nursing specifically. Students will prepare a professional work in policy analysis or an organizational assessment.

Cross-listed (Cross-listed with PAF 97930)

prereq: NURS 74000

Hours 30 hours theory, 15 hours seminar, 167 hours practicum,

Credits 5 cr

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies.

prereq: NURS 74900

Hours 45 hrs practicum,

Credits 3 cr

NURS 75200 - Advanced Concepts in Nursing Education

Advanced concepts in nursing education that allow for the construction of nursing education programs will be explored. Issues critical to academic and institutional education will be examined.

prereq: NURS 73000

NURS 75400 - Psychosocial Behavioral Patterns of Older Adults

Integration of the theoretical foundations of biological, psychological, social, and cultural patterns of aging that form the assessment data base for the case management of older adults, families, and communities

prereq: NURS 70000

NURS 75500 - Primary Care Nursing I

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are introduced.

prereq: NURS 70000, NURS 70200, NURS 71700, NURS 74900, NURS 75100

prereq or coreq: NURS 75000

Hours 30 hrs. theory, 15 hrs seminar, 210 hrs practicum

Credits 5 cr

NURS 75700 - Primary Care Nursing II

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are developed.

prereq: NURS 75500

prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 210 hrs practicum,

Credits 5

NURS 76100 - Clinical Leadership in Nursing I

Principles of leadership, teaching and learning, health communication, clinical outcomes, resource and information management, and evidence-based nursing practice are applied to promote health, decrease risk, and eliminate health disparities in specific clinical settings.

prereq: NURS 70000; NURS 70200, NURS 70400, NURS 74900

prereq or coreq: NURS 71700, NURS 75000, NURS 75100

Hours 30 hrs theory; 165 hrs clinical practicum, including 15 hrs clinical seminars,

Credits 5

NURS 76200 - Clinical Leadership in Nursing II

Synthesis of all aspects of leadership, care, and information management. Guided learning opportunities and clinical immersion in a unit or setting specific area; facilitates the integration of the multiple CNL functions into a professional model of CNL practice.

prereq: NURS 76100

Hours 60 hrs theory; 335 hrs clinical practicum (immersion), including 30 hrs clinical seminars

Credits 10

NURS 76600 - Advanced Medical Surgical Nursing I

Provides specialized knowledge and clinical experience in order to implement the diverse roles of the clinical nurse specialist (CNS) in a variety of settings and with patients of different age groups.

prereq: NURS 76100

Hours 30 hours theory, 15 hours seminar, 167 hours clinical practicum

Credits 5

NURS 76700 - Advanced Medical Surgical Nursing II

Builds on specialized knowledge and clinical experience in order to implement the diverse roles of the clinical nurse specialist (CNS) in a variety of settings and with patients of different age groups.

prereq: NURS 76600

Hours 30 hours theory, 15 hours seminar, 167 hours clinical practicum

Credits 5

NURS 76800 - Primary Care Nursing III

Theories, research and strategies for primary care nursing of adolescent, adult, and older adults with complex multisystem health problems are analyzed and applied; role expectations of nurse practitioners are synthesized. Capstone project is finalized.

prereq: NURS 75700

Hours 30 hrs theory, 15 hrs seminar, 210 hrs practicum,

Credits 5 cr

NURS 76900 - Gerontological Nurse Practitioner Practicum

Preceptored practicum in gerontological nurse practitioner practice with seminar discussion of current theories, research and strategies for primary care of older adults with complex multisystem health problems are analyzed and applied.

coreq: NURS 755

Hours 15 hrs seminar, 105 hrs practicum,

Credits 3 cr

NURS 77100 - Community/Public Health Nursing I

Analysis of how clinical specialists in community/public health nursing conduct a community health assessment and participate on multidisciplinary teams that work in partnership with culturally diverse communities.

prereq: NURS 700, PH 700

prereq or coreq: NURS 702, NURS 749

Hours 30 hrs theory, 166 hrs practicum, 15 hrs seminar,

Credits 5 cr

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100

prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,

Credits 5 cr

NURS 77300 - Community/Public Health Nursing III

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772

Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,

Credits 5 cr

NURS 77600 - Interdisciplinary Approaches to Diabetes Management

This course will provide an overview of the field of diabetes and diabetes management. It will examine and analyze the interdisciplinary approaches in providing diabetes management in an effective and culturally competent manner.

Cross-listed PH 77013

Hours 45

Credits 3

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 79100 - Independent Study in Nursing

Supervised study of an area of interest for matriculated students.

Hours 15 hrs,

Credits 1 cr

A total of 6 credits of independent study may be applied toward the degree. Permission of specialization coordinator.

NURS 79200 - Independent Study in Nursing

Supervised study of an area of interest for matriculated students.

Hours 30 hrs,

Credits 2 cr

A total of 6 credits of independent study may be applied toward the degree. Permission of specialization coordinator.

NURS 79300 - Independent Study in Nursing

Supervised study of an area of interest for matriculated students.

Hours 45 hrs,

Credits 3 cr

A total of 6 credits of independent study may be applied toward the degree. Permission of specialization coordinator.

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400

Hours 45

Credits 3

NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000

Hours 45

Credits 3

NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200

Hours 45

Credits 3

NURS 80400 - Finance and Management Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200

coreq: NURS 71600

Hours 45

Credits 3

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

Hours 45

Credits 3

NURS 81100 - Advanced DNP Procedures

Students will perform clinical procedures that assist in the diagnosis and treatment of acute and chronic conditions encountered in the primary care setting. Students are expected to draw on knowledge from pathophysiology and advanced assessment in order to demonstrate competence in performing advanced procedures.

prereq or coreq: NURS 75100

Hours 3, 15 lab

Credits 3

NURS 82600 - Assessment and Primary Care of Newborns to Age 5 Years

This course examines primary health care as a DNP practice role with infants and young children with emphasis on decision-making and clinical management to promote health, prevent illness/injury, and restore health.

prereq: NURS 71700, NURS 75000 and NURS 75100

Hours 15 lecture, 15 seminar and 125 clinical

Credits 3

NURS 82700 - Assessment and Primary Care of Children and Adolescents

Application of DNP practice strategies for primary care nursing of children and adolescents, with emphasis on decision-making and clinical management to promote health, prevent illness/injury and restore health.

prereq: NURS 71700, NURS 75000, NURS 75100

Hours 15 lecture, 15 seminar, 125 clinical

Credits 3

NURS 84200 - DNP PMHNP Practice I

Clinical practicum in mental and behavioral health care delivery system and with current mental health policy makers, with seminar discussions of current mental health policy and politics in relation to the role of advanced practice nursing in the field of mental health systems.

prereq: NURS 85100

coreq: NURS 74200

Hours 5 seminar, 50 clinical

Credits 1

NURS 84300 - DNP PMHNP Practice II

Clinical practicum in advanced practice geriatric-mental health with seminar discussions of current gerontological and geriatric mental health theories, research and strategies for primary care nursing of older adults who need psychiatric or mental health services.

prereq or coreq: NURS 74300

Hours 5 seminar, 50 clinical

Credits 1

NURS 84400 - DNP PMHNP III

Clinical practicum in addictions nursing practice with seminar discussions of current addictions theories, research and strategies for the clients with substance abuse and dependence diagnosis.

prereq or coreq: NURS 74400

Hours 5 seminar, 50 clinical

Credits 1

NURS 84500 - DNP PMHNP Practice IV

This course provides a framework for DNP psychiatric mental health nurse practitioner (PMHNP) students in how to synthesize theoretical, scientific, and clinical knowledge for the assessment and management of both mental health and illness states of child- and adolescent-specific populations.

prereq: NURS 74400

Hours 30 lecture, 15 seminar, 210 clinical

Credits 6

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000

Hours 45

Credits 3

NURS 85100 - Advanced Physical Assessment Practicum

Application of multidimensional assessment strategies for primary care nursing of persons aged 16 and above, as well as their families and communities. Evidence-based assessment strategies are to be practiced in a college lab and clinical setting. Electronic documentation will be used to record a comprehensive assessment and improve access to information.

prereq: NURS 74900

coreq: NURS 75100

Hours 5 seminar, 40 clinical

Credits 1

NURS 85500 - DNP Practice with Adults/Older Adults I

Application of advanced practice strategies for primary care nursing of adults and older adults and their families and the health care organizations that provide services for them. Evidence-based practice guidelines are reviewed and practiced in the college lab and clinical setting, with the use of information systems/technology and patient care technology to improve the quality of care for adult and older patients and their families and the health care systems that care for them.

prereq: NURS 75100

Hours 5 seminar, 40 clinical

Credits 1

NURS 85700 - DNP Practice with Women

Application of advanced practice strategies for primary care nursing of women and their families. Evidence-based practice guidelines are reviewed and applied in the simulation lab and clinical setting. Information systems/technology and patient care technology to improve the quality of care for women and their families will be utilized in the clinical setting.

prereq or coreq: NURS 75700

Hours 5 seminar, 40 clinical

Credits 1

NURS 86900 - DNP Practice with Older Adults

Application of advanced practice strategies for primary care nursing of older adults and their families and communities. Evidence-based practice guidelines are reviewed and practiced in the college lab and clinical setting, with the use of information systems/technology and patient care technology to improve the quality of care to older adult patients and their families and communities, as well as the health care systems that care for them.

prereq or coreq: NURS 76900

Hours 15 seminar, 105 clinical

Credits 3

NURS 87000 - Acute Care DNP Practice

This course provides students with specialized knowledge and clinical experience in applying evidence-based national standards and treatment guidelines in the care of adolescents, adults, and older adults with acute and complex health problems. Leadership role expectations of doctorate-prepared nurse practitioners are explored and synthesized throughout the course content.

prereq: NURS 75100

Hours 30 theory, 15 seminar, 250 clinical

Credits 6

NURS 87100 - Advanced Practice Public Health Nursing I

Analysis of the Advanced Practice Public Health Nurses (AAPHN) role in the use of technology to promote population health in order to achieve the DNP Competency Areas: Technology & Information Literacy Analysis and Quality of Practice.

prereq or coreq: NURS 77100, NURS 85000

Hours 15 seminar, 86 clinical

Credits 1

NURS 87200 - DNP in Public Health Nursing II

Analysis of the role of Advanced Practice Public Health Nurses (AAPHN) related to providing population health through partnerships and coalitions with the goal to achieve the DNP Competency Areas: Leadership in Practice, Independent Practice, and Health Delivery System.

prereq or coreq: NURS 77200, NURS 87100

Hours 15 seminar, 87 clinical

Credits 1

NURS 87300 - DNP in Public Health Nursing III

Analysis of evidence-based practice in the role of Advanced Practice Public Health Nurses (AAPHN) through community-based participatory research (CBPR), in order to achieve the DNP Competency Areas: Scientific Foundation for Practice, Healthcare Policy, and Practice Inquiry in Area Associated with Population Health.

prereq or coreq: NURS 77300, NURS 87200
Hours 15 seminar, 87 clinical
Credits 1

NURS 87400 - DNP in Public Health Nursing IV

Advanced Practice Public Health Nurses (APPHN) translate research into practice in a culturally competent manner by piloting their intervention using community-based research principles.

prereq or coreq: NURS 77300, NURS 87300
Hours 30, 15 seminar, 200 clinical
Credits 6

NURS 90000 - DNP Capstone I

Students develop plans for capstone projects that demonstrate synthesis of their development in advanced practice nursing and lay the groundwork for future practice development.

prereq: NURS 80200
Hours 45
Credits 3

NURS 90100 - DNP Capstone II

Students complete their capstone project and write final reports with continual mentorship by the faculty and community mentors.

prereq: NURS 90000
Hours 60
Credits 5

Nutrition Required Courses

All NUTR courses are three credits except NUTR 75700, which is one credit

NUTR 70000 - Seminar in Dietetics Practice

Discussions and student presentations of topics of current interest in the practice of dietetics and public health nutrition.

Open to dietetic internship (DI) students only.

NUTR 70100 - 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 70200 - 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 70300 - Pre-Professional Practice in Dietetics: Community

Supervised externship in community nutrition and classroom discussions of readings and field experiences.

Credits 3

Open to DI students only.

NUTR 70500 - Nutrition and Biochemistry

The structure and metabolism of macro- and micronutrients, kinetics and regulation of enzymes; energetic of biochemical reactions.

NUTR 71000 - 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 71500 - Food Service and Management

An overview of good service operations and theories, functions and tasks of management

NUTR 72000 - Community Nutrition Education

Nutrition programs and materials for health promotion in the community.

NUTR 72500 - Nutrition Research

Understanding, evaluation and application of various research methodologies, research protocols, data analyses, and data presentations. Critical review of nutrition and public health literature.

NUTR 73100 - Human Nutrition and Metabolism

Comprehensive study and evaluation of current research on biochemical and metabolic significance of carbohydrates, lipids and proteins to human nutrition.

prereq: NUTR 70500

NUTR 73200 - Advanced Nutrition II

Comprehensive study and evaluation of current research on biochemical and metabolic significance of vitamins, minerals, and water to human nutrition.

prereq: NUTR 73100

NUTR 73300 - Nutrition and Human Development

Relation of nutrition to growth and development. Nutrition requirements throughout the lifecycle.

NUTR 73400 - Clinical Nutrition I

Modifications of the normal diet in the treatment of disease, food and drug interactions.

prereq: NUTR 73100

NUTR 73500 - Clinical Nutrition II

Modifications of the normal diet in the treatment of disease, food and drug interactions.

prereq: NUTR 73400

NUTR 73800 - Public Health Nutrition Seminar

In-depth analysis of the literature and research in specific areas of public health nutrition.

NUTR 74600 - Nutrition and Disease

Examine and relate nutrient function to the pathologic processes of disease and derive implications for medical nutrition therapy.

coreq: NUTR 74700

NUTR 74700 - Advanced Nutrition and Assessment Laboratory

Study and evaluation of anthropometric, biochemical, and other measurement methodologies as they relate to nutritional status of various population groups.

coreq: NUTR 74600

NUTR 75600 - Food Science and the Environment

Scientific principles of food and food ingredients: composition, function, regulation, safety, quality, testing, processing, packaging, formulation, production and evaluation of foods.

coreq: NUTR 75700

NUTR 75700 - Food Science and the Environment Laboratory

Laboratory experience with the chemical and physical properties of food components.

coreq: NUTR 75600

Credits 1

NUTR 76000 - Practicum

Nutrition and food science-related fieldwork in hospitals, schools, laboratories, and community-based organizations designed to provide opportunities to apply knowledge and skills gained from the classroom education to professional practice.

prereq: completion of 27 credits in NUTR

Nutrition Elective Courses

All NUTR Elective Courses are 3 Credits

NUTR 73000 - 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 73710 - Public Health Nutrition Fieldwork I

Directed field experiences in public health nutrition agencies and/or programs.

*Hours 210 hrs,
Credits 3 cr*

NUTR 73720 - Public Health Nutrition Fieldwork II

Directed field experiences in public health nutrition agencies and/or programs.

NUTR 74100 - Nutritional Assessment

Study and evaluation of anthropometric, biochemical, and other measurement methodologies as they relate to nutritional status of individuals.

prereq: NUTR 73100

NUTR 75100 - Nutritional Contribution of Foods

Nutrient and non-nutrient components of foods. Physical and chemical properties of foods and their relationship to health.

NUTR 75200 - Food Service and Personnel Management

The organization and administration of food service operations, especially in community settings.

NUTR 77000 - Topics in Public Health Nutrition

Courses on current topics in public health nutrition.

Offered periodically.

NUTR 77010 - Cultural Aspects of Food and Nutrition

Study of the ways in which cultural and social factors influence food behaviors and dietary patterns.

NUTR 77020 - Consumer and Food

Available food supply, world hunger, marketing, and legislation.

Physics First-level

PHYS 60500 - Mathematical Physics

Introduction to basic mathematical techniques used in physics.

Hours 45

Credits 3

PHYS 61500 - Electromagnetic Theory

Electrostatics; electromagnetics; Maxwell's equations with application to waves; waves in guides; radiation.

Hours 45

Credits 3

PHYS 62100 - Electronics

Fundamental ideas of electronic circuits with special emphasis on solid state devices.

Hours 45

Credits 3

PHYS 62500 - Introduction to Quantum Mechanics

Fundamental ideas in the study of atomic sized systems.

Hours 45

Credits 3

PHYS 63000 - Science and Society

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.

prereq: one graduate-level physics course or permission of instructor

Hours 45

Credits 3

PHYS 64500 - Solid State Physics

Introduction to basic theory and techniques in study of matter on solid state.

Hours 45

Credits 3

PHYS 66000 - Challenging Concepts in Physics: Using Research to Identify Student Misconceptions and Assess Student Learning

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.

prereq: PHYS 63000 and two elective courses in physics or permission of instructor

Hours 60

Credits 4

PHYS 68500 - Numerical Methods I

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 (Cross-listed with MATH 68500.)

prereq: MATH 15500

Hours 45

Credits 3

PHYS 69500 - Numerical Methods II

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

Cross-listed (Cross-listed with MATH 69500.)

prereq: PHYS 68500

Hours 45

Credits 3

Physics Second-level

PHYS U70100 - Mathematical Physics

Study of the basic mathematical techniques used in physics.

Hours 60 hrs,

Credits 4 cr

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 U70200 - Mathematical Physics

Study of the basic mathematical techniques used in physics.

Hours 60 hrs,

Credits 4 cr

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 U71100 - Analytical Dynamics

Study of advanced classical mechanics.

prereq or coreq: PHYS U70100

Hours 60 hrs,

Credits 4 cr

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 U71500 - Electromagnetic Theory

Advanced concepts of static and time-dependent electromagnetic fields.

prereq or coreq: PHYS U70100

Hours 60 hrs,

Credits 4 cr

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 U71600 - Electromagnetic Theory

Advanced concepts of static and time-dependent electromagnetic fields.

prereq or coreq: PHYS U70100

Hours 60 hrs,

Credits 4 cr

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 U72500 - Quantum Mechanics

Basic study of quantum theory of matter including introduction to relativistic theory.

prereq or coreq: PHYS U70100

Hours 60 hrs,

Credits 4 cr

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 U72600 - Quantum Mechanics

Basic study of quantum theory of matter including introduction to relativistic theory.

prereq or coreq: PHYS U701

Hours 60 hrs,

Credits 4 cr

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 U74100 - Kinetic Theory and Statistical Mechanics

Study of physical properties of systems consisting of very large numbers of particles.

Hours 60 hrs,

Credits 4 cr

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 U77100 - Research or Independent Study

Research or independent study done under supervision of faculty member.

Hours 30-120 hrs,

Credits 1-4 cr

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 U77200 - Research or Independent Study

Research or independent study done under supervision of faculty member.

Hours 30-120 hrs,

Credits 1-4 cr

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 U77300 - Research or Independent Study

Research or independent study done under supervision of faculty member.

Hours 30-120 hrs,

Credits 1-4 cr

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.

Physics - courses offered according to student demand

PHYS U73800 - Introduction to Non-equilibrium Statistical Mechanics

Course offered if demand is sufficient

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 U74500 - Solid State Physics

Course offered if demand is sufficient

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 U74600 - Solid State Physics

Course offered if demand is sufficient

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 U75700 - Astrophysics

Course offered if demand is sufficient

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 61100 - Analytical Mechanics

Course offered if demand is sufficient

PHYS 62400 - Plasma Physics

Course offered if demand is sufficient

PHYS 67100 - Modern Physics Laboratory

Course offered if demand is sufficient

Psychology 600-level

Note: Ordinarily, no more than four 600-level courses may be credited toward the MA.

PSYCH 680xx - Special Topics in Psychology

Readings and discussion on a selected problem or topic area — varies from semester to semester.

Hours 45 hrs including conference

Credits 3

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

PSYCH 60500 - Abnormal Psychology: Advanced Course (A)

Covers facts and theories about the etiology of mental disorders; consideration of deviations commonly found in the population, such as mental retardation.

prereq: Psych 22000 or 22300

PSYCH 63000 - Theories and Methods of Psychotherapy (A)

Evolution of theories and methods of individual psychotherapy with a focus on central issues in the field.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

PSYCH 64100 - Comparative Psychology (B)

Development and evolution of the behavior of various species, major theoretical issues, classic experiments, and contemporary research and theory.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

PSYCH 64600 - Physiological Psychology (B)

The basics of neuroscience as sampled from the behavioral aspects. Topics covered include: structure and function of cells in the nervous system; neural communication: physiology and pharmacology; structure of the nervous system and endocrine system; research methods of physiological psychology; sensory and motor systems; aggressive behavior; anatomy of learning.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

PSYCH 65100 - Psychology of Small Groups (A)

Therapeutic groups have experienced massive development and rapid spread: over ten million adults currently participate in the US. The course consists of a didactic part (including such topics as leadership, group structure and power, norm formation, and conditioning) as well as a clinical part (in which students participate both as potential

leaders and clients). The aim is to familiarize students with group processes and an understanding of group dynamics.

Hours 15 hrs lecture, 30 hrs lab, incl conf,

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. Instructor's permission

PSYCH 65151 - Family and Couples System (A)

Family and couples communication as seen through the lens of systems theory. Topics include interpersonal meanings and patterns, conflict, and barriers to intimacy. Conceptual material is complemented by real case examples and TV and film illustrations.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

PSYCH 67600 - Psychology of Personality (A)

Frameworks for the study of personality, including classical psychoanalysis, American psychiatry, behaviorism, and phenomenology. Theorists studied include Freud, Adler, Jung, Sullivan, Dollard and Miller, Rogers, and Binswanger and Boss.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

PSYCH 69000 - Independent Research in Psychology – 3 credits

Designed to meet the research needs and interests of individual students under the direction of a faculty sponsor. This may involve independent reading, tutorials, independent research projects, or participation in ongoing faculty research. Projects culminate in an APA-style research report or literature review.

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission

PSYCH 69100 - Independent Research in Psychology – 1 credit

An opportunity for students to complete a research project that is less extensive than that required for PSYCH 69000, such as a literature review, a pilot study, or acquisition of a new research technique or skill.

Hours 15 hrs,

Credits 1 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission

PSYCH 69200 - Independent Research in Psychology – 2 credits

An opportunity for students to complete a research project that is less extensive than that required for PSYCH 69000 but more extensive than that required for PSYCH 69100. This may involve a literature review, a pilot study, or acquisition of a new research technique or skill.

Hours 30 hrs,

Credits 2 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission

Psychology 700-level

PSYCH 70100 - Advanced Experimental Psychology I

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study; examples are drawn primarily from perception, learning, cognition and animal behavior.

prereq: a graduate course in statistics

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70200 - Proseminar in Psychology

An introduction to theoretical concepts and methods of research across a variety of content areas within psychology. Areas include social, personality and health psychology; development and cognition; sensory and developmental neuroscience; animal behavior and learning; applied research, including clinical theory. The course is team-taught by three faculty members and features guest lectures by other Hunter College faculty and the occasional outside expert.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70500 - Statistical Methods in Psychology I

Covers descriptive statistics and inferential methods, including t-tests, analyses of variance, correlation, simple regression, and an introduction to multiple regression. Some assignments require the use of a statistical computer package.

prereq: PSYCH 24800 or equivalent

Hours 30 hrs lecture, 30 hrs conf or lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70600 - Statistical Methods in Psychology II

PSYCH 706 Statistical Methods in Psychology II

Covers advanced topics in statistics, including multivariate analysis, multiple regression, analysis of variance for complex designs, and analysis of covariance.

prereq: PSYCH 705

PSYCH 70701 - Thesis Research

Individual research conducted under the supervision of a department faculty member, whose written permission must be obtained. Limited to students working on their MA thesis.

prereq: PSYCH 70500 and 70100 or 74700 approved research topic and permission of a faculty sponsor

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70702 - Thesis Research

Additional semester of individual research under the supervision of a department faculty member. A formally approved Thesis Proposal and written approval from the faculty sponsor is required.

prereq: PSYCH 70701

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. Limited to students working on their MA thesis.

PSYCH 71000 - Advanced Physiological Psychology I (Neuroscience I) (B)

An introduction to fundamental methodology in neuroscience research and a focus on the functioning of individual neurons and communication between neurons. This team-taught course is part of a two-term sequence covering fundamental concepts in neuroscience.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

Instructor's permission. Neuroscience I is not a prerequisite for Neuroscience II.

PSYCH 71100 - Advanced Physiological Psychology II (Neuroscience II) (B)

Topics in neuroscience, including development of neural patterns, cellular differentiation, pathways and synaptic connections, the genetics of neural development, neural sexual differentiation, neural plasticity and endocrine factors, somatosensation, motor systems, and vision.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

PSYCH 71600 - Animal Behavior I: Mechanisms of Behavior (B)

History of approaches to animal behavior; behavior development; proximate causation of behavior (motivation, neuroethology, and biorhythms); animal orientation and communication; cognitive ethology and culture.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

PSYCH 71700 - Animal Behavior and Conservation in Captivity and the Wild (B)

Introduces concepts and techniques of wildlife biology and comparative psychology, with contributions from researchers in social behavior, reproductive biology, wildlife conservation, captive breeding, and animal cognition and communication.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 71751 - Field Study in Animal Behavior and Conservation (B)

Observation and study of the behavior of animals in their natural environment and application of techniques of observation and data analysis.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

PSYCH 71800 - Ethology (Animal Behavior II – Behavioral Ecology) (B)

Examines behavioral genetics, which covers the importance of single-gene effects, polygenic behavioral traits, and the utility of the concept of heritability; behavioral evolution, which covers the methods of elucidating the phylogeny of behavior when fossil evidence is not available; behavioral ecology, which focuses on mating systems, territorial behavior, feeding strategies, antipredatory behavior, and sociobiology.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

PSYCH 72000 - Developmental Psychology I (S)

Topics in development, including pre- and perinatal influences on development, learning, cognition, and aggression. The course uses a variety of perspectives to examine issues in development.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 73000 - Psychology of Learning (B)

PSYCH 730. Psychology of Learning (B)

Contemporary phenomena and theories about learning and behavior, including both animal and human examples of learning phenomena with a focus on basic processes.

PSYCH 73700 - Cognitive Development (S)

The development of cognition, i.e., the development of higher mental processes. Areas covered include infancy, conceptual development, memory, social cognition, and language.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 73800 - Cognitive Psychology (S)

A theoretical and experimental overview of cognitive psychology. Topics include cognitive architecture, attention, pattern recognition, memory, language processing, and representation of knowledge.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 73900 - Research Methods in Animal Behavior (A, B)

Designed to develop skills required for the study of animal behavior, such as procedures for obtaining data in laboratories or in captive and natural environments; includes observational techniques, single-subject designs, issues of reliability and external validity, non-parametric statistics.

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 74200 - Contemporary Psychoanalytic Theories (A)

An exploration of the British object relations theorists and their influence on contemporary psychoanalytic approaches. Students should have some background in basic psychoanalytic theory.

prereq: PSYCH 22000 or 67600, and PSYCH 22300 or permission of the instructor

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 74600 - Social Psychology (S)

An advanced overview of the field, includes a focus on: the development of social psychological theory; beliefs, attitudes, and social behavior; stereotyping and prejudice; influencing attitudes and changing behavior; interpersonal perception; the self and social identity; social interaction and interpersonal relationships; group dynamics; and implications of social psychology for understanding society.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 74700 - Experimental Social Psychology

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study. Examples are drawn primarily from social and cognitive psychology. Topics include reading and writing journal quality research reports; ethics; single and multi factor designs; small-n designs; quasi-experimental designs; survey research; laboratory and field research; observational techniques; correlational research.

prereq: a graduate course in statistics

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 74800 - Psychological Theories of Ethnic and Cultural Identity (S)

Current research and theory on ethnic and racial identity development, including components of ethnic/racial/ cultural identity; historical and conceptual issues; the state of theory and research on ethnic identity as it pertains to particular ethnic groups; racial and ethnic socialization; language and ethnic identity; applications of the ethnic identity construct.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75000 - Special Topics in Psychology

Readings and discussion on a selected problem or topic area – varies from semester to semester.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75103 - Basic Psychological Processes 1: Perception, Learning and Comparative Cognition (S, B)

Covers the basic concepts in perception, learning and comparative psychology. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75104 - Basic Psychological Processes 2: Development, Cognition and Language (S)

Covers the basic concepts in memory, language and cognitive development. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75300 - Attitudes and Attitude Change (S)

Covers traditional and current theory and research on attitudes and persuasion in social psychology, including attitude formation, structure, and measurement; the link between attitudes and behavior; prejudice and discrimination; and persuasion theories including cognitive dissonance, message learning, fear appeals, and elaboration likelihood.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75400 - Applied Animal Welfare & Behavior (B)

Fundamental principles of animal behavior discussed in context of their applications to captive animal management (in laboratories, farms, zoos, aquariums, and shelters), animal welfare, and conservation. Programmatic approaches to animal care (e.g. enrichment and training) and animal welfare assessment tools will be described and evaluated.

PSYCH 75500 - Psychopathology I (A)

Familiarizes students with thinking and research about diagnosis, etiology, course and treatment of abnormal behavior. Topics covered include diagnosis and the principles and techniques of assessment; research methodology (experimental and correlational); the schizophrenias, mood disorders, neuroses, personality disorders, and stress reactions.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75700 - Animal Thinking and Communication (S, B)

This course focuses on animal cognition and communication from the perspectives of communication theory, animal behavior, cognitive ethology and comparative cognition. Research on chimpanzees, dolphins, elephants, parrots and other animals will be covered.

prereq: PSYCH 71700 or permission of instructor or of Animal Behavior and Conservation Coordinator

Credits 3

PSYCH 78400 - Colloquium in Animal Behavior and Biopsychology

The fall colloquium is organized by doctoral students in the Biopsychology, Behavioral Neuroscience program and includes presentations on a variety of topics by students, faculty and outside speakers. The spring colloquium is a themed set of symposia in which distinguished visiting scientists discuss their work in relation to current issues in the field.

Credits 1 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

Psychology: Courses not offered on a regular basis

PSYCH 70000 - History of Psychology

PSYCH 70400 - Instrumentation in Experimental Psychology

PSYCH 72100 - Developmental Psychology II

PSYCH 73500 - Psychology of Perception

PSYCH 73600 - Sensory Perception

PSYCH 74000 - Personality

PSYCH 74100 - Evolution of Psychoanalytic Theory

PSYCH 75003 - Comparative Cognition and Learning

PSYCH 75200 - Language and Thought

PSYCH 75600 - Psychopathology II

PSYCH 76000 - Psychometric Methods

PSYCH 76100 - Measurement of Abilities

PSYCH 76300 - Psychophysical Methods

PSYCH 76400 - Personality Measurement I

PSYCH 76500 - Personality Measurement II: Projective Techniques

PSYCH 78000 - Quantitative Methods in Psychology

PSYCH 78300 - Mathematical Models in Psychology

PSYCH 79000 - Experimental Psychopharmacology

Public Health Required Courses

PH XXXXX - Cities, Society and Health

Examination of the impact of city living on health with a focus on US cities in the last six decades. Recommended as a substitute for PH 71000 for students who enter with extensive public health experience or advanced degrees in related fields. (formerly COMHE 77097)

Hours 45 hrs, including conferences,

Credits 3 cr

*Note: These and other courses address broad urban public health issues of potential interest to students across all 3 UPH tracks (COMHE, EOHS and NUTR). *Pending approval*

PH XXXXX - Interdisciplinary Urban Health Research

Preparation to design research studies on complex urban health problems that transcend single disciplinary perspective, level of social organization or research methods. (formerly COMHE 77041)

prereq: PH 70000, 70300

Hours 45 hrs, including conferences,

Credits 3 cr

*Note: These and other courses address broad urban public health issues of potential interest to students across all 3 UPH tracks (COMHE, EOHS and NUTR). *Pending approval*

PH 770XX - Emerging Infectious Diseases

This course examines historical, cultural, social, political, biological and environmental factors related to the emergence, transmission and control of infectious diseases. Popular and public health approaches to risk characterization and management of infectious diseases are critically examined. (formerly COMHE 77048)

Hours 45 hrs, including conferences,

Credits 3 cr

*Note: These and other courses address broad urban public health issues of potential interest to students across all 3 UPH tracks (COMHE, EOHS and NUTR). *Pending approval*

PH 770XX - Ethics in Public Health

This course examines contemporary ethical and moral dilemmas – such as those related to privacy, autonomy and corporate responsibility – that arise in epidemiologic and biomedical research and public health, practice and policy. (formerly COMHE/EOHS 77024)

Hours 45 hrs, including conferences,

Credits 3 cr

*Note: These and other courses address broad urban public health issues of potential interest to students across all 3 UPH tracks (COMHE, EOHS and NUTR). *Pending approval*

PH 770XX - Food Politics and Policy

This course examines the effects of the food industry and government policy on health promotion and disease prevention in the US.

Hours 45 hrs, including conferences,

Credits 3 cr

*Note: These and other courses address broad urban public health issues of potential interest to students across all 3 UPH tracks (COMHE, EOHS and NUTR). *Pending approval*

PH 770XX - GIS and Public Health

This course is designed to provide students with hands-on experience in obtaining, analyzing and mapping health data in relation to demographic, land-use, environmental and other variables. The uses and limitations of spatial analysis in understanding the distribution and causes of disease will be critically examined. (formerly EOHS/GIS 77040)

Hours 45 hrs, including conferences,

Credits 3 cr

*Note: These and other courses address broad urban public health issues of potential interest to students across all 3 UPH tracks (COMHE, EOHS and NUTR). *Pending approval*

PH 770XX - Immigration and Health

This course offers a comprehensive overview of immigrant health in the US. By relying on the sociological, anthropological and public health literature, this course will examine policy issues involving immigrant populations in the US (e.g., immigration law and changes in welfare reform), service provision, the diversity of alternative healing

systems and practices among immigrant groups, and the importance of socioeconomic and cultural determinants on immigrants' health outcomes. Immigrants' differences in terms of culture and nationality, class, race/ethnicity, age, and gender will also be considered. (formerly COMHE 77076)

Hours 45 hrs, including conferences,

Credits 3 cr

*Note: These and other courses address broad urban public health issues of potential interest to students across all 3 UPH tracks (COMHE, EOHS and NUTR). *Pending approval*

PH 770XX - Infectious Disease Control

This course covers epidemiologic approaches to infectious disease transmission, investigation, surveillance, analysis and control. (formerly COMHE 77005)

Hours 45 hrs, including conferences,

Credits 3 cr

*Note: These and other courses address broad urban public health issues of potential interest to students across all 3 UPH tracks (COMHE, EOHS and NUTR). *Pending approval*

PH 770XX - Management of Public Health Programs

The challenges facing public health managers are complex and require a broad range of knowledge and skills. This course provides an overview of public health management issues, focusing both on theory and practical skills useful in developing effective managerial approaches in today's health care economic environment. (formerly COMHE/EOHS 77021)

Hours 45 hrs, including conferences,

Credits 3 cr

*Note: These and other courses address broad urban public health issues of potential interest to students across all 3 UPH tracks (COMHE, EOHS and NUTR). *Pending approval*

PH 770XX - Social Epidemiology

This course examines social and economic determinants of health and disease and the potential role and limitations of epidemiology in analyzing and addressing them. (formerly COMHE 77004)

prereq: PH 70000, PH 71000, PH 70300 or instructor's permission.

Hours 45 hrs, including conferences,

Credits 3 cr

*Note: These and other courses address broad urban public health issues of potential interest to students across all 3 UPH tracks (COMHE, EOHS and NUTR). *Pending approval*

PH 70100 - 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 financing, access and quality of care.

Hours 45 hrs, including conferences,

Credits 3 cr

PH 70200 - Environmental Health and Safety

Survey of chemical, physical, and biological factors influencing quality of ambient, workplace, and home environments. Topics include: air and water pollution, radiation and noise hazards, hazardous substances, solid wastes, food protection, natural and human-made disasters, and specific hazards such as lead, asbestos, mold and pesticides.

Hours 45 hrs, including conferences,

Credits 3 cr

PH 70300 - Biostatistics and Epidemiology II

A continuation of PH 70000. Lectures, and hands-on workshops on concepts, principles, and uses of epidemiology. Study of selected communicable and chronic diseases to illustrate the distribution and analysis of causes of disease and application of epidemiology to planning, monitoring and evaluation of public health programs.

prereq: PH 70000

Hours 45 hrs, including conferences,

Credits 3 cr

PH 71000 - Urban Health Promotion

Examines the impact of social and political forces on the health of urban populations and describes roles for and history of public health professionals in promoting health of urban communities.

Hours 45 hrs, including conferences,

Credits 3 cr

PH 73700 - Supervised Fieldwork

Students will carry out directed field experiences in public health agencies or programs. Placements are in relation to student's academic background, specialization and career expectations. Emphasis is on applying classroom-acquired concepts and skills. The content and scope of the fieldwork should be similar to work performed by an entry level public health professional.

prereq: Completion of 18 credits toward the master's degree, including at least 3 required core courses (biostatistics, epidemiology, and the course most relevant to your specialization) and at least 2 courses in students' specialization.

PH 73800 - Capstone Project

This course consists of a structured seminar aimed at allowing students to synthesize and reflect upon experiences gained during the MPH or MS program. Students will complete either a paper based on fieldwork, a research paper or a Master's Essay. The paper must be completed no sooner than during students' penultimate or final semester.

prereq: Completion of at least 36 credits of coursework toward the Master of Public Health (MPH) or Master of Science degree, including at least one course in each of the 5 core areas of public health (biostatistics, epidemiology, social and behavioral sciences, public health policy and environmental health and safety); and at least 3 specialization courses.

PH 74000 - Public Health and Public Policy

Through in-depth exploration of major health issues, this 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.

prereq: At least 30 cr including PH 700,701,702,703, and 710
Hours 45 hrs, including conferences,
Credits 3 cr

PH 75000 - Introduction to Biostatistics

This course is designed to enable students to analyze, present and interpret population health data.

prereq: Elementary statistics or calculus or equivalent.

PH 75100 - Principles of Biostatistics

This is a first-level requirement for students specializing in EPI-BIOS, who will take subsequent intermediate and advanced level biostatistics courses. It will introduce students to the theoretical basis for and practical application of common statistical methods and principles used in public health.

prereq: evidence of quantitative abilities, such as college-level algebra with a grade of B+ or better, GRE scores ≥ 550 and analytic scores ≥ 4.5 .

PH 75200 - Introduction to Epidemiology

An introduction to epidemiologic principles, methods and measures commonly used in public health. T

prereq: PH 75000

PH 75300 - Principles of Epidemiology

A first-level requirement for student specializing in EPI-BIOS, who will take subsequent intermediate and advanced level epidemiology courses. It will introduce students to epidemiologic theory, principles, methods and measures commonly used in public health.

prereq or coreq: PH 75100
Hours 3
Credits 3

PH 75400 - Environmental Health and Safety

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation and noise hazards; hazardous substances; solid wastes; food protection; natural and human-made disasters; and specific hazards such as lead, asbestos, mold and pesticides.

Hours 3
Credits 3

PH 75500 - Urban Health and Society

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.

Hours 3
Credits 3

PH 75600 - Public Health and Health Care Policy and Management

This course examines the organization, delivery and financing of health care in the United States with an understanding of the health policy-making process and a focus on issues related to the management of public health agencies.

Hours 3
Credits 3

Public Health Elective Courses

All courses are 3 credits unless otherwise noted.

PH 71100 - Visual Media, Technology and Health

In this intensive and hands-on course students will learn how to use a critical media literacy perspective to disrupt dominant images and representations of health, illness and the body, while they will also take part in creating their own participatory media project (digital ethnography or short [10 minutes or less] digital video). From the first day, the class will meet in a computer lab and students will create their own media

PH 71300 - Immigration and Health

This course offers a comprehensive overview of immigrant health in the US. By relying on the sociological, anthropological and public health literature, this course will examine policy issues involving immigrant populations in the US (e.g., immigration law and changes in welfare reform), service provision, the diversity of alternative healing systems and practices among immigrant groups, and the importance of socioeconomic and cultural determinants on immigrants' health outcomes. Immigrants' differences in terms of culture and nationality, class, race/ethnicity, age, and gender will also be considered.

PH 71400 - Human Rights and Public Health

This course focuses on the skills needed to investigate, analyze, and document abuses of human rights as they relate to health and public health practice.

PH 71700 - Global Health

This course is intended to meet the needs of students who are committed to becoming experts and practitioners in both the theory and practice of global health. Globalization trends, and their effect on population health, will be studied from a comparative perspective in both the developed and the developing world. To that end, this course aims at promoting awareness on the cultural, socioeconomic and political effects of the globalization process on population health. During the semester, students will examine the emerging field of global health from an interdisciplinary perspective, by addressing the main health issues experienced by vulnerable populations worldwide.

PH 71800 - Perspectives on Public Mental Health Policy and Practice

This course examines the evidence-base that supports a wider appreciation for the public health significance of mental health and the translation of this evidence-base into relevant social policy and multi-disciplinary approaches to public health and social work practice.

PH 71900 - Healthy Urban Aging: Economics and Policy Issues

This course examines key social, economic, and policy issues at the intersection of the changing demographics of aging, urbanization, public health.

PH 72000 - Cities, Society and Health

This course presents an ecological, multilevel approach to the study of urban health and brings together public health and social science disciplines to examine the impact of city living on population health. Its focus is on changes in health in US urban populations in the post-World War II period. It is required for all DPH students

PH 72200 - Food Politics and Policy

This policy course examines the influence of the food industry and of government on the U.S. food system and the way we eat, and on efforts to prevent and treat chronic diet-related conditions, such as obesity. This is a hybrid course that meets in person 5 times during the semester; the remainder of the time the course is conducted online asynchronously through Blackboard

Cross-listed GC PH 81400

prereq: 30 MPH credits

PH 72300 - Chronic Disease Management

This course studies the extensive knowledge and understanding of multidisciplinary approaches to managing chronic disease. The course will provide students with the opportunity to study specific issues relating to chronic disease management and link this to their own practice

PH 72400 - Ethics in Public Health

This seminar course will consider questions about the practice of health promotion, disease control, and health research -- questions about morality, not effectiveness

PH 77000 - Topics in Public Health

Courses on current topics in public health.

Offered periodically.

PH 77013 - Interdisciplinary Approaches to Diabetes Management

This course will provide an overview of the field of diabetes and diabetes management. It will examine and analyze the interdisciplinary approaches in providing diabetes management in an effective and culturally competent manner.

Cross-listed NURS 77600

Hours 45

Credits 3

PH 78300 - 1, 2, 3 Independent Study in Urban Public Health

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 and MS programs offer supervised independent study projects.

prereq: perm program director, matriculated status, and completion of at least 12 cr. hrs to be arranged
Credits 1, 2 or 3

PH 78400 - 1, 2, 3 Independent Study in Urban Public Health

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 and MS programs offer supervised independent study projects.

prereq: perm program director, matriculated status, and completion of at least 12 cr hrs to be arranged
Credits 1, 2 or 3

Public Health Policy and Management Required Courses

HPM 75000 - Public Health Management

Focuses on management issues in a variety of organizational settings and the larger public health environment; describes managerial functions and problem solving strategies, financial management principles, and management models for change; develops specific skills in program management, budgeting, workforce development, and managing intersectoral programs.

prereq: PH 75500, PH 75600

HPM 75100 - Public Health and Health Care Law

Reviews key areas of the legal process relevant to health care delivery and public health; analyzes major court decisions that have affected the field and selected federal, state and local statutes that affect public health and health care practice; acquaints students with the basics of legal research and legal reasoning as applied to public health and health care.

prereq or coreq: PH 75500, PH 75600 or with instructor's permission for those with at least one year of health care experience

HPM 75200 - Comparative Analyses of Urban Health Care Systems

Examines unique challenges and opportunities for delivering health care in developed and developing world cities; analyses impact of national and local policies and social and political factors on health care access, quality and outcomes; introduces empirical methods for making comparative studies across municipalities and nations.

prereq: PH 75500, PH 75600
Students can take this course or HPM 75400

HPM 75300 - Public Health Policy Analysis

Examines common approaches and concepts of policy analysis for public health, including market efficiency and failures, cost-benefit analysis, problem and decision making analysis; describes critiques of such models with public health examples; focuses on the Health Impact Assessment as a method for analyzing costs and benefits of health and non-health policies.

prereq: PH 75500, PH 75600

HPM 75400 - Public Health Advocacy

Prepares students to advocate for policies that promote public health, develops skills in planning and implementing advocacy campaigns; assess theories on role of coalitions and advocacy in changing health policy.

prereq: PH 75500, PH 75600

Students can take this course or HPM 75200

HPM 75500 - Health Economics

This course in health economics introduces students to essential microeconomic concepts as they apply to health systems, individual and public health.

prereq: Recommended pre-req: PH 75500, PH 75600

Public Health Policy and Management Elective Courses

HPM 77000 - Topics in Public Health Policy and Management

Courses on current topics in public health policy and management.

Offered periodically

Romance Languages

RLNG 70100 - Introduction to Romance Linguistics I

Comparative study of evolution of French, Italian, and Spanish.

Hours 30 hrs plus conferences,

Credits 3 cr

(Required for MA in Arts and Sciences, if RLNG 70200 is not taken.)

RLNG 70200 - Introduction to Romance Linguistics II

Development of phonology and morphology. Schools and theories of Romance linguistics.

Hours 30 hrs plus conferences,

Credits 3 cr

May be taken independently of RLNG 70100.

French

FREN 70100 - History of the French Language

Hours 30 hrs plus conferences,

Credits 3 cr

FREN 72100 - French Poetry of 16th Century Classical and Italian Influences

The Lyons poets, the Pléiade, Protestant poets.

Hours 30 hrs plus conferences,

Credits 3 cr

FREN 72500 - Main Currents of French Renaissance

Study of different aspects of French Renaissance in the works of major authors.

Hours 30 hrs plus conferences,

Credits 3 cr

FREN 73200 - French Tragedy of 17th Century

Study of characteristics of French tragic theatre from Baroque to Classicism. Emphasis on plays and prefaces of Corneille and Racine.

Hours 30 hrs plus conferences,

Credits 3 cr

FREN 73300 - Theatre of Molière

Analysis of major plays. Discussion of theatrical life of the period.

Hours 30 hrs plus conferences,

Credits 3 cr

FREN 73400 - French Moralists of Classical Period

Works by such authors as La Rochefoucauld, Bossuet, La Fontaine, Madame de Sévigné, Fénelon, La Bruyère, Saint-Simon.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 74100 - Diderot

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

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 75300 - Balzac and Stendhal

Major novels of Balzac and Stendhal. Comparative analysis of their themes, and narrative techniques. Study of intellectual, social and political trends of the period.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 75400 - Flaubert, Zola, and Maupassant

Analysis of selected works. Study of Realism and Naturalism and their impact on French fiction.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 75500 - French Fiction from Romanticism to the Decadence

Impact of antipositivistic thought on novel and related genres of 19th-century French fiction. Works by Hugo, Sand, Mérimée, Nerval, Gautier, Barbey d'Aurevilly, Huysmans, Villiers de l'Isle-Adam.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 75600 - 19th-Century French Theatre

Main trends from Melodrama to Théâtre Libre. Readings from Pixérécourt, Hugo, Vigny, Musset, Scribe, Labiche, Dumas fils, Sardou, Becque, Feydeau, Maeterlinck, Courteline. Study of dramatic theory and styles of theatrical production.

*Hours 30 hrs plus conferences,
Credits 3*

FREN 76000 - Aspects of 20th-Century French Fiction

Analysis and discussion of novels by Mauriac, Duhamel, Alain-Fournier, Rolland, Colette, Saint-Exupéry, Malraux, Sartre, Camus and le Nouveau roman.

*Hours 30 hrs plus conferences,
Credits 3 cr
(For Gide and Proust, see FREN 76100.)*

FREN 76100 - Gide and Proust

Analysis of authors' major fiction. Study of their style and creative process.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 76500 - Aspects of Modern French Theatre

Analysis and discussion of plays by such authors as Claudel, Giraudoux, Romain, Montherlant, Anouilh, Sartre, Camus, Beckett, Ionesco, Duras.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 79100 - Special Topics in French Literature

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 79200 - Special Topics in French Literature

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 79300 - Special Topics in French Literature

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 79400 - Special Topics in French Literature

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 79500 - Special Topics in French Literature

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 79600 - Special Topics in French Literature

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 79700 - Special Topics in French Literature

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 79800 - Special Topics in French Literature

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 79900 - Special Topics in French Literature

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 79903 - Independent Study in French Literature

French: Courses offered only if student demand is sufficient

FREN 60000 - Basic Course in French for Graduate Students

FREN 61100 - Explication de Texte

FREN 62100 - Genre Studies I: French Poetry

FREN 62200 - Genre Studies II: The Theatre in France

FREN 62300 - Genre Studies III: The French Novel

FREN 62400 - Literature of Ideas

FREN 70200 - Studies in French Criticism

FREN 70800 - Methods of Research

FREN 71100 - Medieval French Literature

FREN 71200 - Medieval French Literature II

FREN 72200 - Rabelais and Montaigne

FREN 73100 - Descartes and Pascal

FREN 74200 - Voltaire and Rousseau

FREN 75000 - Era of Chateaubriand

FREN 75100 - Romanticism and the Parnasse

FREN 75200 - French Poetry from Baudelaire to Symbolism

FREN 76300 - Major Currents of Modern French Poetry

Italian

ITAL 70100 - History of the Italian Language

Hours 30 hrs plus conferences,

Credits 3 cr

ITAL 70200 - Italian Stylistics and Rhetoric

History of Italian rhetoric art and stylistics applied to literary text.

Hours 30 hrs plus conferences,

Credits 3 cr

ITAL 71100 - Italian Literature from its Origins to 13th Century

Hours 30 hrs plus conferences,

Credits 3 cr

ITAL 71200 - Dante's Vita nuova and Inferno

Dante's works in the political and intellectual context of Medieval Europe.

Hours 30 hrs plus conferences,

Credits 3 cr

ITAL 71300 - Dante's Purgatorio

Intensive study of the cantica's background, symbolism, poetical significance and content.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 71400 - Dante's Paradiso

A study of the Paradiso's poetics, its theo-philosophical and cosmological content.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 71500 - Poetry and Humanism of Petrarch

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 71600 - Boccaccio's Decameron and Other Works

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 72000 - Dante's Prose Works

Literary, historical and philosophical analysis of Vita nuova, Convivio, De vulgari eloquentia and Monarchia.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 72100 - Ariosto

Analysis of Orlando furioso, Satire and theatre.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 72200 - Machiavelli: Political Theorist and Moralist

Study of Istorie fiorentine, Lettere, Mandragola, Principe and Discorsi.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 72500 - Tasso's Gerusalemme liberata

Study of Tasso's epic poem and related linguistic, historical and philosophical issues.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 72600 - Italian Theatre I – From Machiavelli to Alfieri

Study of Renaissance comedy, Commedia dell'arte, Goldoni, Alfieri.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 72700 - Italian Theatre II – From Manzoni to Contemporaries

Study of theatre from Risorgimento to D'Annunzio, Pirandello and contemporary playwrights.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 75200 - Art and Humanism of Manzoni

Study of the Promessi sposi and poetic, dramatic, and critical works.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 75400 - Carducci, D'Annunzio, Pascoli

Representative poetic, dramatic and narrative works.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 75500 - Leopardi

Study of poetry and prose. Art of Leopardi in Italian and European context.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 76000 - Independent Research in Italian Literature

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 76300 - Modern Italian Novel From Verga's I Malavoglia to Novels of Moravia

Novel and modern Italian society; novel as art form in the 20th century.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 76400 - Modern Italian Poetry

From Pascoli to the present. Particular attention to Ungaretti, Montale, Quasimodo, and Spaziani.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 76500 - Croce and His Contemporaries

Study of impact of Croce and his contemporaries on Italian literature, philosophy, and theory of history.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 79300 - Special Topics in Italian Literature

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 79900 - Thesis Seminar

Individual research under guidance of faculty member. To be taken concurrently with preparation of master's essay.

Credits 3 cr

Italian: Courses offered only if student demand is sufficient

ITAL 71000 - Dante's Inferno

ITAL 72300 - Poets, Philosophers, Historians and Scientists of the Baroque

ITAL 72400 - Lorenzo de' Medici and His Circle

ITAL 75100 - Pre-Risorgimento Period

ITAL 75300 - Foscolo and Leopardi

ITAL 75600 - Neoclassical Tradition from Parini to D'Annunzio

ITAL 76200 - Italian Novel and Theatre Since 1900

ITAL 79100 - Studies in History of Italian Theatre

Spanish

SPAN 60100 - Structure of Modern Spanish

Exploration of modern Spanish as a morpho-syntactic system applied to writing for the purpose of teaching the language in middle and secondary schools.

Hours 45

Credits 3

This course is pending Senate approval

SPAN 70100 - History of the Spanish Language

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 70400 - Spanish Theatre from the 19th Century to the Present

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 70500 - Lyric Poetry from Garcilaso to Gongora

Main currents in Spanish poetry during Renaissance, Counter-Reformation, and Baroque periods.

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 71100 - 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.

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 72000 - Spanish Novel of 16th and 17th Centuries

Genesis and main forms of novel in Renaissance and Baroque periods with special emphasis on picaresque novel.

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 72200 - Cervantes' Don Quixote

Analysis and interpretation of content and structure of Don Quixote, Cervantes' significance as creator of modern novel.

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 72500 - Spanish Comedia

Dramatic art of Golden Age from Lope de Vega to Calderón de la Barca. Patterns, style, and influence in world literature.

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 73000 - Spanish Neoclassic Poetry and Essay

New currents in Spanish thought and poetry through 18th century.

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 74200 - 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.

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 75000 - Contemporary Spanish Poetry

Trends in Spanish poetry from Generation of 1898 to Existentialism.

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 75100 - Romantic Poetry from Rivas to Bécquer

Distinctive features of Romantic movement in Spain as manifested in work of main Romantic and post-Romantic poets.

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 75600 - The Contemporary Spanish Novel

Main currents, types, and representative authors of modern Spanish fiction from Naturalism to present.

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 76000 - Spanish-American Literature: The Colonial Period

From early chroniclers of Indies to Neoclassicism.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 76300 - Spanish-American Fiction I: From Origins through Modernista Novel

Lizardi's El Periquillo sarniento, Romanticism, Realism, Naturalism, and Modernismo.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 76400 - Spanish-American Fiction II: From “The Novel of the Mexican Revolution” to the Present

Development of Spanish-American novel and short story since Modernismo.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 76500 - 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.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 76600 - Spanish-American Poetry II: From Post-Modernismo to the Present

Post-Modernismo, Vanguardism, most recent trends.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 76900 - Spanish-American Theatre I

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

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 77000 - 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.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 77700 - 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.

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 77800 - 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.

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 79100 - 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.

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 79600 - 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.

Hours 30 hrs plus conferences,

Credits 3 cr

Spanish: Courses offered only if student demand is sufficient

SPAN 61100 - Literature of the Spanish Renaissance and the Counter-Reformation

SPAN 61200 - Major Authors of Spanish Baroque

SPAN 61400 - Spanish Literature of 19th Century

SPAN 61500 - Contemporary Spanish Literature

SPAN 61600 - Spanish-American Literature from Its Origin Through Romanticism and Realism

SPAN 61700 - Spanish-American Literature: Modernismo and Contemporary Trends

SPAN 62100 - Main Trends in Spanish Thought and Art

SPAN 62200 - Main Trends in Latin-American Thought and Art

SPAN 72300 - Theatre Before Lope de Vega

SPAN 72600 - Nonfictional Prose of Golden Age

SPAN 75400 - The Modern Essay in Spain

Sociology/Social Research Core

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 45

Credits 3

Students must consult the program advisers 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.

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

prereq: SOC 24100 or equiv

Hours 45

Credits 3

fall only Students must consult the program advisers 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.

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

prereq: GSR 70800 with grade of B or better

Hours 45

Credits 3

spring only Students must consult the program advisers 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.

GSR 71000 - Research Methods I

Application of research techniques in qualitative research, field research, participant observation, library research, analysis of textual data.

prereq: SOC 24100 or equiv or perm instr

Hours 45 hrs,

Credits 3 cr

fall only Students must consult the program advisers 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.

GSR 71100 - Research Methods II

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

prereq: GSR 71000 or permission of instructor

Hours 45 hrs,

Credits 3 cr

spring only Students must consult the program advisers 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.

GSR 71600 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

prereq: GSR 70900, GSR 71000 and GSR 71100

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 71800 - Research Internship

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.

Credits 6 cr

Students must consult the program advisers 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.

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 45

Credits 3

Spring only. Students must consult the program advisers 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.

Sociology/Social Research Special Topics Seminars and Independent Research

GSR 79000 - Special Topics Seminar

The program offers experimental special-topics seminars. Check with program office for more information.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

Areas of Specialization: Marketing Research and Consumer Behavior

GSR 72200 - Consumer Behavior

Cultural, social, and psychological influences on consumer decision-making and consumer satisfaction; Consumerism.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 72300 - Nonprofit and Social Marketing

Application of marketing and marketing research to non-business organizations.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

Areas of Specialization: Media Research and Analysis

GSR 73100 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 73200 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 73300 - 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.

Hours 45 hrs,

Credits 3 cr

Students can take graduate courses in the Department of Film and Media Studies provided they are directly related to media analysis and research. Students must consult the program advisers 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.

Areas of Specialization: Research and Evaluation

GSR 75200 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 76700 - Interpersonal Process in Organizations

Analysis of social relations in organizations; interpersonal processes in management, conflict negotiations, and interdepartmental relations.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

Areas of Specialization: Research and Policy Analysis/Nonprofit Sector

GSR 74100 - Social Policy

Planning procedures and program evaluation in public, corporate, and other private-sector settings; sources of error in forecasting.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 74200 - Public Policy Analysis

Theories, concepts, and methods in public- policy analysis applied to select policy areas such as social service, criminal justice, and education.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 74600 - Organizational Dynamics

Organizational design, processes and analysis in the business, public, and nonprofit sectors.

Hours 45 hrs,

Credits 3 cr

With appropriate approval, students may take graduate courses offered by the Department of Urban Affairs such as URBG 74800 (Management Control of Nonprofit Organizations) and URBG 76200 (Health Regulation). Students must consult the program advisers 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.

Areas of Specialization: Research and Training in International Development

GSR 73400 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 76100 - Development Theories and Practices

History of the evolution of theories of development and analysis of their application to post colonial societies from 1945 to 1989; assessment of development practices and their implications for poverty alleviation and social change; analysis of the conditions under which development aid is provided and its impact on a sample of countries from Africa, the Middle East and Asia.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 76200 - Rethinking Development in the Global Era

Critical analysis of the shift from the old development discourse to a new one centered on “post development” or the “global” economy; identification of the ways in which developing societies attempt to integrate themselves into the global economy; assessment of the cultural, social and political impacts of the switch from socialist or mixed economies to market economies; analysis of the role of IMF, the World Bank, and world trade agreements in reshaping developing societies. Methodologies of social development, conflict resolution, legal reform and poverty alleviation used in aid organizations.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 76300 - International Development Practicum

Structures and functions of international aid organizations. Training in program/project analysis; training in gender and development; advocacy for a number of development issues as well as governance.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

Social Work: Clinical Practice With Individuals and Families

NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice With Individuals and Families concentration majors

SSW 72100 - Social Casework I

Development and use of casework theory, practice and process. Integration and application of the values that underpin social work practice.

prereq: SSW 71700

Credits 3

NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72200 - Social Casework II

Application of casework principles. Knowledge from human behavior and the social environment and social welfare policy and services areas and research findings is applied to the assessment of clients and their situations.

prereq: SSW 72100

Credits 3

NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72300 - Social Casework III

Expands and deepens knowledge and skills for professional practice. Intervention modes, based on biopsychosocial assessment, are presented. Dealing with problem assessment and intervention; cultural specificity.

prereq: SSW 72100 and 72200

Credits 3

NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72400 - Social Casework IV Sections: Brief Therapies, Child Therapy, Cognitive/Behavioral, Family Therapy, Trauma Therapy, and Treatment of Pairs

Students identify professional issues and dilemmas in both knowledge and practice. Special emphasis is on assuring competence.

prereq: SSW 72100, 72200, 72300 or SSW 72500 and SSW 72600

Credits 3 cr

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72500 - Social Casework for Non-Majors

Development and use of casework theory, practice and process with individuals and families. Integration and application of the values that underpin social work practice.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72600 - Social Casework II for Non-Majors

Application of knowledge from the human behavior and the social environment areas and research findings to clients and situations. Principles addressing individual and family practice are highlighted.

prereq: SSW 72500

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79200 - Social Work Practice with Children and Adolescents

Effective practice with children and adolescents, adoptees, and those in foster and residential care. Social work skills needed when working with urban young people under the age of 19; strengths perspective; biopsychosocial model.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79400 - Social Work Practice: Family Treatment

An assessment of the family from a systems approach. Family developmental life cycle, family structure evaluation; tracking interactional patterns.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Social Work: Community Organization, Planning and Development

NOTE: SSW 74100, 74200 and 74300 are required for all Community Organization concentration majors.

SSW 74100 - Community Organization and Planning-I

Theory and practice of community organization and planning. Models and strategies for professional practice for community and client participation and empowerment. Community needs and resources; practice dynamics; dilemmas.

prereq: SSW 71700

Credits 3

SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 74200 - Community Organization and Planning-II

Development of community organization skills in relation to group structure and development. Group dynamics, role theory and reference group theory. Community power and influence on problem solving structures.

prereq: SSW 74100

Credits 3

SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information .

SSW 74300 - Community Organization and Planning-III

Role of the social worker and social planner; theoretical and practice aspects of program development and community planning within a political system. Concepts and techniques in management of social service programs.

prereq: SSW 74100 and 74200

Credits 3

SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 74700 - Community Organization for Non-Majors

The community as a dimension of professional practice. Models and strategies for community intervention on behalf of those seeking improved access to resources and services; knowledge and skills needed to build supports and programs.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 74800 - Grantsmanship and Proposal Writing

Techniques of fundraising, proposal preparation, and grantsmanship. Proposal writing and negotiation with funding sources.

prereq: one methods course

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Social Work: Field Education

SSW 76100 - Field Instruction I

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: Material Fee: \$15

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information and full course descriptions.

SSW 76200 - Field Instruction II

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76300 - Field Instruction III

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76100 and 76200. Advanced standing program students enroll without prereq.

Credits 3

Material Fee: \$15

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76400 - Field Instruction IV

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76200 and 76300

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76700 - Field Instruction I

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: Material Fee: \$15

Credits 6

OYR and Dual Degree students only. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76800 - Field Instruction II

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76700

Credits 6

OYR and Dual Degree students only

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Social Work: Group Work

NOTE: SSW 73100, 73200 and 73300 are required for all Group Work majors.

SSW 73100 - Social Group Work I

Prepares students for working with groups in community-based and clinical settings. Understanding social group work as a problem-solving method in widely varied settings and fields of practice.

prereq: SSW 71700

Credits 3

NOTE: SSW 731, 732 and 733 are required for all Group Work majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 73200 - Social Group Work II

Role of the worker in the middle and ending stages of group development; interventions; dealing with problematic roles; dealing with group conflict.

prereq: SSW 73100

Credits 3

NOTE: SSW 73100, 73200 and 73300 are required for all Group Work majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 73300 - Social Group Work III

Application of practice principles. Advocate, develop and deliver ethical and effective group work services in current agency settings.

prereq: SSW 73200

Credits 3

NOTE: SSW 73100, 73200 and 73300 are required for all Group Work majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu> for additional information.

SSW 73400 - Group Work IV: The Purposeful Use of Activity in Social Group Work Practice (open to selected non-majors)

Relationship between group stage theory and activity to enhance stage-appropriate participation. Psychosocial needs of groups and their members. Use of activity as content of choice and with widely varied group types.

prereq: SSW 73200

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 73500 - Social Group Work I for Non-Majors

Major theories, concepts, and practice principles of social group work.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 73600 - Social Group Work II for Non-Majors

Expands the knowledge and skills taught in SSW 735. Practice principles and their differential application as well as implications of intervention choices.

prereq: SSW 73500; students should have the concurrent opportunity to work with a group

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Social Work: Human Behavior and the Social Environment

NOTE: SSW 711, 712 and 713 are required. All other HBSE courses are electives.

SSW 71100 - Human Behavior and the Social Environment I

Identification and integration of pertinent concepts relevant to each phase of the life cycle; biological, psychological, and social systems theories within the conceptual framework of human behavior and its interaction with the social environment.

Credits 3

SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 71200 - Human Behavior and the Social Environment II

Required sequel to SSW 711. Exploration of normative life span progress from adolescence through older adulthood using theories of multicausality, gender, social class, and cultural pluralism and diversity.

prereq: SSW 711

Credits 3

SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 71300 - Human Behavior and the Social Environment III

Understanding dysfunction. Concepts of mental health and illness, deviance and conformity; classification systems; influences on the diagnosis and treatment processes. Theories of etiology and treatment in relation to the needs of families, groups and communities. Attendance at an additional 2-hour lecture on psychopharmacology is required.

prereq: SSW 711 and 712

Credits 3

SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79158 - Human Sexuality

Human sexuality within the context of human behavior and the social environment; understanding unique client groups.

prereq: SSW 71100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Social Work: Organizational Management and Leadership

NOTE: SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership concentration majors.

SSW 78000 - Administration of Social Agencies

Principles and processes of administration in social work for non-majors. Organization and administration; planning, personnel management, budget and financing, and relationships among boards, committees, executives, professional staff, and volunteers.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78100 - Social Welfare Administration I

Theoretical understanding of the operation of social agencies. Organizational structure, authority, goal setting and service implementation, interorganizational positioning, stability and survival, and staff and administrative functioning.

Credits 3

SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78200 - Social Welfare Administration II

Personnel management, staff training, volunteers and paraprofessionals, decision-making processes, budgeting, boards and committees, public relations and marketing, and methods of accountability.

prereq: SSW 78100 or dept perm

Credits 3

SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78300 - Social Welfare Administration III

Program design in social agencies. Emphasis on assuring access, consistency, continuity and comprehensiveness of services, as well as client feedback mechanisms. Financial management, budgeting, strategic planning.

prereq: SSW 78100 and 78200

Credits 3

SSW 781, 782 and 783 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78600 - Advanced Administration for Non-Majors

Techniques of budgeting, public relations, staff training, working with paraprofessionals, hiring/firing, committee processes, working with boards, and developing personnel policies in social agencies.

prereq: SSW 78000 or 78700

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78700 - Supervision in Social Agencies

Basic techniques of supervising professional social workers.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Social Work: Professional Seminar

SSW 79000 - Professional Seminar

Utilization and integration of practice, research and policy to determine how an issue may be ameliorated or resolved. Taken in the final semester.

Credits 3

This is a required course for all students.

Social Welfare Policy and Services

NOTE: SSW 701 and one SSW 702 course are required.

NOTE: Students may choose one of the following SSW 702 courses to fulfill the advanced social policy requirement.

SSW 70100 - Social Welfare Policy and Services I: Introduction to Social Welfare Policy and Services

Circumstances that give rise to social problems and their policy solutions; frameworks for analyzing these developments; values and skills needed to understand social policy and engage in advocacy and social change are stressed.

Credits 3

SSW 70100 and one SSW 702xx course are required. SSW 70100 is a prerequisite for all SSW 702xx courses.

Students may choose the following SSW 702 course to fulfill the advanced social policy requirement. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 70210 - The Organization and Delivery of Social Services to Workers and Their Families

Human and fiscal resources and opportunities for innovative policy and program development in the world of work. Issues of economic, social and political organization in the workplace; union and industry programs as models for creative occupational social work policy and practice.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70211 - Political Economy of Social Welfare

U.S. social welfare policy and the social work profession in the context of contradictions in political economy. History of economic development; analysis of current economic and political conflicts in the global economy; strategies for change.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70213 - Women and Social Welfare

U.S. social welfare policy through the lens of gender: women's rights, feminist perspective and the impact of gender stereotypes.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70214 - Health and Mental Health Systems

U.S. health and mental health systems; effect of major policy shifts in service delivery on both health care services and populations at risk.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70215 - Policy and Practice in Child Welfare

Interplay of child welfare policy, service and practice issues from historical, political, socioeconomic and legal perspectives. Organization; assessment; children's vs. parents' rights; and other issues.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70216 - Social Welfare Policy with the Homeless

Ways in which social welfare policies and social services have affected homelessness; the role of social work in this policy arena.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70217 - Social Welfare Policy in the Field of Aging

Aging policy and legislation; health care, retirement, work, and family issues. Organization, utilization and impact of services on the aging; attention given to special populations.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70218 - Seminar in Social Welfare

Social welfare policy and social change issues are studied. Topics vary each semester.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70219 - Immigrants and Refugees: Policies and Issues

History and development of immigration and social policies that affect immigrants and refugees in America. Policy theories, dynamics and patterns related to immigration policy; delivery of service; social welfare policy advocacy.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70220 - Clients' Rights, the Legal System and Social Policy

The role of legal rights in the welfare state with reference to special populations. Origins, history and the current status of the legal rights of clients; use of laws to promote social justice and social change; advocacy by social workers for clients' rights.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70221 - Social Welfare and Disabilities

Implications of the Americans with Disabilities Act (ADA) and other legislation on social work practice with people who have disabilities. Creation of effective service delivery systems.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70222 - International Social Welfare Policy and Services

International social welfare policy and services in social work. Review of past, present and future challenges produced by history, economic change, and globalization and their implication.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

Social Work Practice Learning Lab

NOTE: SSW 71700 & 71800 are required for all students

SSW 71700 - Social Work Practice Learning Lab 1

This course sequence introduces core frameworks and approaches to practice as well as skills for practice. Assures that students develop foundation competencies in social work practice including key knowledge and skills from all methods: clinical practice with individuals and families, group work, community organization and administration.

Credits 3

SSW 71700 and 71800 are required. Please consult the School of Social Work website:

<http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 71800 - Social Work Practice Learning Lab 2

This course sequence introduces core frameworks and approaches to practice as well as skills for practice. Assures that students develop foundation competencies in social work practice including key knowledge and skills from all methods: clinical practice with individuals and families, group work, community organization and administration.

prereq: SSW 71700

Credits 3

SSW 71700 and 71800 are required. Please consult the School of Social Work website:

<http://www.hunter.cuny.edu/socwork/> for additional information.

Social Work Research

NOTE: SSW 75100 and 75200 are required for all students.

SSW 75100 - Social Work Research I

Principles of social research methods in the context of social work practice. Problem formulation, research design and role of research in social work, ethical issues, sampling, measurement and data collection.

Credits 3

SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website:

<http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 75200 - Social Work Research II

Measurement strategies, qualitative data analysis, descriptive and inferential statistics, and methods of quantitative data analysis; data management. Data collected by students from their research projects is analyzed.

prereq: SSW 75100 or equivalent

Credits 3

SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Social Work Ways of Knowing and Communicating

SSW 77500 - Special Topics in Social Work Ways of Knowing and Communicating

Courses in this grouping build students' capacity to acquire, appraise, analyze and integrate multiple sources of knowledge, communicate both orally and in writing through the use of common assignments used in the study of substantive content areas.

Credits 3

SSW 77500 is required. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 77501 - Ways of Knowing: Theories and Perspectives on Aging

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77502 - Ways of Knowing: Theories and Perspectives on Child Welfare

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77503 - Ways of Knowing: Theories and Perspectives on Health

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77504 - Ways of Knowing: Theories and Perspectives on Domestic Violence

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77505 - Ways of Knowing: Theories and Perspectives on Mental Health

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77506 - Ways of Knowing: Theories and Perspectives on Criminal Justice

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77507 - Ways of Knowing: Theories and Perspectives on Authority Settings

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77508 - Ways of Knowing: Theories and Perspectives on Trauma

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77509 - Ways of Knowing: Theories and Perspectives on Immigrant Experience

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77510 - Ways of Knowing: Theories and Perspectives on Trauma and Co-Occurring Disorders

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77511 - Ways of Knowing: Theories and Perspectives on Social Work and the Arts

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77512 - Ways of Knowing: Theories and Perspectives on Drugs and Alcohol

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77513 - Ways of Knowing: Theories and Perspectives on Schools

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77514 - Ways of Knowing: Theories and Perspectives: Early Development

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77515 - Ways of Knowing: Theories and Perspectives: Youth Development

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

Social Work: Electives

All other courses listed under this heading are electives.

SSW 71500 - Seminar in Psychodynamics

Dimensions of psychodynamic theory: modern drive theory, ego psychology and object relations theory. Relationship to clinical practice.

prereq: SSW 71100 and 71200

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 71900 - Foundations of Social Work Practice

An orientation to the profession of social work, the use of research in practice, the multicultural context of practice, the common base of practice and some of the unique aspects of clinical work with individuals and families, group work, community organization and administration.

Credits 3

SSW 72700 - Social Work with Clients in Authoritarian Settings: Working with Mandated and Involuntary Clients

Services to individuals and groups involved with parole, probation, court clinics, institutions for offenders, and child and adult protection agencies.

Credits 3

SSW 77000 - Alcoholism and Substance Abuse

The state of knowledge relating to substance abuse: nature and extent of the problem, its complexity and strategies for intervention. Prevention and psychosocial treatment.

prereq: SSW 71100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 77300 - Social Work Ethics and Values

Moral and philosophical analysis of ethical problems and value issues as presented in social work practice. Application of philosophical theories to the analysis of practice dilemmas; principles for decision-making.

Credits 3

SSW 79157 - Social Work with Victims of Violence against Women

Domestic violence and the complex interactions between affected individuals and their environments (children, families, communities). Interventions.

prereq: SSW 71100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79171 - Social Work Practice with Immigrants and Refugees

Services for immigrants and refugees; assimilation, acculturation, bi-culturalism and ethnic identity; feelings for the homeland; resettlement and family reunification; problems of terrorism, immigration and anti-immigration.

prereq: SSW 71700 and one method course

Credits 3

SSW 79175 - Social Work and AIDS

The needs of people with AIDS and their families; confidentiality, mortality and human sexuality from a holistic clinical perspective.

prereq: SSW 71100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79176 - Social Services to the Gay and Lesbian Community

Developmental models for positive lesbian, gay, bisexual or transgendered identity; social work skills for assessment and intervention.

prereq: SSW 71100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79186 - Social Work and the Arts

Art forms are explored to provide services to populations at risk, including the elderly and the physically and mentally impaired.

Credits 3

SSW 79188 - Spirituality and Healing

Spiritual domain of human functioning. Viewing human need, strengths and experience with a spiritual lens. Spirituality and human striving for a sense of meaning and fulfillment; understanding and responsiveness to spiritual perspectives.

prereq: SSW 71100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79189 - Perspectives on the Aging Process: Implications for Social Work Practice

Biopsychosocial relationship between health and aging with emphasis on family, culture, individual coping, and environmental stress and support.

prereq: SSW 71100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79652 - Social Work with Workers and Their Families

Significance of work, unemployment and the changing workplace in the lives of clients and communities. Opportunities for practice with labor and management in occupational social work settings.

prereq: SSW 71700 and one method course

Credits 3

SSW 79653 - Clinical Practice in Child Welfare

Issues in child abuse and neglect. Clinical work with families involved with the child welfare system. Treatment; transference and countertransference; development of empathy. Interventions.

prereq: SSW 71700 and one method course

Credits 3

SSW 79658 - Contemporary Psychosocial Approaches in the Treatment of Chronic Mental Illness

Evidence-based practices, within a recovery-oriented paradigm, as a general approach to practice. Specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness.

prereq: SSW 71700 and one method course

Credits 3

SSW 79660 - The Aging Process: Clinical Issues in Social Work Practice with the Aged

Theoretical frameworks of human aging, including the myths and realities of major biopsychosocial problems facing older adults and their families. Practice implications.

prereq: SSW 71700 and one method course

Credits 3

SSW 79661 - Social Work Practice in School Settings

Roles and functions of social workers within a complex ecological system of home/school/community are explored with an emphasis on skill development for practice with urban children and their families.

prereq: SSW 71700 and one method course

Credits 3

SSW 79662 - Social Work Practice with AIDS and Chronic Illness

Unique approach in social work to HIV/AIDS. Illness trajectory of HIV with other epidemics and chronic illnesses. Practice techniques. Impact on women, people of color, and LGBT individuals.

prereq: SSW 71700 and one method course

Credits 3

SSW 79665 - Electoral Activism and Social Work Practice

Involvement in the electoral arena that advances social work values and empowers social workers, clients and communities to become active participants in civic life.

prereq: SSW 71700 and SSW 74100

Credits 3

SSW 79701 - Clinical Social Work Practice in Health Settings

Spectrum of reactions to illness; change and adaptation; loss, grief and bereavement; uncertainty; value dilemmas and ethical issues related to illness, health care and social work intervention.

prereq: SSW 71700 and one method course

Credits 3

SSW 79801 - Multicultural Social Work Practice

Trends, issues and concerns in social work practice with racially and ethnically diverse individuals, families and groups in the urban environment.

prereq: SSW 71700 and one method course

Credits 3

Social Work: Tutorials

SSW 75800 - Tutorial

A reading and independent study course for students under faculty guidance.

prereq: completion of the first semester of graduate social work study and dept perm

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 75801 - Tutorial

Credits 1

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 75802 - Tutorial

Credits 2

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 75803 - Tutorial

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Theatre History, Theory, and Criticism

THC 70200 - History of Theatrical Theory

Historical survey of major theatre theories and theorists from Aristotle to poststructuralism.

Hours 30 hours, including conferences,

Credits 3

THC 70500 - Theatre in Society

Study of influence of social, philosophical, and religious concepts on content and form of modern theatre.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 71000 - Studies in Dramatic Genre

Theories and changing forms of traditional theatrical genres: tragedy, comedy, tragicomedy, farce, melodrama.

Hours 30 hrs, including conferences,

Credits 3 cr

May be repeated for credit.

THC 71100 - Theatre Criticism

Analysis of practical modern criticism.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 75100 - History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 75200 - History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 75300 - History of American Theatre

Theatre in United States from Colonial times to present, with emphasis on its importance as a social and cultural force.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 75800 - Asian Performance

Study of traditional performance genres in India, China, Japan and Southeast Asia.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 76000 - Studies in Theatre History and Production

Intensive study of history and theory of one of the component arts of theatre. Subjects announced in advance.

Hours 30 hrs, including conferences,

Credits 3 cr

May be repeated for credit.

Theatre: Dramaturgy

THC 76100 - Dramaturgy Research and Case Studies

Consideration of general problems of production research, including its application in rehearsal; specific examples will be analyzed.

Hours 45 hrs, plus hrs to be arranged,

Credits 3 cr

THC 76200 - History of Directing

Seminar on the history of the directing profession, with emphasis on innovative 19th- and 20th-century artists.

Hours 45 hrs,

Credits 3 cr

THC 76300 - Dramaturgy Workshop

Workshop in the theory and practice of production dramaturgy emphasizing performance projects conceptualized by students working in director-dramaturgy pairs.

prereq: THC 75100, 75200, 79100, or perm instr

Hours 45 hrs,

Credits 3 cr

THC 76400 - Translation Workshop

Workshop in the theory and practice of translating plays. Each student will translate a play or other theatre-related text during the semester.

prereq: perm instr

Hours 45 hrs,

Credits 3 cr

THC 76500 - Dramaturgy Practicum

Independent study as a dramaturgy-assistant at a local professional theatre, supervised by a faculty member.

prereq: THC 761, 762, 763, or perm instr

Hours Hrs to be arranged.

Credits 3 cr

May be repeated twice for credit.

Theatre: Playwriting

THC 73100 - MFA Playwriting I: The One-Act Play

This course is designed for experienced playwrights. Students will complete a ten minute play including three rewrites and a new one act play with three rewrites, with attention to the fundamentals of playwriting: Character, Action, Story, Tone. Readings during the semester

Writing Requirements: A ten-minute play and a one-act play in several drafts, a journal, and other writing exercises.

prereq or coreq: Pre- and/or Corequisites (and/or other special conditions): Students admitted to the MFA program in Playwriting or by special permission of the Instructor

Hours 3

Credits 3

THC 73200 - MFA Playwriting II: The Full-Length Play

This course is designed for the experienced playwright. Students will complete a new full-length play including one rewrite with attention to the fundamentals of structure as well as giving freedom to their individual voices and the process of rewriting. Forms of Drama will be discussed. Staged readings at completion of the projects.

Writing Requirements: Students will complete a full-length play in several drafts.

prereq: (and/or other special conditions):

THC 73100 or permission of instructor.

Hours 3

Credits 3

THC 73300 - MFA Playwriting III: Adaptation

Students will write a full length play adapted from fact or fiction, including two rewrites. Students will fulfill readings in plays which have been adapted from other mediums. Students will be required to complete oral presentations of one adapted project in dramatic literature. Production at completion of the semester. Students will be required to present a thesis play proposal.

prereq: THC 73200 or permission of the instructor

Hours 3

Credits 3

THC 73400 - MFA Playwriting IV: Final Script for Production

Students will complete a Thesis Masterpiece play including rewrites and culminating in a Final Production.

prereq: THC 72100 Playwriting III

coreq: THC 72400 Production Workshop II

THC 73500 - MFA Production Workshop I

Development of new scripts through table work, scene work, culminating in staged readings. Working with a community of artists – directors, actors, and dramaturges – through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, and dramaturges.

The class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting and directing.

prereq: Playwriting II

coreq: Playwriting III

THC 73600 - MFA Production Workshop II

Development of new scripts through table work, scene work, and readings, culminating in works-in-progress performances. Working with a community of artists--directors, actors, designers, and dramaturges--through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, designers, and dramaturges.

This class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting, directing, and design.

prereq: THC 72300 Production Workshop I and THC 721 Playwriting III

coreq: THC 72200 Playwriting IV

THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 79300 - Playwriting I

Study of techniques of playwriting based on student's own work with special emphasis on scenes and one- act form.

Hours 45 hrs,

Credits 3 cr

THC 79400 - Playwriting II

Writing and criticism of original material with emphasis on full-length form.

prereq: THC 79300

Hours 45 hrs,

Credits 3 cr

THC 79500 - Seminar in Playwriting and Directing

Designed for playwrights at work on new scripts and for directors desirous of staging original material.

prereq: THC 79400 or 79200

Hours 45 hrs,

Credits 3 cr

May be repeated for credit.

THC 79600 - Film Writing

Study of problems of writing for film. Students are required to prepare original scripts for class critique.

Hours 45 hrs,

Credits 3 cr

Theatre: Studies in Production and Performance

THC 73000 - 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.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 75400 - Contemporary Styles of Production

Theories in style and method of dramatic production.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 75500 - Visual Elements of Theatre I

Study and practice of director's and playwright's conceptual approach to visual requirements of plays.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 75600 - Visual Elements of Theatre II

Study and practice of scene and lighting design with special emphasis on their value to the director as important tools of interpretation.

prereq: THC 755

Hours 30 hrs, including conferences,

Credits 3 cr

THC 78500 - Theories and Styles of Acting

Intensive study in theories and techniques of acting, with emphasis on historical and modern styles.

Hours 45 hrs,

Credits 3 cr

THC 79100 - Advanced Directing and Rehearsal

Study of problems in play direction, with practice in presentation of scenes and plays.

Hours 45 hrs,

Credits 3 cr

THC 79200 - Special Problems in Directing

Interrelation of director and playwright through project work on original scripts.

prereq: THC 79100

Hours 45 hrs,

Credits 3 cr

Theatre Independent Research and Special Topics

THC 72000 - Independent Research

Directed program of reading, research, or creative presentation under supervision of graduate faculty member.

prereq: perm instr

Hours Hrs to be arranged.

Credits 3 cr

THC 72500 - Special Topics

Studies in specialized areas of theatre.

Hours 30 hrs, including conferences,

Credits 3 cr

May be repeated for credit.

Theatre Thesis

THC 79900 - Master's Essay

Individually supervised research and writing of a thesis, leading to graduation with honors.

Credits 3

Urban Affairs

URBG 70200 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 70300 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 70400 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 70600 - Introduction to Policy Analysis

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

Hours 45 hrs,

Credits 3 cr

URBG 70700 - Graphical Communication for Urban Planners

Introduction to graphical techniques commonly used to facilitate communication of ideas and information among planners and planning-related professionals.

*Hours 45 hrs,
Credits 3 cr*

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

*Hours 45 hrs,
Credits 3 cr*

URBG 71300 - Introduction to Qualitative Research Methods

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

Credits 3

URBG 71400 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 72500 - 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).

*Hours 45 hrs,
Credits 3 cr*

URBG 72700 - Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

*Hours 45 hrs,
Credits 3 cr*

URBG 72800 - Housing and Community Development Seminar

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.

prereq: URBG 72700 or permission of the adviser

*Hours 45 hrs,
Credits 3 cr*

URBG 72900 - International Human Settlements

Review of habitats in urbanized world. Highlight of experience from Third World including squatting, slum upgrading, service delivery, new towns and settlement policies.

*Hours 45 hrs,
Credits 3 cr*

URBG 73000 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 73700 - Planning Studio

Students synthesize physical, social and economic elements of selected town or city to prepare multi functional plan to guide development.

*Hours 90 hours including conferences,
Credits 6 cr*

URBG 74000 - Planning for Economic Development

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

*Hours 45 hrs,
Credits 3 cr
Open only to graduate students matriculated in Department of Urban Affairs and Planning*

URBG 74100 - Employment Planning and Policies

Examination of structural changes in American economy and the implications for public policy and planning.

*Hours 45 hrs,
Credits 3 cr*

URBG 74200 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 74300 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 74800 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 74900 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75000 - Social Planning and Policy

Examination of major social problems facing urban planners. Review of social planning theories and methods.

Hours 45 hrs,

Credits 3 cr

URBG 75100 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75500 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

Hours 45 hrs,

Credits 3 cr

URBG 75800 - Governing the City

This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constraints, suburbanization, and secession and ask, "Is it getting better?"

URBG 77500 - Urban Affairs Internship Seminar

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

prereq: permission of the adviser

Hours 45 hrs,

Credits 3 cr

URBG 77600 - Internship

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

prereq: URBG 77500 permission of the adviser

Hours 45 hrs,

Credits 3 cr

URBG 77700 - Internship

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

prereq: URBG 77500 permission of the adviser

Hours 45 hrs,

Credits 3 cr

URBG 77800 - Internship

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

prereq: URBG 77500 permission of the adviser

Hours 45 hrs,

Credits 3 cr

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,

Credits 3 cr

URBG 78718 - Political Economy of the City

The course will explore the framework in which urban policy and development occurs in US urban areas. We will explore the 'anatomy' of the city, that is, to what extent is the physical shape of the city influenced by the interaction between the public and private sectors. Cities, of course, are embedded in larger economic and political settings. Indeed, some would argue that the forces generated in this larger context tend to overwhelm the local political/economic theatre. To this end, the course will examine the extent to which greater national and international political and economic forces impact the shape of cities.

URBG 79000 - Urban Development Workshop I

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.

prereq: permission of the adviser

Credits 6 cr

URBG 79100 - Grantwriting and Fundraising Practicum

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.

prereq: permission of the adviser

Hours 45 hrs,

Credits 3 cr

URBG 79200 - Urban Affairs Capstone

Review of contemporary urban issues and problems as the concluding course in the graduate program in urban affairs.

prereq: permission of the director/adviser

Hours 45 hrs,

Credits 3 cr

Urban Planning

URBG 75700 - Politics of Education

Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

Hours 45

Credits 3

URBG 76000 - Cities and Health

The course will examine health problems and policy solutions from the perspective of the city, integrating the theory and analytic approaches from the fields of public health and urban planning, through such topics as the historical relationship between public health and urban planning, environmental justice as it relates to urban health, and urban health care systems.

Hours 45

Credits 3

URBP 70000 - Introduction to Planning

Introduction to operational aspects of plan-making process: formulation of objectives, evaluation and implementation; ethics and values; and administration and bureaucracy. Also, an introduction to the various planning sub-fields including urban design, land development, economic and community development, housing, environmental planning, transportation planning, and public finance.

Hours 45

Credits 3

URBP 70100 - History and Theory of Urban Planning

The study of conscious efforts to guide city development from ancient civilizations to the present, and the evolution of planning theory to guide these actions. Emphasis on the relationship between public and private planning activities and the set of roles available to contemporary planners.

Hours 45

Credits 3

URBP 70500 - 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.

Hours 45

Credits 3

URBP 71100 - 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.

Hours 45

Credits 3

URBP 71200 - Methods of Planning Analysis

Introduction to methods of demographic and economic analysis. Emphasis on applications to current urban planning practice.

Hours 45

Credits 3

URBP 71300 - Planning Methods for Optimization and Decision-making

Introduction to quantitative techniques for optimization and decision-making. Applications of techniques in planning contexts.

Hours 45

Credits 3

URBP 71600 - Participatory Planning Using GIS and the Internet

Understanding complexities associated with using GIS and other digital technologies in community organizing and urban development; intensive lab-based course

prereq: GTECH 71000 or perm instr.

Credits 3

URBP 71900 - Land Use, People and the Environment

A comprehensive overview to the theory and practice of land use planning and zoning that sees land as a set of social relations that define the way cities and urban regions develop. Land use planning is placed within larger economic, political, and legal contexts and issues of environmental conservation, environmental justice, air and water quality, public health, energy, infrastructure, and global sustainability.

Hours 45

Credits 3

URBP 72000 - 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.

Hours 45

Credits 3

URBP 72100 - Law of Land Use Regulation II

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.

prereq: URBP 72000

Hours 45 hrs,

Credits 3 cr

URBP 72200 - Land Use Planning Workshop

Application of land use planning skills to specific problem in New York metropolitan region. Class operates as team to produce recommendations.

prereq: URBP 71900 or permission of the instructor

Hours 45 hrs,

Credits 3 cr

URBP 72300 - 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.

Hours 45 hrs,

Credits 3 cr

URBP 72400 - Urban Design Workshop

Application of urban design concepts in studio setting to develop design solutions for typical physical planning problems.

prereq: URBP 72300 or permission of the instructor

Hours 45 hrs,

Credits 3 cr

URBP 72600 - 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.

Hours 45 hrs,

Credits 3 cr

URBP 73100 - Neighborhood Planning Workshop

Application of neighborhood planning, conservation and revitalization principles in declining residential areas. Emphasis on formulation of small-scale development strategies.

prereq: URBG 72700 or permission of the instructor

Hours 45 hrs,

Credits 3 cr

URBP 73200 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBP 73300 - Transportation Planning Methods and Models

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.

*prereq: permission of the instructor
Hours 45 hrs,
Credits 3 cr*

URBP 73400 - Environmental Planning

Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

*Hours 45 hrs,
Credits 3 cr*

URBP 73500 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBP 73600 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBP 73700 - Planning Studio

Students synthesize physical, social and economic elements of selected town or city to prepare multifunctional plan to guide development.

*Hours 90 including confences
Credits 6*

URBP 73800 - Planning Studio I

Students work with a client organization to synthesize physical, social and economic elements of a selected neighborhood, town or city. This information is utilized in URBP 73900 to prepare a multifunctional plan to guide development and the fulfillment of needs.

Credits 3

URBP 73900 - Planning Studio II

Students work with a client organization to synthesize physical, social and economic elements of a selected neighborhood, town or city. This information is utilized in URBP 73800 to prepare a multifunctional plan to guide development and the fulfillment of needs.

Credits 3

URBP 74700 - Planning in the Budget Process

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

*Hours 45 hrs,
Credits 3 cr*

URBP 78000 - Independent Research

Supervised study of topics of special interest to advanced students.

*Hours 45 hrs,
Credits 3 cr
Students may not take more than 3 credits of Independent Research per semester.*

URBP 78100 - Independent Research

Supervised study of topics of special interest to advanced students.

*Hours 45 hrs,
Credits 3 cr
Students may not take more than 3 credits of Independent Research per semester.*

URBP 78200 - Independent Research

Supervised study of topics of special interest to advanced students.

*Hours 45 hrs,
Credits 3 cr
Students may not take more than 3 credits of Independent Research per semester.*

URBP 78300 - Independent Research

Supervised study of topics of special interest to advanced students.

Hours 45 hrs,

Credits 3 cr

Students may not take more than 3 credits of Independent Research per semester.

URBP 78400 - Independent Study

Supervised study of topics of special interest to advanced students.

Credits 1 cr

Students may not take more than 3 credits of Independent Research per semester.

URBP 78500 - Independent Study

Supervised study of topics of special interest to advanced students. Students may not take more than 3 credits of Independent Study per semester.

Credits 2 cr

Students may not take more than 3 credits of Independent Research per semester.

URBP 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Cross-listed URBG 78700

Programs of Study

Advanced Certificate

Applied Behavior Analysis - Advanced Certificate

This 15-credit advanced certificate program provides intensive training in Applied Behavior Analysis to professionals working with children, youth, and adults on the autism spectrum as well as to the supervisors and administrators of the programs in which they work. This program is designed to prepare professionals to implement Applied Behavior Analytic intervention for individuals with autism spectrum disorders. In addition, students who complete the Advanced Certificate will have the graduate training necessary to sit for the international Board Certified Behavior Analyst® exam.

Admission Requirements

1. A master's degree in education, psychology, social work, counseling, speech-language pathology, nursing or related field.
2. Completed a graduate level course in autism spectrum disorders. Applicants who have not completed such a course will be conditioned in SPEDE 77100 , Autism Spectrum Disorders, and must complete that course during their first semester in the program.
3. On-site interview will be required.

Advanced Certificate in Applied Behavior Analysis Course of Study

Total Credits: 15 credits

EDABA 79500 - Applied Behavior Analysis I

The primary focus of this course is on foundational principles and methods in applied behavior analysis, and their basic and general applications in educational and similar settings. Topics to be covered include defining and measuring behavior, displaying and analyzing data, experimental analysis of behavior change procedures, positive and negative reinforcement, positive and negative punishment, and schedules of reinforcement.

prereq or coreq: SPEDE 77100

Hours 45

Credits 3

EDABA 79600 - Applied Behavior Analysis II

This course examines specific behavior analysis methods and applications including behavior change procedures such as prompting, imitation, incidental teaching, shaping, and chaining. Procedures to address generalization, motivation, stimulus control, and self-management will be evaluated. In addition, both observational and experimental functional behavior assessment procedures are discussed.

prereq: EDABA 79500

Hours 45

Credits 3

EDABA 79700 - Applied Behavior Analysis Research Methods and Ethics

This course is an introduction to research methods used in applied behavior analysis. Topics include the development of research questions, measurement of behavior, single-subject experimental design, data collection, and data analysis. In addition, this course covers ethics and professional behavior for applied behavior analysts as they relate to research and practice.

Hours 45

Credits 3

EDABA 79800 - Behavior Analytic Approaches to Learning

This course provides a survey of behavior analytic approaches to learning. Major areas covered include respondent conditioning, operant conditioning, stimulus control, stimulus classes, taxonomies of verbal behavior, and motivation.

Hours 45

Credits 3

EDABA 79900 - Applied Behavior Analytic Autism Intervention

This course examines applied behavior analytic intervention for individuals with autism. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include interventions for basic discrimination skills, generalized imitation, independence, language skills, play skills, social skills, self-help skills, feeding, leisure skills, vocational skills, managing problem behavior, and transition to less restrictive environments.

prereq: EDABA 79500 or EDABA 79800

Hours 45

Credits 3

Progress Standards/Exit Standards

No course grade below B.

Bilingual Education Extension NYS Teacher Certificate - Advanced Certificate

We offer two different advanced certificate programs in bilingual education extension. This six-course, 14-credit program is for teachers with NYS certification.

The program has been designed to prepare individuals to become effective bilingual practitioners with high levels of competence using two languages as mediums of instruction.

Admission Requirements

1. Either a master's degree with an overall GPA of at least 3.5 from an accredited institution acceptable to Hunter College or a bachelor's degree with an overall GPA of at least 2.8 and NYS teacher certification (initial, permanent or professional).

- Early childhood education (birth-grade 2)
- Childhood education (grades 1- 6)
- Common Branches PreK-grade 6
- Middle childhood education (grades 5 - 9)
- Adolescent education (grades 7 - 12)
- Special subjects

- Literacy education
 - Students with disabilities in early childhood, childhood, middle childhood, or adolescent education or special education K-12
 - Teachers of students who are blind or visually impaired, deaf or hard of hearing, or speech and language impaired
2. An on-site writing sample in English and in Spanish or French and an interview conducted in English and in Spanish or French.
3. Two letters of recommendation, including one from a supervisor.

Bilingual Extension NYS Teacher Certification Course of Study

Total Credits: 14 credits

BILED 70100 - Foundations of Bilingual Education

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.

*Hours includes 5 hrs of fieldwork
Credits 3 cr*

BILED 77900 - Multicultural Education

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.

*prereq or coreq: BILED 70100 and CEDF 70900
Hours includes 5 hrs of fieldwork
Credits 3 cr*

BILED 77100 - Psychology of Language Learning and Teaching

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.

*prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400
Hours 30 hrs plus 5 hrs of fieldwork and lab,
Credits 2 cr*

BILED 71100 - Bilingual Literacy-Spanish

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.

coreq: BILED 71150

prereq or coreq: BILED 77100

Hours 30

Credits 2

OR

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education

Hours 30

Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100

Hours 75 hrs,

Credits 1 cr

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MEd/Childhood Education Grades 1-6 with bilingual extension; for the MEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

Hours 45

Credits 3

OR

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

Exit Standards:

1. An overall GPA of 3.0
2. A grade of at least B in the field experience course BILED 71150.

Bilingual Extension for Pupil Personnel Services

This Advanced Certificate Program is a course of study leading to a Bilingual Extension in Pupil Personnel Services, consistent with regulations of the New York State Education Department. The program is designed for bilingual pupil personnel professionals currently working full time without the bilingual certificate or through nomination and commitment by the district superintendent, building principal, or preschool director to appoint the applicant to a full-time position as a result of participating in and completing the program.

Admission Requirements

1. A master's degree and either permanent or professional certification in:

- Administration and Pupil Personnel Services
- School Counseling
- School Social Work
- School Psychology

OR

A bachelor's degree and provisional certification as a school counselor, social worker, or school psychologist.

2. An undergraduate GPA of at least 2.8 or a master's degree GPA of at least 3.5.
3. An on-site writing sample in English and in Spanish and an interview conducted in English and Spanish with two professors.
4. A recommendation from a supervisor.

Exit Standards

1. An overall GPA of 3.0.
2. A grade of at least B in the field experience course BILED 71150.

Intensive Teacher Institute (ITI) Additional Requirements

In addition, students who wish to receive ITI funding must meet the following criteria:

1. Currently working full time (100%) as bilingual pupil personnel professional (guidance counselor, social worker, or psychologist)

OR

2. A nomination and commitment by the district superintendent, building principal, or preschool director to appoint the applicant to a full-time position in bilingual pupil personnel services as a result of participating in and completing the ITI program.

- Applicants for the Bilingual Education Extension must already possess oral and written language proficiency in English and in the native language of instruction.
- Applicants must be working in either a NYSED-approved bilingual education preschool or in the K–12 grade continuum in a New York State school district.
- Applicants must complete the ITI application in its entirety and provide **all** required documentation.
- Applicants must agree to serve as bilingual pupil personnel professionals for 2 years in the nominating district/school or preschool upon completion of the ITI program.
- Applicants must **not** have received prior NYCDOE scholarships or funding incentives for shortage areas.

Curriculum

Course of Study for Pupil Personnel Services: Bilingual Education Extension (15 credits)

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 71700 - Language Assessment for English Language Learners

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.

prereq: BILED 77100, CEDCF 70050

Hours 45 hrs,

Credits 3 cr

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

COCO 70700 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 71800 - Practicum in Counseling

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.

prereq: COCO 70000 and COUNS 71700 or COUNM 71600 or COUNR 71600

coreq: COCO 71900

prereq or coreq: COCO 70600

Hours 100

Blind and Visually Impaired: Orientation and Mobility - Advanced Certificate

Blind and Visually Impaired Program Coordinator: Rosanne K. Silberman; 911 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu, Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

The 18-credit advanced certificate program in orientation and mobility is designed to prepare rehabilitation teachers who have master's degrees and academy certification and/or teachers of the blind and visually impaired who have New York State certification to serve as orientation and mobility specialists in educational programs for infants, toddlers, children and youths, and adults who are blind and visually impaired, including those with multiples disabilities. The focus is on the development of specialized knowledge and skills through course work and internship experiences in the field of blindness and visual impairment. Graduates of this program will be eligible to obtain national certification from the academy for certification of vision rehabilitation and education professionals as orientation and mobility specialists.

Admissions Standards

1. Undergraduate BA or BS degree from an accredited institution, with a GPA 2.8 or better, plus teacher of the blind and visually impaired teaching certificate.

OR

- Master's degree from an approved college in rehabilitation teaching or teacher of the blind and visually impaired with a GPA of 3.5 or better,
2. Evidence of acceptable written languages skills,
 3. Three letters of recommendation,
 4. Evidence of work, volunteer or personal experience with individuals with visual impairments,
 5. An interview with a special education faculty member.

Progress Standards

1. Students must maintain an overall GPA of at least 3.0 in order to continue the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (incomplete) within the first 12 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.

Orientation and Mobility Course of Study

Total Credits: 18 credits

COUNR 73000 - 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.

Hours 45 hrs,

Credits 3 cr

SPED 74900 - Orientation and Mobility for Students with Visual Impairments and Additional Disabilities

An advanced orientation and mobility course on specialized instructional strategies that address the special travel difficulties of learners (infants to older adults) who are blind or visually impaired with additional disabilities. Topics include deafness, deafblindness, multiple impairments, motoric, cognitive and affective impairments. This course also addresses instructional strategies for persons in unique living situations or environments.

Hours includes 10 hrs field experience, 45 hrs,

Credits 3 cr

SPED 76500 - Intermediate Orientation and Mobility

Theories related to perception, learning and development of individuals who are blind or visually impaired, and /or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

prereq or coreq: SPED 76800

Hours includes 50 hrs of lab plus 15 hrs field experience

Credits 3 cr

SPED 76600 - Advanced Orientation and Mobility

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

prereq: G SPED 76500

Hours includes 50 hrs of lab plus 15 hrs field experience

Credits 3 cr

SPED 76700 - Orientation and Mobility: Internship/Seminar

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

prereq: G SPEDE 77000 and G SPED 79000 and G SPED 79100

Hours 30 hrs seminar, plus conferences plus 340 hours of internship,

Credits 2 cr

SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar

This course teaches assessment of the systems of mobility used by persons who are visually impaired and develops competencies in teaching indoor travel techniques used by persons with visual impairments. Two week summer course.

prereq: SPED 74700

Credits 2 cr

Two week summer course.

SPED 76900 - Advanced Orientation and Mobility Lab and Seminar

This course demonstrates practical application of Orientation and Mobility instructional techniques as they are applied in outdoor settings under blindfold and with low vision simulators. Content related to instructional strategies will be provided during the in-class seminar. Two week summer course.

prereq: G SPED 76800 and G SPED 76500

Credits 2

Two week summer course.

Exit Standards

1. Students must attain an overall GPA at least 3.0 to be recommended for the certificate.
2. Students must demonstrate consistently satisfactory written English in all coursework.

Blind and Visually Impaired: Teacher of the Blind and Visually Impaired - Advanced Certificate

Blind and Visually Impaired Program Coordinator: Rosanne K. Silberman; 911 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu, Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

The 22-credit advanced certificate program in teacher of the blind and visually impaired is designed to prepare special education teachers who have master's degrees and New York State Certification in special education to serve as teachers of the blind and visually impaired in educational programs for infants, toddlers, children and youths, including those with multiple disabilities. The focus is on the development of specialized knowledge and skills through course work and practicum experiences in the field of blindness and visual impairment. Graduates of this program will be eligible for New York State Certification as teacher of the blind and visually impaired.

Admission Requirements

1. Teaching certificate in New York State: initial, professional or permanent certification in any area
2. Master's degree in education or a related services field (speech and language pathology, physical therapy, nursing) with a GPA of 3.5 or better.
3. Completion of SPED 70000 (Issues and Practices in Educationg Students with Disabilities) or the equivalent with a grade of B or better for all applicants without a master's degree in Special Education
4. Evidence of acceptable writing skills.
5. Three letters of recommendation.
6. Evidence of work, volunteer, or personal experience with individuals with visual impairments.
7. An interview with a special education faculty member.

Progress Standards

1. Students must maintain an overall GPA of at least 3.0 in order to continue the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade IN (Incomplete) within the first 12 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 to complete their INs.

Teacher of the Blind and Visually Impaired Course of Study

Total Credits: 22 credits

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000

Hours Includes 10 hrs of field experience

SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000, SPED 74100

Hours Includes 15 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000, 74100, 74200, 74300

Hours 15 hrs,

Credits 1 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 71451 - Topics in Special Education: ITI Practicum in Visual Impairment

Credits 1 cr

And one of the following

SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 74851 - Student Teaching: Blindness and Visual Impairment, Grades 7–12

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in either middle adolescent or adolescent, 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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 74852 - Supervised Practicum: Blindness and Visual Impairment, Preschool–Grade 6

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 74853 - Supervised Practicum: Blindness and Visual Impairment, Grades 7–12

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, 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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all coursework.
3. Students must pass the School of Education technology assessment.

Gifted Education Extension - Advanced Certificate

Gifted Education Program Coordinator:

909 West Building; (212) 650-3599

This is a 12-credit course of study for students who already have NYS teacher certification or who are in the process of completing such certification. It is designed to provide educators with a solid background of expertise in gifted education, enabling them to work effectively with exceptionally capable learners and to take leadership roles in the field. Achievement of specialized expertise in gifted education will be recognized by a post-master's degree certificate.

Admission Requirements

1. NYS teacher certification and at least 15 credits of graduate study in education for a specific school population, with at least one course in human development (including child or adolescent development).
2. A GPA of at least 3.5 in graduate courses.
3. Two letters of recommendation from appropriate professional or academic sources.

Extension in Gifted Education Course of Study

Total Credits: 12 credits

SPED 75300 - Understanding and Identifying Gifted Learners: Individual and Developmental Diversity

An overview of major questions and issues in the field, including What is intelligence? What is creativity? What is giftedness? How do we measure these qualities? Focus on the urban context, incorporating rich cultural, social, political, educational, and scientific resources possibilities, and developing expertise in educating gifted and talented students from a broad range of backgrounds.

Cross-listed (Cross-listed with CEDF 75300.)

Hours 45 hrs includes 10 hrs field experience

Credits 3 cr

SPED 75400 - Differentiating Curriculum for Gifted and Talented Learners

Consideration of a wide range of curriculum options appropriate for meeting diverse kinds of gifted learning needs from early childhood through Grade 12, as well as a variety of placement options, from the regular classroom to the full time gifted school.

Cross-listed (Cross-listed with CEDF 75400)

prereq or coreq: SPED 75300

Hours Includes 10 hrs field experience

Credits 3

SPED 75500 - Assessment and Instruction for Diversely Gifted Learners

Supervised learning lab experience involving scaffolded assessment, diagnosis, and associated curriculum differentiation for diversely gifted learners, including those with learning and emotional problems, physical disabilities, and special abilities. Includes writing and implementing individual education plans.

Cross-listed (Cross-listed with CEDC 755.)

prereq or coreq: SPED 75300 and SPED 75400

Hours Includes 20 hrs field experience

SPED 75600 - Professional Discourse and Leadership in Gifted Education

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

Cross-listed ADSUP 75600, CEDC 75600, CEDF 75600

prereq or coreq: SPED 75500 or CEDC 75500

Hours Includes 10 hrs field experience

Progress Standards/Exit Standards

No course grade below B.

Nursing Education Advanced Certificate

Specialization Coordinator: Joan Arnold, jar0004@hunter.cuny.edu

This specialization is for registered nurses who hold a master's degree in nursing from an accredited school preparing nurses for beginning positions as educators in both academic settings and in health care agencies. The 13 credit program consists of four courses, one of which is a 4 credit practicum including 135 hours of preceptored practice teaching. Graduates are eligible for to sit for certification as a Nursing Educator by the National League for Nursing.

Specialization Courses: 13 credits

NURS 70100 - Assessment, Measurement, and Evaluation in Nursing Education

Various methods of assessment and evaluation of learning will be addressed within a nursing context.

NURS 73000 - Instructional Design in Nursing Education

Examination of theoretical models and empirical factors that affect teaching-learning process in educational settings in nursing.

prereq: NURS 70000 or equivalent course

NURS 75200 - Advanced Concepts in Nursing Education

Advanced concepts in nursing education that allow for the construction of nursing education programs will be explored. Issues critical to academic and institutional education will be examined.

prereq: NURS 73000

NURS 73100 - Practicum in Nursing Education

Preceptored-supervised practicum emphasizing utilization of practice-related role of nurse educator and application of theoretical formulations in educational settings in nursing.

prereq: NURS 730

Hours 15 hrs seminar, 135 hrs practice,

Credits 4 cr

Nursing: Psychiatric Nurse Practitioner Advanced Certificate

Specialization Coordinators: Anna Acee, Kunsook Bernstein, aacee@hunter.cuny.edu, kbernst@hunter.cuny.edu

This specialization for registered nurses who hold a master's degree in nursing from an accredited school, prepares nurses to assume an advanced practice nursing role in a variety of

community as well as institutional settings, in private practice, and in such fields as liaison nursing and hospice care. Faculty and preceptor supervised clinical experiences of a total of 600 clinical hours are in hospitals, private practice office, OPD, clinics, and community settings. Graduates of the program are eligible for certification as psychiatric/mental health nurse practitioners by New York State and meet educational requirements for application to the national certification examination by the American Nurses Credentialing Center.

Advanced Practice Core: 9 credits

(May be waived)

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies.

prereq: NURS 74900

Hours 45 hrs practicum,

Credits 3 cr

Advanced Practicce Specialization Courses: 15 credits

NURS 74200 - Advanced Practice Psychiatric-Mental Health Nursing I

Exploration of mental health problems, recovery-oriented services and promotion of mental health in individuals. Students learn to provide primary mental health care for individuals experiencing a range of complex problems.

prereq: NURS 70000

prereq or coreq: NURS 70200, NURS 71700, NURS 74900, NURS 75000, NURS 75100

Hours 30 hrs lecture, 15 hrs seminar, 166 hrs clinical,

Credits 5 cr

NURS 74300 - Advanced Practice Psychiatric-Mental Health Nursing II

Exploration of mental health of families. Students learn to provide primary mental healthcare for families experiencing a range of complex problems.

prereq: NURS 742

prereq or coreq: NURS 704

Hours 30 lecture hours, 15 hrs seminar, 167 hrs clinical,

Credits 5 cr

NURS 74400 - Advanced Practice Psychiatric-Mental Health Nursing III

An exploration of contemporary mental health issues from group and community perspectives. Students learn to develop advanced practice group and community interventions that reduce risk, promote resilience, and enhance mental health.

prereq: NURS 74300

Hours 30 hrs lecture, 15 hrs seminar, 167 hrs of clinical practicum,

Credits 5 cr

Highly Recommended Elective: 3 credits

NURS 71900 - Psychopharmacology

Course provides evidence-based guidelines of pharmacology in treating mentally ill individuals. Neuro-biology and psychopharmacology theories, current clinical practice of pharmacology for major psychiatric diagnoses, and practical clinical application of relevant pharmacotherapy will be explored.

Post-Graduate Certificate Programs in Social Work

The Silberman School of Social Work at Hunter College offers post-graduate certificate programs designed for MSW's seeking to further their education in an area of interest to them, who wish to remain current in the field or who want to become certified within a specific area of study. Generally these programs are not part of any academic degree-granting program and do not carry academic credit. For detailed information see the program descriptions at www.hunter.cuny.edu/socwork/programs/post-masters-programs.html. Each program has separate criteria for admission.

In addition to these programs the School has launched **Center for Advanced Clinical Education**. This program is home base for a variety of classes, conferences, and other special events that address specific issues of current focus in clinical social work. The specific offerings change regularly and are responsive to both individual practitioners and agency training needs. Teleconferencing is available for distance as well as classroom learning. Upcoming offerings will be posted on the Silberman School of Social Work at Hunter College website.

Some classes within this Center satisfy the additional clinical education credit needs of those LMSW social workers who are seeking eligibility for the LCSW. These classes will be identified as such on the website, along with specific contact information.

Advanced Clinical Social Work: Individual and Family Treatment

This certificate program is designed to meet the needs of LMSWs and LCSWs who want to deepen their clinical practice knowledge for work in a variety of social work settings. The Post Master's Certificate Program in Advanced Clinical Practice is a one year program intended to provide continuing education to clinical practitioners working in

multi-cultural urban settings. Collaboratively designed by social work educator-clinicians based in the university and the community, it reflects a commitment to the shared responsibility of the academic and practice sectors of the social work profession for continuing education.

It is designed to deepen skills for clinical social work practice with individuals and families through focusing on the integration of theory and practice. Course content includes assessment and diagnosis, treatment approaches, and trauma interventions through a developmental lens with an emphasis on the role of social-cultural factors. An integrative case seminar takes place during both semesters and includes group discussion, role play, observation and application of treatment strategies.

All courses are taught by instructors experienced in agency-based social work. This course takes place on Thursday evenings from 6 to 9 pm. For further information or application, please call 212-396-7610.

Social Work Administration

The Post Master's Certificate Program in Social Work Administration is given in conjunction with the Harold Weissman Center for the Study of Social Administration. This program was developed in response to a growing interest in raising the standards of administrative practice in the social welfare field and reflects a belief that management is rooted in the values and principles of social work practice. The program includes course work on supervision, strategic planning, non-profit financial management, program evaluation, policy analysis, fundraising and grant writing. All courses involve a practice component, and all faculty members are practicing managers.

For further information or application, please call 212-396-7588.

School Building Leader/School District Leader - Advanced Certificate

Program Coordinator:

Marcia Knoll; 1025 West Building; (212) 772-4761; mknoll@hunter.cuny.edu

Hunter College offers qualified candidates a program in the administration and supervision of nursery, Pre-K, elementary, and secondary schools. The program leads to an advanced certificate granted by Hunter College. Students who complete the program qualify for New York State certification as school building leader (SBL) and school district leader (SDL). Leadership experiences of 25-35 hours, which provide field applications of course knowledge, skills and dispositions, are required in each course in the program. Students must also pass the required NY State exams to be certified in SBL and SDL.

All students must meet with a faculty member for advisement prior to registration each semester. All courses must be completed in five years.

Admission Requirements

1. Completion of an approved master's degree with a minimum average of B (3.0).
2. NYS certification as a teacher and/or pupil personnel service provider within grades N-12 is required.

3. A minimum of three years of approved teaching and/or school service within grades N-12 under regular appointment (or its equivalent for counselors, social workers, and school psychologists) or two years approved teaching and/or school service and at least one year of relevant management/leadership experience.
4. Submission of two letters of recommendation, including a letter of support from the candidate's immediate site supervisor
5. Promise of success in educational supervision and administration as determined by the completion of a comprehensive interview process that includes both oral and written activities.

Total Credits 32

ADSUP 70400 - Leadership to Enhance Human Resources

Interpersonal and group relationships applied to administrative and supervisory functions in schools and districts; intensive experience in group process and the development of a positive school climate and culture.

Hours 60 hours plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 71500 - Supervision for the Improvement of Instruction

An examination of varied productive supervisory techniques which promote the improvement of instruction and enhance the supervisory process.

Hours 60 hours plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 71600 - Leadership Strategies for School Reform

An introduction to leadership theory, school, district reform and the school principalship. Leadership theory is explored from a systems perspective with a focus on both the theoretical and practical tools for promoting school and district change that leads to high levels of student achievement.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 71700 - Seminar in Evaluating and Applying Educational Research

This course provides students seeking to be educational leaders with the theoretical and the practical considerations for evaluating, conducting and using research in schools and school districts.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 72100 - Legal Issues, Finance, Facilities and Operations

A study of school legal issues finance and budgeting. Processes and cases from New York State, New York City, local school district and building level management of operations and facilities.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work
Credits 4

ADSUP 73100 - Using Data, Technology and Assessment to Plan and Design Curriculum and Instruction

This course provides students seeking to be instructional leaders with both the theoretical and the practical considerations necessary for using technology, data, and assessment to plan and design curriculum for effective instruction.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 75100 - District and School Based Field Experience Seminar in Administration and Supervision

Intensive applications of program knowledge, skills and dispositions in school and district field settings available to the student, and a 40 hour seminar that includes a two-hour unit on each of both child abuse prevention and violence prevention.

Hours 60 hrs plus 200 hrs of leadership experiences in field work stipulated in a contract
Credits 4

ADSUP 74100 - School District Leadership: Problems and Issues

System-wide administrators must combine the elements of vision, with instructional and administrative leadership in order to guide learning organizations. They must develop skills, strategies and knowledge of the leading educational issues they are facing to be able to create collaborative, safe, and successful educational environments capable of being successful.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work
Credits 4

Exit Requirements

1. The culminating experiences of the program consist of an oral exit interview and a program portfolio review of selected leadership experiences and reflections on the learning process.
2. Students must pass the School of Education technology assessment.
3. Passing both parts of the NYSTCE School District Leader exam.

Master of Arts - MA / Advanced Certificate

Adolescent Biology - MA / Advanced Certificate

Education Adviser

Stephen Demeo
(212) 772-4776
908 West
sdemeo@hunter.cuny.edu

Biology Department Adviser (master's degree only)

Patricia Rockwell
(212) 650-3234
821 North
rockwell@genectr.hunter.cuny.edu

These programs are designed to serve individuals who do not have initial, professional or permanent certification in the teaching of science.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative GPA of 2.8.
2. A minimum of 21 credits in biology to include a year of introductory biology with laboratory and a semester of organic chemistry.
3. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and one course in calculus.
4. Two professional references to be included with the application for admission.

5. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in biology and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College. Coursework at either the undergraduate or graduate level must include a course in introductory biology with laboratory and a semester of organic chemistry.
2. A general education core in the liberal arts and sciences to include the following (in addition to biology): 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and one course in calculus.
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in biology.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop series for teachers before being permitted to register for any further courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which

may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Biology Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Biology courses listed below. (For other biology courses, go to Biological Sciences)

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

37-41 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

41-44 credits: Master's Degree program for students who matriculated on or after Fall 2011.

Education Courses for Advanced Certificate and Master's Degree Programs

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12

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.

prereq: SEDC 71300

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

Take either

SEDC 75401 - Student Teaching in Biology, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

prereq or coreq: SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77411 - Practicum in Biology, Grades 7–9

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Students who take SEDC 774.11 must also take SEDC 774.21.

plus

SEDC 77421 - Practicum in Biology, Grades 10-12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Students who take SEDC 77421 must also take SEDC 77411.

Biological Science Courses for Master's Degree Programs

BIOL 61055 - Laboratory Workshop in Biology Education

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.

prereq: a graduate course in biology or permission of instructor

Hours 120 hrs,

Credits 3 cr

BIOL 63000 - 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.

prereq: BIOL 61055 or permission of instructor

BIOL 66000 - Challenging Concepts in the Biological Sciences

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.

prereq: BIOL 61055, BIOL 63000, and one elective course or permission of instructor

Hours 4 hrs,

Credits 4 cr

Category A:

For students who have completed molecular biology and molecular genetics at the undergraduate level. Choose one:

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,

Credits 4 cr

fall only

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry
Hours 75 hrs,
Credits 5 cr
fall only

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry
Hours 60 hrs,
Credits 4 cr
spring only

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401
Hours 60 lec,
Credits 4 cr
Spring only

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 60000 - Molecular Biology for Science Teachers

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.

prereq: An undergraduate degree in Biology and a course in Organic Chemistry and permission of instructor.
Fall only

BIOL 60210 - Molecular Genetics for Science Teachers

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.

prereq: BIOL 60000 or equivalent and permission of instructor
Spring only

Culminating Experiences

- Professional teaching portfolio

Culminating Project in Biology:

Students will be expected either to prepare a research proposal or to conduct a research project while enrolled in the following, which serves as the capstone course in biology.

BIOL 66000 - Challenging Concepts in the Biological Sciences

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.

prereq: BIOL 61055, BIOL 63000, and one elective course or permission of instructor

Hours 4 hrs,

Credits 4 cr

Exit Standards

An overall GPA of 3.0.

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students will also be expected to prepare a research proposal or to conduct a research project while enrolled in BIOL 66000 - Challenging Concepts in the Biological Sciences, which serves as the capstone course in biology.

Students must pass the School of Education technology assessment.

Adolescent Chemistry - MA / Advanced Certificate

Education Adviser Stephen Demeo; (212) 772-4776; sdemeo@hunter.cuny.edu

Chemistry Department Adviser (Master's Degree only) Pamela Mills; (212) 772-5331; pam.mills@hunter.cuny.edu

These programs are designed to serve individuals who do not have initial, professional or permanent certification in the teaching of science.

Admission Requirements

Master's Degree

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 minimum of 29 credits in science and mathematics to include two years of chemistry (general and organic), one year of introductory physics with laboratory, and one semester of calculus.
3. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and one college course in calculus.
4. Two professional references to be included with the application for admission.
5. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in chemistry and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College. Coursework at either the undergraduate or graduate level must include a course in introductory chemistry with laboratory, one year of introductory physics with laboratory, and one semester of calculus.
2. A general education core in the liberal arts and sciences to include the following (in addition to chemistry): 6 credits in English, 6 credits in a language other than English (3 years of the same language in high school with a grade of "C" or better satisfies this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and one college course in calculus.
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in chemistry.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Chemistry Course of Study

Education Courses

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Chemistry courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

37-41 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

41-44 credits: Master's Degree program for students who matriculated on or after Fall 2011.

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12

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.

prereq: SEDC 71300

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

Take Either

SEDC 75402 - Student Teaching in Chemistry, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

Or

SEDC 77412 - Practicum in Chemistry, Grades 7–9

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Students who take SEDC 77412 must also take SEDC 77422.

Plus One of the Following

SEDC 77422 - Practicum in Chemistry, Grades 10–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Students who take SEDC 77422 must also take SEDC 77412.

Chemistry Courses

For Master's Degree Program Only (For other chemistry courses go to, Chemistry Department)

Minimum of 15 credits

CHEM 65500 - Demonstrations, Models, and Technology

Demonstrations, models, and technology.

Credits 3 cr

CHEM 63000 - 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.

prereq: permission of instructor

Credits 3

CHEM 66000 - Challenging Concepts in Chemistry

Overview of research and theory related to misconceptions in chemistry. 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.

Hours 4 hrs,

Credits 4 cr

- Two electives chosen from 600- or 700-level courses in chemistry or biochemistry at least 5 cr.

for students who have not taken physical chemistry, one of the electives must be:

CHEM 65000 - Biophysical Chemistry

Essential physical chemical principles as applied to biological problems. Emphasis on kinetics, thermodynamics, equilibria.

prereq: 1 year organic chemistry, 1 year biology, MATH 15000 or equivalent

*Hours 4 hrs,
Credits 4 cr
Fall*

Culminating Experiences

- Professional teaching portfolio

Culminating Project in Chemistry:

See Exit Standards

CHEM 66000 - Challenging Concepts in Chemistry

Overview of research and theory related to misconceptions in chemistry. 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.

*Hours 4 hrs,
Credits 4 cr*

Exit Standards

An overall GPA of 3.0

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students will also be expected to either prepare a research proposal or to conduct a research project while enrolled in CHEM 66000 - Challenging Concepts in Chemistry, which serves as the capstone course in chemistry.

Students must pass the School of Education technology assessment.

Adolescent Earth Science - MA / Advanced Certificate

Education Adviser Stephen Demeo; (212) 772-4776; 908 West Building; sdemeo@hunter.cuny.edu

Geography Department General Advising Jochen Albrecht; 1030 North Building; (212) 772-5221; geog@geo.hunter.cuny.edu

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

Admission Requirements

Master's Degree

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 the liberal 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 (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 6 credits in math/technology (a college course in calculus meets this requirement).
5. Two professional references to be included with the application for matriculation.
6. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in earth science and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College. Coursework at either the undergraduate or graduate level must include a course in introductory earth science with laboratory, one of introductory physics with laboratory, and one semester of calculus.
2. A general education core in the liberal arts and sciences to include the following (in addition to earth science): 6 credits in English, 6 credits in a language other than English (3 years of the same language in high school with a grade of "C" or better satisfies this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and one college course in calculus.
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in earth science.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Earth Science Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Geography courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

38-41 credits: Master's Degree program for students who matriculated on or after Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

42-44 credits: Master's Degree program for students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12

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.

prereq: SEDC 71300

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

Take Either

SEDC 75404 - Student Teaching in Earth Science, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

Or

SEDC 77414 - Practicum in Earth Science, Grades 7–9

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 77414** must also take **SEDC 77424**.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2

Plus

SEDC 77424 - Practicum in Earth Science, Grades 10–12

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 77424** must also take SEDC 77414.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Earth Science Courses

For Master's Degree Programs Only (For other earth science courses go to, Geography Department)

Minimum of 16 credits

PGEOG 70563 - Earth Science Today

A survey of the primary topics included in an earth science curriculum (grades 7-12). Laboratory methodology and demonstration techniques used to convey information about the earth's lithosphere, hydrosphere and atmosphere, as well as its place in the solar system, will be introduced.

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

GTECH 71000 - Introduction to GIS

Thorough introduction to geographic information systems with an emphasis on spatial data handling and project management.

Hours 60 hrs including conference (2 lectures, 2 labs),

Credits 3 cr

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

PGEOG 63000 - 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.

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 66000 - 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.

Hours 45 hrs, including conferences,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

Students lacking a significant background in geology or earth science may be required to take the following course as their elective:

PGEOG 70564 - Introducing Earth Science at the Museum of Natural History

This course is part of the MA Teacher Education Program in Earth Sciences.

Culminating Experiences

- Professional teaching portfolio

Culminating Project in Earth Science:

Students will be expected either to prepare a research proposal or to conduct a research project while enrolled in the following, which serves as the capstone course in earth science.

PGEOG 66000 - 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.

Hours 45 hrs, including conferences,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

Exit Standards

An overall GPA of 3.0.

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students will also be expected to either prepare a research proposal or to conduct a research project while enrolled in PGEOG 660, which serves as the capstone course in earth science.

Students must pass the School of Education technology assessment.

Adolescent English - MA / Advanced Certificate

Education Adviser Melissa Schieble; (212) 772-4044; 902 West Building; mschiebl@hunter.cuny.edu

English Department Adviser (Master's Degree only) Angela Reyes; (212) 772-5076; 1248 West Building; gradenglished@hunter.cuny.edu

These programs are designed to serve individuals who do not have initial, professional, or permanent certification in the teaching of English. Provisionally certified teachers should apply for the MA in English .

Admission Requirements

Master's Degree

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 minimum of 21 credits of advanced courses in British, American or World Literature written in English (no more than 3 credits of the latter).
3. A general education core in the liberal arts and sciences to include the following (in addition to English major): 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

4. Students must submit a writing sample of about 10 pages (preferably an undergraduate research paper of literary criticism).
5. Two references (preferably including at least one academic reference) to be included with the application for matriculation.
6. A personal statement to be completed as part of the application for matriculation.

Advanced Certificate

1. An undergraduate major of at least 30 credits in English, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.
2. A general education core in the liberal arts and sciences to include the following (in addition to English): 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 6 credits in a language other than English (3 years of the same language in high school with a grade of "C" or better fulfills this requirement), 3 credits in the arts, and 12 credits in math/ science/ technology (a college course in calculus satisfies 6 credits of this requirement).
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
5. In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in English.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

Please note: Nonmatriculated students should apply for matriculation at the beginning of the semester in

which they will complete 12 credits in the program.

B. Fieldwork Benchmarks

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

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent English Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the English courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

46-48 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

50-51 credits: Master's Degree program for students who matriculated on or after Fall 2011.

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71100 - Advanced Study of Young Adult Literature in Our Diverse Society

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

*Hours 15 hrs,
Credits 1 cr*

SEDC 72100 - Advanced Study of Teaching English Methods to a Diverse Population in Grades 7–12

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.

*prereq: SEDC 71100
prereq or coreq: SEDF 70500
Hours 45 plus 36 hrs fieldwork
Credits 3*

Take Either

SEDC 75100 - Student Teaching in English, Grades 7–12

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.

*prereq: SEDC 72100, SEDF 706
Hours 30 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr*

Or

SEDC 77110 - Practicum in English, Grades 7–9

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 **SEDC 77120**.

*prereq: SEDC 72100, SEDF 70600
Hours 30 hrs plus conferences,
Credits 2 cr*

Plus

SEDC 77120 - Practicum in English, Grades 10–12

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 77120** must also take SEDC 77110 .

prereq: SEDC 72100, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

English Department Courses

(see English Programs and Courses, for course descriptions)

For Master's Degree Programs

Minimum 24 credits

- **Literature** Eighteen credits in literature courses given by the English department, including 3 credits in Shakespeare, 3 credits in literature with a multicultural/minority emphasis, 6 credits in American literature, and 6 credits in electives.

ENGL 60700 - English Linguistics

Structure of Modern English, with emphasis on analytical method and pedagogical implications. Survey of phonology, morphology, syntax, and dialectal variation.

Hours 45 hrs,

Credits 3 cr

ENGL 61500 - Rhetoric and Composition

Rhetorical theory; analysis of selected masterpieces of prose; practice in writing a variety of prose forms.

Hours 45 hrs,

Credits 3 cr

Exit Criteria: Culminating Experiences

An overall GPA of 3.0.

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students must also pass a written comprehensive examination in British and American literature.

Students must pass the School of Education technology assessment.

Adolescent French - MA / Advanced Certificate

Education Adviser Jenny Castillo

(212) 772-4614

905 West Building

jmcastil@hunter.cuny.edu

Romance Languages Department Adviser (Master's Degree only)

Marlene Barsoum

(212) 772-3511

1320 West Building

mbarsoum@hunter.cuny.edu

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

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8 and a major of at least 30 credits in French with a GPA of 3.0.
2. A general education core in the liberal arts and sciences to include the following (in addition to a French major): 6 credits in English, 3 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
5. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

Advanced Certificate

1. An undergraduate major of at least 30 credits in French, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.
2. A general education core in the liberal arts and sciences to include the following (in addition to French): 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/ science/ technology (a college course in calculus satisfies 6 credits of this requirement).

3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
5. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in French.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent French Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and French courses listed below.

22-24 credits: Advanced Certificate Program for students who matriculated before Fall 2011.

43-45 credits: Master's Degree Program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate Program for students who matriculated on or after Fall 2011.

47-48 credits: Master's Degree Program for students who matriculated on or after Fall 2011.

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

*Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3
A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit*

course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12

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.

*prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr*

SEDC 72000 - Adolescent Health and Safety

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.

*Hours 15 hrs,
Credits 1 cr*

SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12

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 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.

*prereq: SEDC 71200
prereq or coreq: SEDF 70500
Hours 45 plus 36 hrs fieldwork
Credits 3*

Take either

SEDC 75201 - Student Teaching in French, Grades 7–12

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.

prereq: SEDC 722, SEDF 706

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77211 - Practicum in French, Grades 7–9

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 77211 must also take SEDC 77221 .

prereq: SEDC 72200

Hours 30 hrs plus conferences,

Credits 2 cr

plus

SEDC 77221 - Practicum in French, Grades 10–12

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 77221 must also take SEDC 77211.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Romance Language (French) Courses

For Master's Degree Programs Only

Minimum 21 Credits

Graduate level French and Francophone literature. See Romance Languages

Culminating Experiences

Comprehensive examination in French: See Exit Standards

Romance Languages department

Professional teaching portfolio

School of Education

Exit Standards

An overall GPA of 3.0.

Master's degree 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 advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students must also pass a written comprehensive examination in French.

Students must pass the School of Education technology assessment.

Adolescent Italian - MA / Advanced Certificate

Education Adviser Jenny Castillo; (212) 772-4614; 905 West Building; jmcastil@hunter.cuny.edu

Romance Languages Department Adviser(Master's Degree Only) (Italian) Maria Paynter; (212) 772-5090; 1312 West Building; mpaynter@hunter.cuny.edu

and/or

Paolo Fasoli; (212) 772-5129; 1307 West Building; pfasoli@hunter.cuny.edu

These programs are designed to serve individuals who do not have initial or provisional certification in the teaching of Italian.

Admission Criteria

Master's Degree

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8 and a major of at least 30 credits in Italian with a GPA of 3.0.
2. 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 U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
5. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

Advanced Certificate

1. An undergraduate major of at least 30 credits in Italian, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.
2. A general education core in the liberal arts and sciences to include the following (in addition to Italian): 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/ science/ technology (a college course in calculus satisfies 6 credits of this requirement).
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
5. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).
In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in Italian.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Italian Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Italian courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

43-45 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

47-48 credits: Master's Degree program for students who matriculated on or after Fall 2011.

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12

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 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.

prereq: SEDC 71200

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork
Credits 3

Take Either

SEDC 75202 - Student Teaching in Italian, Grades 7–12

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.

prereq: SEDC 72200, SEDF 70600
Hours 30 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr

Or

SEDC 77212 - Practicum in Italian, Grades 7–9

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 77212 must also take SEDC 77222 .

prereq: SEDC 72200
Hours 30 hrs plus conferences,
Credits 2 cr

Plus

SEDC 77222 - Practicum in Italian, Grades 10–12

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 77222 must also take SEDC 77212.

prereq: SEDC 72200, SEDF 70600
Hours 30 hrs plus conferences,
Credits 2 cr

Romance Languages (Italian) Courses

For Master's Degree Program Only

21 Credits

Graduate level Italian literature. See Romance Languages

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 through critical reflection.

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation). See the School of Education Graduate Handbook in Adolescent Education, available in the Office of Educational Services, Room 1000 West Building, for specific guidelines.

See the Romance Languages section of the catalog for information about the comprehensive examination in Italian.

Students must pass the School of Education technology assessment.

Adolescent Latin - MA / Advanced Certificate

Education Adviser Carla Asher; (212) 772-4621; 1000 West Building; carla.asher@hunter.cuny.edu

Classical and Oriental Studies Department Adviser Larry Kowerski; (212) 772-5007; 1435 West Building; lkowerski@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 adolescent 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

Master's Degree

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. Students with 18 credits in Latin may be admitted provisionally if they are certified to teach a language other than Latin.
3. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 3 credits in the arts, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
4. Two professional references to be included with the application for matriculation.
5. A personal statement to be completed as part of the application for matriculation.

Advanced Certificate

1. Minimum of 30 credits in Latin at the undergraduate and/or graduate level, and a master's degree in Classics, Latin, or Ancient Greek with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.
2. A general education core in the liberal arts and sciences to include the following (in addition to Latin): 6 credits in English, 3 credits in the arts, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
3. Two professional references to be included with the application for matriculation.
4. A personal statement to be completed as part of the application for matriculation.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC, SEDF, or LATED course work will not be allowed to continue in the program.
3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop series before being permitted to register for any courses.

B. Fieldwork Benchmarks

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

Any student who receives a grade of B-, C+ or C in a field experience or student teaching course must apply to the chairperson of the department for permission to repeat that course, 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.

Adolescent Latin Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and Latin courses listed below.

25-26 credits for Advanced Certificate Program students.

46-47 credits for Masters of Education students who matriculated before Fall 2011.

49-50 credits for Masters of Education students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

LATED 71200 - Methods 1: Classroom Organization, Management, and Assessment of Instruction in Latin

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.

prereq: completion of 18 credits of graduate Latin courses

prereq or coreq: SEDF 70400

Hours 45 hrs, including conferences,

Credits 3

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

LATED 71300 - Methods 2: Teaching for Diverse Learners in Latin

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.

prereq: LATED 71200

prereq or coreq: SEDF 70500

Hours 30 hrs plus 36 hrs fieldwork,

Credits 2

Take Either

LATED 73100 - Student Teaching in Latin, Grades 7–12

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 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 this course and may not continue in the program.

prereq: LATED 71300

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

Or

LATED 74110 - Practicum in Latin, Grades 7-9

Supervised practicum in the teaching of Latin in grades 7–9. 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 this course and may not continue in the program. Students who take **LATED 74110** must also take **LATED 74120**.

prereq: LATED 71300

Hours 30 hrs plus conferences,

Credits 2 cr

plus

LATED 74120 - Practicum in Latin, Grades 10-12

Supervised practicum in the teaching of Latin in grades 10–12. 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 this course and may not continue in the program. Students who take **LATED 74120** must also take **LATED 74110**.

prereq: LATED 71300

Hours 30 hrs plus conferences,

Credits 2 cr

Latin Literature and Composition and Classical Culture Courses (24 credits)

Each course is 45 hours, including conferences, and 3 credits unless otherwise noted.

For Master's Degree Programs Only

Latin 18 credits

LAT 72700 - Speaking and Writing Latin

Development of aural/oral and written skills, including traditional Latin Composition, history of the language, and analysis of Latin grammar and syntax.

LAT 71000 - Topics in Latin literature.

May be taken three times for credit.

A. At least 3 credits from the following courses:

LAT 71100 - Literature of the Republic

Selection from poetry and prose authors of the Latin language and the development of literary forms and styles.

LAT 71200 - Literature of the Augustan Age

Selections from poetry and prose authors of the Augustan period.

LAT 71300 - Literature of the Empire

Selections from poetry and prose authors of the Imperial period.

B. At least 3 credits from the following courses:

LAT 70500 - Caesar

Selections from the Commentaries on the Civil War and Commentaries on the Gallic War.

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

LAT 70600 - Cicero

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

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

LAT 70700 - Vergil

Selections from the Aeneid, Eclogues, and Georgics.

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

LAT 72500 - Ovid

Selections from the *Metamorphoses* and *Amores*.

LAT 72600 - Horace and Catullus

Selections.

6 additional credits from the courses in section A and/or B or LAT 708 or LAT 710 (LAT 708 and LAT 710 may each be taken up to 3 times total).

Classical Culture 6 credits

CLA 70100 - The Legacy of Ancient Greece

A survey of Greek culture and civilization from the second millennium BCE to the rise of Alexander.

Hours 45 hrs, including conferences,

Credits 3 cr

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

CLA 70200 - 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.

Hours 45 hrs, including conferences,

Credits 3 cr

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

CLA 70700 - A Survey of Classical Literature in Translation

CLA 70600 - Supervised Reading

Independent reading on a particular aspect of ancient Greek or Roman culture, supervised by a faculty member.

Prior approval of graduate adviser required. May be taken twice for credit.

Culminating Experiences

Comprehensive examination in Latin and Classical Culture: Classics Division

See Exit Criteria

Note (s)

Students who enter with initial or provisional certification in adolescent 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 adolescent education is 39 credits. Students may be exempted from up to 6 credits based on prior equivalent course work.

Exit Criteria: Culminating Experiences

An overall GPA of 3.0.

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 advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Students must pass the School of Education technology assessment.

Check with the Classical and Oriental Studies Department adviser for information about the Comprehensive Examination in Latin and Classical Culture.

Adolescent Mathematics - MA / Advanced Certificate

Program Coordinator Patrick Burke

1138 West Building; (212) 772-4728;

patrick.burke@hunter.cuny.edu

The master's degree and advanced certificate degree programs are designed to serve individuals who do not have initial, professional, or permanent certification in the teaching of mathematics.

Applicants with permanent or professional certification in mathematics should apply to the Professional Certificate master's degree program.

Admission Requirements

Master's Degree

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 adviser, 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. A grade point 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 (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 6 credits in science/technology, 3 credits in the arts.
5. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in mathematics and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College. Coursework at either the undergraduate or graduate level must include a course in elementary statistics, a year of calculus and a course in matrix algebra or linear algebra.
2. A general education core in the liberal arts and sciences to include the following (in addition to mathematics): 6 credits in English, 6 credits in a language other than English (3 years of the same language in high school with a grade of "C" or higher satisfies this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 6 credits in science and technology.
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in mathematics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.

2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Mathematics Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Mathematics courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

37-39 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

41-42 credits: Master's Degree program for students who matriculated on or after Fall 2011.

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

*Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3*

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72300 - Methods II: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7–12

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.

prereq: SEDC 71300

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork,

Credits 3

Take either

SEDC 75300 - Student Teaching in Mathematics, Grades 7–12

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.

prereq: SEDC 72300, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77310 - Practicum in Mathematics, Grades 7–9

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 77310 must also take SEDC 77320 .

prereq: SEDC 72300

Hours 30 hrs plus conferences,

Credits 2 cr

plus

SEDC 77320 - Practicum in Mathematics, Grades 10-12

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 SEDC 77310 .

prereq: SEDC 723, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Mathematics and Statistics Course of Study

Master's Degree Only (For other courses go to Mathematics and Statistics Department)

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

prereq: Calculus II and a course in linear or matrix algebra

Hours 45 hrs,

Credits 3 cr

Open only to Teacher Education Program students.

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

Hours 45

Credits 3

Open only to Teacher Education Program students.

MATH 63300 - Axiomatic Geometry

The development of geometry from the point of view of axiom systems. The course includes axiomatic systems for Euclidean geometry from the classical period to the Hilbert axioms of the early 20th century, and the development of

non-Euclidean hyperbolic geometry.

prereq: MATH 63000

Hours 3

Credits 3

MATH 63500 - Problem Solving Explorations in Mathematics

A study of the heuristics of problem solving through intensive work with non-routine problems chosen from many areas of mathematics.

Hours 3

Credits 3

STAT 61200 - Discrete Probability

Hours 3

Credits 3

Or

STAT 61400 - Data Analysis Using Statistical Software

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.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

Note:

1. *Students who present certain courses and prior experience may be able to substitute another course or seminar(s) with approval of graduate mathematics adviser.*
2. *Although students are required to take EITHER STAT 612 or STAT 714, students are encouraged to take both courses.*

Culminating Experiences

Comprehensive examination in two parts: mathematics and pedagogy:

See Exit Standards

Mathematics and Statistics department

Professional teaching portfolio

School of Education

Exit Standards

An overall GPA of 3.0.

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students must also pass a comprehensive examination in mathematics. A student can take the comprehensive exam in mathematics twice; after that, a committee formed by the mathematics/statistics chairperson and consisting of members from the Department of Mathematics and Statistics and the School of Education will decide if the students can take the exam a third and final time.

Students must pass the School of Education technology assessment.

Adolescent Physics - MA / Advanced Certificate

Education Adviser Stephen Demeo; (212) 772-4776; 908 West Building; sdemeo@hunter.cuny.edu

Physics and Astronomy Department Adviser (Master's Degree Only) Rodney Varley; (212) 772-5252; 1216 North Building; rvarley@hunter.cuny.edu

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

Admission Requirements

Master's Degree

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 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 (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 6 credits in math/technology (a college course in calculus meets 6 credits of this requirement).
4. Two professional references to be included with the application for admission.
5. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in physics and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.

2. A general education core in the liberal arts and sciences to include the following (in addition to physics): 6 credits in English, 6 credits in a language other than English (3 years of the same language in high school with a grade of “C” or higher satisfies this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 6 credits in math/technology (a college course in calculus meets this requirement).

3. Two professional references to be included with the application for admission.

4. A personal statement to be completed as part of the application for admission.

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in physics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.

2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.

3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Physics Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Physics courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

38-40 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

42-43 credits: Master's Degree program for students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

*Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45*

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12

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.

prereq: SEDC 71300

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

Take either

SEDC 75403 - Student Teaching in Physics, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77413 - Practicum in Physics, Grades 7–9

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 77413 must also take SEDC 77424.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2

plus

SEDC 77423 - Practicum in Physics, Grades 10–12

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 77423 must also take SEDC 77413 .

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Physics Courses*

For Master's Degree Programs Only

16 Credits

PHYS 63000 - Science and Society

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.

prereq: one graduate-level physics course or permission of instructor

Hours 45

Credits 3

PHYS 66000 - Challenging Concepts in Physics: Using Research to Identify Student Misconceptions and Assess Student Learning

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.

prereq: PHYS 63000 and two elective courses in physics or permission of instructor

Hours 60

Credits 4

Plus three electives (9 cr)

PHYS 60500 - Mathematical Physics

Introduction to basic mathematical techniques used in physics.

Hours 45

Credits 3

PHYS 61500 - Electromagnetic Theory

Electrostatics; electromagnetics; Maxwell's equations with application to waves; waves in guides; radiation.

Hours 45

Credits 3

PHYS 62500 - Introduction to Quantum Mechanics

Fundamental ideas in the study of atomic sized systems.

Hours 45

Credits 3

PHYS 64500 - Solid State Physics

Introduction to basic theory and techniques in study of matter on solid state.

Hours 45

Credits 3

PHYS 68500 - Numerical Methods I

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 (Cross-listed with MATH 68500.)

prereq: MATH 15500

Hours 45

Credits 3

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

Culminating Experiences

Culminating Project in Physics: See Exit Standards

Physics Department

Professional teaching portfolio

School of Education

Exit Standards

An overall GPA of 3.0

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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).

Master's degree students will also be expected to either prepare a research proposal or to conduct a research project while enrolled in PHYS 660, which serves as the capstone course in physics.

Students must pass the School of Education technology assessment.

Adolescent Social Studies - MA / Advanced Certificate

Education Adviser Terrie Epstein; (212) 772-4675; 1108 West Building; tepstein@hunter.cuny.edu

History Department Adviser (Master's Degree only) Jonathan Rosenberg; (212) 772-5546; 1519A West Building; jrosen8637@aol.com

This program is designed to serve individuals who do not have initial, professional or permanent certification in the teaching of social studies.

Admission Requirements

Master's Degree

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 (history, political science, geography, or economics) with a GPA of 3.0, 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 general education core in the liberal arts and sciences to include the following: 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
4. Two professional references to be included with the application for admission.
5. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in one of the areas of social studies, and a master's degree in the discipline (history, political science, geography, or economics) with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College. Coursework at either the undergraduate or graduate level must include 21 credits of history, 3 credits in geography, 3 credits in political science and 3 credits in economics. The coursework 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.
 2. 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 (3 years of the same language in high school fulfills this requirement), 3 credits in the arts, and 12 credits in math/ science/ technology (a college course in calculus satisfies 6 credits of this requirement).
 3. Two professional references to be included with the application for admission.
 4. A personal statement to be completed as part of the application for admission
- In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in social studies.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course

work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Social Studies Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the history and geography courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

40-42 credits: Master's Degree credits for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

44-45 credits: Master's Degree credits for students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71500 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Social Studies, Grades 7–12

Rationales and methodologies for teaching social studies based on current theories of the nature of students, the social sciences and secondary schooling.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72500 - Methods II: Intensive Study of Teaching Diverse Learners in Social Studies, Grades 7–12

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.

prereq: SEDC 71500

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

Take either

SEDC 75500 - Student Teaching in Social Studies, Grades 7–12

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.

prereq: SEDC 72500, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77510 - Practicum in Social Studies, Grades 7–9

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 77510 must also take SEDC 77520.

prereq: SEDC 72500, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

plus

SEDC 77520 - Practicum in Social Studies, Grades 10–12

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 77520 must also take SEDC 77510.

prereq: SEDC 72500, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

History And Geography Courses

For Master's Degree Programs Only

18 Credits

History and Geography Courses

History 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.

Plus 3 Credits (One Course) from the Following:

GEOG 70100 - Geographic Thought and Theory

Principal people and themes in American geography and its historical antecedents. Emphasis on change in geographical technology, philosophy, methods, and the nature of the discipline to the present day.

Hours 45 hrs including conference,

Credits 3 cr

fall only This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70500 - Cultural and Social Geography

Review of recent work in cultural and social geography; emphasis on literature, critiques.

prereq: GEOG 34700 and 34100 or permission of instructor

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70600 - Latin Americanist Geography

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

*Hours 45 hrs including conference,
Credits 3 cr*

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70900 - 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.)

*prereq: permission of the graduate adviser
Hours 45 hrs including conference
Credits 3 cr*

Field courses may be offered during intersession periods. GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 71200 - Geography of Sustainable Development in Developing Countries

Analysis of factors that influence sustainable development, e.g., available resources, environment, population, food production, water supply in developing countries.

*prereq: graduate standing and one course focusing on development of a developing region, or permission of instructor
Hours 45 hrs including conference,
Credits 3 cr*

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 74100 - Population Geography

Theoretical and empirical analyses of spatial distribution of population. Particular emphasis is on processes and impacts of migration, residential mobility, and immigration.

*Hours 45 hrs including conference,
Credits 3 cr*

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 74200 - International Migration and Ethnicity

Asynchronous online seminar. 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.

Hours 45 hrs including conference,

Credits 3 cr

GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

Culminating Experiences

Comprehensive examination in history: History department (see Exit Standards)

Professional teaching portfolio: School of Education

Exit Standards

An overall GPA of 3.0

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students must also pass a written comprehensive examination in history. These examinations are offered twice each year, in February and September. A student who fails the examination twice is dropped from the program but may appeal in writing to the Graduate Committee, Department of History, to take the examination a third time.

Students must pass the School of Education technology assessment.

Adolescent Spanish - MA / Advanced Certificate

Education Advisor Jenny Castillo; (212) 772-4614; 905 West Building; jmcastil@hunter.cuny.edu

Romance Languages Department Adviser, Spanish (Master's Degree only) Magdalena Perkowska; (212) 772-5132; 1319 West Building; mperkows@hunter.cuny.edu

and/or

Rolando Perez; (212) 772-5126; 1349A West Building; rperez@hunter.cuny.edu

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

Admission Criteria

Master's Degree

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8, or better, and a major in Spanish with a GPA of 3.0, with a minimum of 18 credits in upper-level Spanish literature (not to include courses in civilization/culture, linguistics or advanced language).

Or

2. Applicants who do not have a Spanish major but have a liberal arts and science major (or interdisciplinary liberal arts or science concentration) or at least 30 credits may take a Spanish literature exam designed and administered by the Department of Romance Languages. Candidates must achieve a passing score on the Department's test of Spanish literature, which will be graded by the Department. They must also achieve a minimum grade of Advanced Low on the ACTFL Writing Proficiency Test.

Plus (for all applicants)

3. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

4. Two professional references to be included with the application for admission.

5. An essay to be completed as part of the application for admission.

6. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

Advanced Certificate

1. An undergraduate major of at least 30 credits in Spanish, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.

2. A general education core in the liberal arts and sciences to include the following (in addition to Spanish): 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/ science/ technology (a college course in calculus satisfies 6 credits of this requirement).

3. Two professional references to be included with the application for admission.

4. A personal statement to be completed as part of the application for admission.

5. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in Spanish.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.

2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.

3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Graduate Adolescent Education Course Sequence in Languages Other Than English (Spanish)

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Spanish courses listed below.

22-23 credits: Advanced Certificate program for students who matriculated before Fall 2011.

43-45 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

44-45 credits: Master's Degree program for students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

*Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3*

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12

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 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.

prereq: SEDC 71200

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

Take Either

SEDC 75203 - Student Teaching in Spanish, Grades 7–12

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.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

Or

SEDC 77213 - Practicum in Spanish, Grades 7–9

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 77213 must also take SEDC 77223.

prereq: SEDC 72200, SEDF 70600
Hours 30 hrs plus conferences,
Credits 2 cr

Plus

SEDC 77223 - Practicum in Spanish, Grades 10

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 77223 must also take SEDC 77213.

prereq: SEDC 72200, SEDF 70600
Hours 30 hrs plus conferences,
Credits 2 cr

Romance Languages (Spanish) Courses

For Master's Degree Program Only (18 Credits)

Graduate Credits in Spanish to include 3 credits in Structures of Modern Spanish (SPAN 601) to be taken during the first year; 15 credits in literature (2 courses in Spanish, 2 courses in Latin American Literature, and one in either). See Romance Languages department.

Culminating Experiences

- A final examination in Spanish based on a short reading list (42 titles: 21 in Spanish literature, 21 in Latin American literature). This exam will be different from the one offered to MA students in Spanish, although it may be administered on the same day. Passing score is 80.
- Professional teaching portfolio
- Technology Assessment

Total Credits for Master's Degree Program

44-45 credits

Exit Standards

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 through critical reflection.

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation). See the School of Education Graduate Handbook in Adolescent Education, available in the Office of Educational Services, Room 1000 West Building, for specific guidelines.

See the Romance Languages section of the catalog for information about the comprehensive examination in Spanish.

Students must pass the School of Education technology assessment.

Educational Psychology - MA

Program Coordinator Priscilla Hambrick-Dixon; 1129 West; (212) 772-4627; phambric@hunter.cuny.edu

The mission of the Hunter College Educational Psychology Program is to advance understanding and generate knowledge of human learning, development, and motivation; and to develop a solid foundation of research, measurement, assessment, program evaluation, and applied statistics in educational settings and related fields.

The Educational Psychology program at Hunter offers two concentrations of study: (1) General Educational Psychology; and (2) Assessment, Research, and Evaluation. This 32-credit program is designed for students with no prior experience in education as well as those who have a background in education and want to expand their skills and knowledge. All students will engage in analytical and scholarly approaches to assessing theoretical perspectives, research, and practice within and across disciplines.

The program is appropriate for students with diverse goals. Students in this program may use the degree as a bridge to a doctoral program in Educational Psychology or a related discipline. Alternatively, students may prepare for professional careers in program evaluation; institutional research; assessment, measurement and testing; and instruction and curriculum development in public and private institutions. The skills and knowledge base acquired in the program can be used in schools, education-related and government agencies, and business and health-related settings.

Admission Requirements

1. Prospective applicants 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 that are not fully accredited, or on the basis of nonacademic prior learning, test scores, and any coursework other than organized supervised coursework in academic subjects may not be considered comparable.
2. A 2.8 minimum undergraduate GPA. Students who do not meet the minimum GPA requirement may submit scores on the general aptitude test of the Graduate Record Examination (GRE) to serve as evidence of their ability to complete graduate-level work.
3. On-site interview.

Progress Standards

1. Students must maintain an overall GPA of 3.0 to continue in the program.
2. Students with more than one course grade below B in the first 12 credits of EDPS coursework will not be allowed to continue in the program.
3. Any student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.

Educational Psychology Course of Study

Total Credits: 32 credits

Core Courses

All students in the Master's Program are required to take 3 core courses and a proseminar.

EDPS 70100 - Statistics and Statistical Computing in Education I

This course provides students with an introduction to statistical analyses used in educational research, including descriptive statistics, hypothesis testing, t-tests, analysis of variance, correlation, regression, and the use of computer packages for these analyses.

Hours 60

Credits 4

EDPS 70200 - Educational Research Methods

This course is to increase students' understanding of the nature, purposes, needs, and types of research conducted by educational researchers and psychologists. Students will learn a range of research designs and methods, and their applications to education-related settings and issues.

Hours 60

Credits 4

EDPS 70300 - Learning and Behavior Theories

This course provides students with an overview of the study of human learning and behavior. A major goal of this course is to provide students with the knowledge and skills necessary to enable them to appropriately apply theories of learning in instructional settings.

Hours 60

Credits 4

EDPS 70000 - Educational Psychology Proseminar

This proseminar consists of workshops, discussions and presentations on topics orienting students to the field of educational psychology and introducing them to the research interests of faculty members.

Credits : none

Concentration Area Courses

Students are required to select 8 credits in their concentration area.

Concentration I: General Educational Psychology

EDPS 71100 - EDPS Metacognitive and Cognitive Processes in Education

This course provides students with an overview of major research on metacognitive and cognitive processes in learning and instruction. Focuses will be on major theories and research as well as metacognitive and cognitive processes and strategy applications in the areas of mathematical learning, text comprehension, science, and writing.

prereq: EDPS 70200

coreq: EDPS 70300

Hours 60

Credits 4

EDPS 71200 - Multicultural Issues in Learning and Instruction

This course will examine the current research in K-12 education to explore the role of multicultural issues in teaching and learning.

prereq or coreq: EDPS 70200

Hours 60

Credits 4

EDPS 71300 - Cognition and Educational Technology

This course covers research about the influence of educational technology on the development of thinking and learning.

prereq: EDPS 70300

Hours 60

Credits 4

Or

Concentration II: Assessment, Research, and Evaluation

EDPS 72100 - Statistics and Statistical Computing in Education II

This course builds on knowledge of basic statistics, focusing on multiple regression and factorial ANOVA for statistical analysis of continuous and categorical independent variables. Diagnosis and treatment of data analytic problems such as missing data are discussed.

prereq: EDPS 70100, EDPS 70200

Hours 60

Credits 4

EDPS 72200 - Tests and Measurement

This course covers the following topics: classical test theory, tests construction, reliability estimation and generalizability theory, validation, item analysis, test bias, and introduction to item response theory, and the use of high-stakes testing in educational policy.

prereq: EDPS 70100 and EDPS 70200

Hours 60

Credits 4

EDPS 72300 - Educational Program Evaluation

This course is designed to provide students with an overview of key concepts, theories, and methodologies utilized in the field educational evaluation.

Hours 60

Credits 4

Elective Courses in Educational Psychology

Students select 8 additional credits either from a concentration area or from the following electives:

CEDF 71200 - Child and Adolescent Development

This course provides a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and explore their potential impact on student behavior and learning in the classroom.

Hours includes 5 hrs of field work

Credits 4

CEDF 71700 - Independent Study in Educational Foundations

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.

Credits 1 cr

permission of faculty adviser and chairperson required

CEDF 71800 - Independent Study in Educational Foundations

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.

Credits 2 cr

permission of faculty adviser and chairperson required

CEDF 71900 - Independent Study in Educational Foundations

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.

Credits 3 cr

permission of faculty adviser and chairperson required

EDPS 71100 - EDPS Metacognitive and Cognitive Processes in Education

This course provides students with an overview of major research on metacognitive and cognitive processes in learning and instruction. Focuses will be on major theories and research as well as metacognitive and cognitive processes and strategy applications in the areas of mathematical learning, text comprehension, science, and writing.

prereq: EDPS 70200

coreq: EDPS 70300

Hours 60

Credits 4

EDPS 71200 - Multicultural Issues in Learning and Instruction

This course will examine the current research in K-12 education to explore the role of multicultural issues in teaching and learning.

prereq or coreq: EDPS 70200

Hours 60

Credits 4

EDPS 71300 - Cognition and Educational Technology

This course covers research about the influence of educational technology on the development of thinking and learning.

prereq: EDPS 70300

Hours 60

Credits 4

EDPS 72100 - Statistics and Statistical Computing in Education II

This course builds on knowledge of basic statistics, focusing on multiple regression and factorial ANOVA for statistical analysis of continuous and categorical independent variables. Diagnosis and treatment of data analytic problems such as missing data are discussed.

prereq: EDPS 70100, EDPS 70200

Hours 60

Credits 4

EDPS 72200 - Tests and Measurement

This course covers the following topics: classical test theory, tests construction, reliability estimation and generalizability theory, validation, item analysis, test bias, and introduction to item response theory, and the use of high-stakes testing in educational policy.

prereq: EDPS 70100 and EDPS 70200

Hours 60

Credits 4

EDPS 72300 - Educational Program Evaluation

This course is designed to provide students with an overview of key concepts, theories, and methodologies utilized in the field educational evaluation.

Hours 60

Credits 4

EDPS 74100 - Mediating Factors in Student Achievement

This course will examine the current research in K-12 education in an effort to explore several of the more widely identified mediating factors that directly impact upon student achievement.

prereq: EDPS 70300

Hours 60

Credits 4

EDPS 74200 - Special Topics in Educational Research Methods

This course will examine in-depth a selected method of research and statistical procedure in an educational psychology-related field. Topics and corresponding readings will vary each semester.

prereq: EDPS 70100, EDPS 70200, EDPS 70300

Hours 60

Credits 4

EDPS 74300 - Special Topics in Educational Psychology

This course will examine current research regarding a selected topic within the field of educational psychology; topics and readings will vary by semester.

prereq: EDPS 70100, EDPS 70200, EDPS 70300

Hours 60

Credits 4

(EDPS 711, EDPS 712, EDPS 713, EDPS 721, EDPS 722, EDPS 723) For students not using these courses to fulfill the concentration area requirement.

Culminating Courses

As a culminating experience, students elect either a thesis or a non-thesis option.

Students electing Thesis Research (EDPS 79501) and (EDPS 79502) will prepare a report of a research investigation in which they design and execute an empirical study under the supervision of a faculty advisor. Students electing the non-thesis option will enroll in a seminar course (EDPS 79000) in which they prepare a scholarly publishable-quality review of the research literature on a topic approved by the faculty.

EDPS 79000 - Educational Psychology Seminar

This course provides an opportunity for students to prepare an original scholarly review of research literature or theoretical paper of publishable quality on an educational psychological topic of interest. The general goal of the course is to enable students to apply their knowledge of educational psychological issues and research through the development of a scholarly research paper.

prereq: students must have completed a minimum of 24 credits

Hours 60

Credits 4

or

EDPS 79501 - Educational Psychology Thesis Research 1

This course provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

prereq: students must have completed a minimum of 24 credits

Hours 30

Credits 2

and

EDPS 79502 - Educational Psychology Thesis Research 2

This course provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

prereq: students must have completed a minimum of 24 credits

Hours 30

Credits 2

Exit Standards

1. An overall GPA of 3.0.
2. Completion of all required courses (32 credits).
3. Completion of Culminating Experience.
4. Students must pass the School of Education technology assessment.

Post-Baccalaureate Certificate

Animal Behavior & Conservation Certificate

The Department of Psychology offers a Certificate Program in the Advanced Psychology of Animal Behavior & Conservation (ABC) registered with the New York State Education Department. The ABC certificate provides formal recognition of the training in ABC for students who already possess a baccalaureate or graduate degree in another area and, by virtue of prior educational or practical experience in animal behavior and conservation, are qualified for the additional training described in this program.

Courses are scheduled so that the certificate requirements can be completed within two years. All required, and most other courses, are offered after 5:30 PM enabling students to complete the requirements for the certificate while working.

Requirements

Students are required to complete at least 15 credits in the ABC area required for the MA in Animal Behavior & Conservation. Although a thesis is not required for non-degree students, the ability to conduct research in the ABC area must be demonstrated either through prior experience or completion of a research project while in the Certificate Program. Students who do not have an adequate background in statistics and/or research methodology will be required to take such courses in addition to those required for the Certificate.

PSYCH 71700 - Animal Behavior and Conservation in Captivity and the Wild (B)

Introduces concepts and techniques of wildlife biology and comparative psychology, with contributions from researchers in social behavior, reproductive biology, wildlife conservation, captive breeding, and animal cognition and communication.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75103 - Basic Psychological Processes 1: Perception, Learning and Comparative Cognition (S, B)

Covers the basic concepts in perception, learning and comparative psychology. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

Plus three additional ABC-related courses (9 credits)—see listing of courses for the MA in Animal Behavior & Conservation.

Geographic Information Science Post-Baccalaureate Certificate

Return to: Geography Department

The Post-Baccalaureate Certificate Program in Geographic Information Science was established in 2001 to meet the demand for people with expertise in GIS. The GIS Certificate program is a 15-credit post-baccalaureate professional program that offers advanced training in Geographic Information Science (GIS). Students are required to take five graduate-level GIS classes including GTECH 71000 (Introduction to GIS), GTECH 73200 - Advanced GIS (Advanced GIS), and three other GTECH or related courses. Students who are interested in GIS development are encouraged to take two programming-oriented classes (GTECH 73100 and GTECH 73300). Students planning a career in GIS applications are encouraged to choose from the wide range of applications courses. Students interested in remote sensing may take the sequence of GTECH 71100 through GTECH 71300 courses.

Courses taken to fulfill the requirements of the GIS certificate program may also count towards fulfillment of the Geography MA degree. This happens automatically for GIS certificate students who concurrently enroll as MA students. For students who enroll in the GIS certificate program prior to enrolling in the MA program, the student must request the transfer of credits. The GIS Certificate program does not accept transfer credits to satisfy the minimum 15 credits required for the program.

As the GIS certificate program is a non-degree program, GIS certificate students are considered “non-matriculated.” Enrollment in the GIS certificate program does not guarantee eligibility for financial aid or for a student visa. For more information contact the United States Citizenship and Immigration Services (<http://www.uscis.gov/portal/site/uscis>).

Geography Department

Admission Requirements

For applicants who are currently matriculated and in good standing in a graduate-degree program at Hunter College, there is one requirement to be considered for admission:

The student must have passed a college-level statistics course that covers hypothesis testing and simple statistical modeling techniques.

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 have taken a college-level statistics course which covers basics such as hypothesis testing and simple statistical modeling techniques.

Requirements for the Certificate

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

Required courses (6 cr.)

GTECH 71000 - Introduction to GIS

Thorough introduction to geographic information systems with an emphasis on spatial data handling and project management.

Hours 60 hrs including conference (2 lectures, 2 labs),

Credits 3 cr

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 73200 - Advanced GIS

Expansion of GTECH 71000 concentrating on advanced GIS functionality, data models, and algorithms.

prereq: GTECH 71000

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

Electives (9 or more cr)

GTECH 70200 - Multivariate Statistics in Geography

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

prereq: Introductory Statistics or equivalent or permission of the instructor

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 70500 - Spatial Data Analysis

Methods for analyzing environmental and social spatial data sets. Topics include point pattern analysis, spatial clustering methods, spatial autocorrelation, and kriging.

prereq: one course in statistics and permission of the instructor

Hours 60 hrs including conference (2 lectures, 2 labs),

Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 71100 - Earth from Above

Use and interpretation of air photos and satellite remote sensing images as applied to agriculture, forestry, urbanization, oceanography and atmosphere; lab exercises.

Hours 60 (2 lecture and 2 hour labs weekly),

Credits 3

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 71200 - Remote Sensing of Environment

Fundamental concepts of remote sensing of environment, satellite sensor systems and their applications, and basic concepts of image analysis.

prereq: GTECH 71100 or permission of the instructor

Hours 60 hours (2 lecture and 2 hour labs weekly),

Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 71300 - Digital Image Processing

Quantitative processing of digital imagery; enhancement, information extraction, classification; algorithms, registration, rectification; lab exercises.

prereq: GTECH 71200 multivariate stat, elem linear algebra

Hours 90 hrs including conference (2 lectures, 4 labs weekly),

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 72100 - Advanced Cartography

Material Fee:\$ 15

GTECH 72200 - Automated Cartography

Computer and other automated applications; theory and algorithms; production of computer-generated maps; lab exercises.

prereq: GTECH 71000 or equivalent

Hours 75 hrs including conference (1 lecture 4 labs weekly),

Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 73100 - Computer Programming for Geographic Applications

Object-oriented programming methods specific to geographic and cartographic applications; programming assignments; graphics. A programming language helpful but not required.

prereq: GTECH 71000 or equivalent

Hours 90 hrs including conference (2 lectures, 4 labs weekly),

Credits 4 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 73300 - GIS: Modeling and Problem Solving

Theory and applications of geographic information science (GIS). Data models and advanced spatial and temporal modeling techniques are discussed and implemented in an object-based paradigm.

prereq: GTECH 73100 or equivalent, and GTECH 73200 and permission of the graduate adviser

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative

and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 785XX - GIS Applications

Selected topics in GIS applications to human and physical geographic problems.

prereq: GTECH 71000 or equivalent and permission of the department

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Equivalent GIS applications courses offered through other Hunter departments such as Public Health, Sociology, or Urban Planning.

Minimum GPA Requirement

3.0 average or better on all core and elective courses. Additional elective courses may be added to this list or may be used as substitutes with the approval of the GIS Certificate adviser.

Application Deadline

For fall semester: July 1 (April 1 for international students)

For spring semester: January 1 (November 1 for international students)

Return to: Geography Department

Medical Laboratory Technology: Post-Baccalaureate Certificate

The Post-baccalaureate Certificate in Medical Technology 15-credit course of study was developed within the Medical Laboratory Sciences (MLS) program to help meet the increasing demand for qualified, licensed medical technologists. It provides an opportunity for students with degrees in chemistry, biology, or the physical sciences to meet licensing standards without having to acquire a second baccalaureate degree. An accelerated path, this certificate can be completed in as little as 13 months, and, if followed by successful completion of the licensure examination, allows immediate entry to the profession. For more information go to: <http://www.hunter.cuny.edu/mls/graduate/advanced-certificate-in-medical-technology>.

Admission Requirements

- A baccalaureate degree in the biological, chemical, or physical sciences.
- Completion of certain pre-requisite courses: general biology (or anatomy and physiology), general chemistry
- Achievement of a minimum GPA of 3.0 in the degree and the pre-requisite courses

Requirements for the Certificate

Students enrolled in the certificate program will be assigned for training to a clinical affiliate following successful completion of MLS 60000. The curriculum is as follows:

Required Courses

After the completion of MLS 60000, the practicum courses provide approximately 10 months of clinical training in 2-month rotations, consistent with the clinical structure of training sites.

MLS 60000 - Fundamental Concepts and Techniques in the Medical Laboratory

Function of the medical laboratory, data analysis and operation of basic laboratory equipment. Approximately 1-2 informal laboratory hours are required to practice the use of equipment. Mastery of additional content and an independent project are required of graduate students.

This course is cross-listed with MLS 30000.

prereq: BIOL 10000, 10200, CHEM 10200, 10300, 10400, 10500 or equiv. and admission to the post-baccalaureate certificate program in Medical Laboratory Technology

Hours 3 (2 lecture, 1 lab)

Credits 3

MLS 61000 - Clinical Practicum in Medical Laboratory Technology I

This course (and MLS 62000) comprise the 6 clinical practice areas (3 per course) needed to complete the post-baccalaureate certificate in Medical Laboratory Technology.

prereq: Admission to the Post-baccalaureate Certificate Program in Medical Laboratory Technology

Credits 6

MLS 62000 - Clinical Practicum in Medical Laboratory Technology II

This course (with MLS 61000) provides training in the 6 clinical practice areas (3 per course) needed to complete the post-baccalaureate certificate in Medical Laboratory Technology

prereq: Admission to the Post-baccalaureate Certificate Program in Medical Laboratory Technology

Credits 6

Contact

Robert Raffaniello, Ph.D

or Regina Linder, Ph.D.

Associate Professor and
Graduate Coordinator

Professor Emerita

Medical Laboratory Sciences

Medical Laboratory Sciences

r Raffani@hunter.cuny.edu

rlinder@hunter.cuny.edu

Accelerated Bachelor of Arts/Master of Arts - BA/MA

Physics - Accelerated BA/MA

This special program for a limited number of well-qualified undergraduate students leads to a bachelor of arts and a master of arts degree. Students are offered the opportunity quickly to reach a level where they can stand in competition for admission into any doctoral program in physics. The program requires 124-126 credits (including the 30 credits required for a physics major BA degree and 30 credits from the graduate curriculum). Because this program requires a large number of physics courses, many of which have other physics courses as prerequisites, students in this program should begin taking physics courses in their first or second undergraduate semester. Students should consult the department chair, undergraduate adviser, or graduate adviser for details as early as possible.

Bachelor of Arts/Master of Arts - BA/MA

BA/MA in Environmental Studies and Adolescent Education.

The Geography Department together with the School of Education also offers a 5-year combined BA/MA Program in Environmental Studies and Adolescent Education. This program is designed for highly qualified Environmental Studies majors who, during the course of their sophomore year, decide to pursue a career in secondary school teaching. For more information please contact the Department of Geography.

Biological Sciences with Specialization in Biotechnology - BA/MA

In this five-year program, qualified undergraduate Hunter College biology majors begin graduate work as seniors and receive the MA one year after completing BA requirements. Students are provided with theoretical knowledge and skills in molecular biology, and a foundation for application of these skills in careers in the biotechnology/pharmaceutical industry, academic research, or public health. Successful completion of the biotechnology workshop, an essential program component, entitles students to a summer internship in an industrial or private research laboratory.

Economics - BA/MA

The Department of Economics makes it possible for students to earn both a BA and an MA degree in economics within the credits required for a BA at Hunter. BA/MA students must complete the requirements for both the BA and MA degree.

Students who wish to declare the BA/MA major must have a 3.0 average in Economics and in the cumulative index, with a minimum grade of B in ECO 300, and ECO 321, and a C in Math 150, or their equivalents. Continuing in the program is contingent upon maintaining a 3.0 GPA in Economics and the cumulative index and receiving a minimum grade of B in ECO 301 and an average grade of B in Math 150 and Math 160.

Mathematics Grades 7-12 Adolescent Education - BA/MA

Students interested in secondary school teaching may pursue a combined BA/MA program in teaching. This program requires a minimum of 141 credits.

Admission Requirements for the BA/MA in Teaching

1. Completion of at least 45 credits with a GPA of 2.8
2. Completion of at least 10 credits in mathematics, including a year of calculus (**MATH 150** and **155** or the equivalent), with an average of 2.7 in these major courses.
3. Admission to the School of Education

Degree Requirements for the BA/MA in Teaching

BA in Mathematics or Statistics

The 33 credits required for the BA in Mathematics **OR** the 32 credits required for the BA in Statistics, as described in the Undergraduate Catalog

Graduate Courses in Mathematics and Statistics

The following 15 graduate credits:

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

prereq: Calculus II and a course in linear or matrix algebra

Hours 45 hrs,

Credits 3 cr

Open only to Teacher Education Program students.

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

Hours 45

Credits 3

Open only to Teacher Education Program students.

STAT 61400 - Data Analysis Using Statistical Software

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.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

Comprehensive Examination in Mathematics

Also required is a comprehensive examination in mathematics. A student can take the comprehensive exam in mathematics twice; after that, a committee formed by the Mathematics/Statistics Chairperson and consisting of members from the Department of Mathematics and Statistics and the School of Education will decide if the student can take the exam a third and final time.

School of Education Courses

The student should consult the School of Education section of the graduate college catalog for the sequence of teacher education courses

Mathematics or Statistics and Applied Mathematics - BA/MA

The BA/MA program offers promising students the opportunity to complete both the bachelor's and master's degree requirements with a minimum of 120 credits. Requirements are the same as those for a major in the department, plus 30 credits at the graduate level. Interested students should contact the departmental graduate adviser for further information regarding eligibility and curriculum requirements.

Option 1: Accelerated BA/MA Program in Mathematics

Students complete the BA in pure mathematics with 30 additional credits at the graduate level in pure mathematics approved by the departmental graduate adviser.

Option 2: Accelerated BA/MA Program in Statistics and Applied Mathematics

Students complete the BA in statistics or mathematics with 30 additional credits at the graduate level in applied mathematics, statistics and computer science approved by the departmental graduate adviser.

Music Dual - BA/MA

Return to: Music Department

The department offers unusually gifted undergraduate students the opportunity to obtain a master's degree in four years with a minimum of 120 credits. Requirements are the same as those for the 42-credit BA, plus 30 credits at the graduate level. Matriculation is open only to those who are currently undergraduate students at Hunter College. Interested students should consult with the undergraduate adviser to set up a curriculum appropriate to their individual backgrounds. In addition, the graduate adviser must be consulted about the MA requirements; see <http://www.hunter.cuny.edu/music/grad-students/admissions/ba-ma/?searchterm=ba/ma> for details.

Music Teacher Education - BA/MA

Return to: Music Department

Exceptionally qualified undergraduate students may obtain a master's degree in teacher education in 5-6 years with a minimum of 140 credits. Requirements are the same as those for the 42-credit BA plus those for the MA in teacher education (45 credits at the graduate level). Matriculation is open to undergraduates with at least 60 credits who have a cumulative grade point average of 2.8 or better and a major subject index of at least 3.0. Students must have completed at least 24 credits of course work in music, including at least two semesters of music history, four semesters of music theory, and two semesters of performance techniques. At least 12 credits, including at least 6 credits in music major courses, must have been taken at Hunter College. Students must have passed the music department's piano proficiency examination, and they must demonstrate reasonable mastery on an instrument (which may be a keyboard instrument) or voice. They must be admitted to the program by both the music department and the School of Education. They must maintain the grade point averages required for admission at all times in order to remain in the program; see

<http://www.hunter.cuny.edu/music/grad-students/admissions/ba-ma/?searchterm=ba/ma> for details.

Bachelor of Arts/Master of Science - BA/MS

Biological Sciences/Environmental and Occupational Health Sciences - BA/MS

Return to: Programs and Courses in Biology

This is an accelerated program leading to a BA in biology and an MS in environmental and occupational health sciences in five years. Hunter College Biology majors admitted to the program start graduate work in their senior year. Interested students should contact a Biology Department adviser — as well as the coordinator of the Program in Environmental and Occupational Health Sciences at the Brookdale Campus — early in their undergraduate studies. See Environmental and Occupational Health Sciences - MS (part of the CUNY School of Public Health at Hunter College) for more information.

Social Research - BA/MS

For a limited number of qualified undergraduate students, the sociology department offers an accelerated five-year program leading to a BA in sociology and an MS in social research. The program requires a total of 145 credits of college work (100 undergraduate, 45 graduate). To get the maximum financial benefit from BA/MS program, students should apply before the number of cumulative credits taken (including those being taken currently) exceeds 100 credits. All credits above 120 will be charged at the graduate tuition rates. The BA/MS program is a full-time program requiring 12 graduate credits per term.

In order to be admitted to the program students must complete their basic requirements, including their major, pass an honors course or its equivalent (cross listed graduate course, honors independent study), have an overall GPA of at least 3.5 and meet other requirements of the MS program as listed below (with the exception of the GRE exam). BA/MS applicants should have no more than 100 credits completed before entering the program and can apply for fall or spring admission. Applications on forms provided by the undergraduate advising office are filed with the undergraduate advisor, and include a copy of the current transcript and two letters of recommendation.

Students are admitted to the BA/MS program at the end of their junior year but must consult with the undergraduate advisor before they file the application.

Bachelor of Science/Master of Arts - BS/MA

Medical Laboratory Sciences/Biological Sciences with Specialization in Biotechnology - BS/MA

Return to: Programs and Courses in Biology

Qualified Hunter College seniors majoring in medical lab sciences in the School of Arts & Sciences may apply to the new BS/MA collaboration between the Department of Medical Laboratory Sciences and the Department of Biology. An intensive techniques workshop (BIOL 41000) is taken prior to graduation and upon successful completion, students may continue with professional internship, and the accelerated MA program.

Bachelor of Science/Master of Science - BS/MS

Accelerated BS/MS in Nutrition (DPD)

This pathway is for third year NFS majors who are interested in completing their degree and then continuing at Hunter to obtain a master's degree and verification statement (students will be provisionally accepted into the program in their junior year but must maintain grade requirements to matriculate into the MS-DPD program).

This accelerated pathway provides the opportunity for undergraduate students to remain at Hunter for their graduate coursework providing students the opportunity for academic acceleration to a graduate degree.

Since the MS-Nutrition curriculum meets the didactic program in dietetics (DPD) requirements established by the Commission on Accreditation for Dietetics Education (CADE), the credentialing arm of the American Dietetic Association (ADA), it will qualify students from this BS/MS accelerated track to apply for Dietetic Internships and continue their professional preparation for the Registered Dietitian (RD) credential.

for further information consult the undergraduate catalog hunter.acalogadmin.com/preview/preview_program.php and the Nutrition MS program in this catalog

Doctor of Audiology - AuD

Clinical Doctoral Program in Audiology (AuD)

The City University, through a joint program offered by Hunter College, Brooklyn College and the Graduate Center, offers a clinical doctoral program in audiology. For a description of the program, see the Bulletin of the Graduate Center or go to <http://web.gc.cuny.edu/ClinicalDoctoral/audiology-overview.asp>

Doctor of Nursing Practice - (DNP)

Doctor of Nursing Practice (DNP)

The program leading to the Doctor of Nursing Practice (DNP) at Hunter College is part of a national trend to require that all advanced practice nurses be educated at the doctoral level and that this education be clinical rather than research in focus. According to the leading nursing organizations, the DNP is designed to address the problems and shortfalls in the current health care system, in particular questions about the quality of health care, the lack of primary care providers, and cost. This DNP program is designed to complement the Doctor of Nursing Science (DNS) degree by preparing primary care clinicians who are well prepared to translate basic science to the bedside or community. The DNP program at Hunter College consists of four tracks: the Family Nurse Practitioner (FNP) DNP, the Adult/Gerontological (ANP/GNP) DNP, the Psychiatric-Mental Health (PMH) DNP, and the Public Health (PH) DNP. The Master's of Nursing Science advanced practice programs remain open, and the DNP program utilizes many of the same graduate nursing courses. The DNP program is designed as a post-baccalaureate program that requires 90 graduate credits and 1000 hours of clinical practice. This program meets all the requirements of the New York State Department of Education and of the leading nursing organizations for a doctorally prepared advanced practice nurse.

Admission Requirements

Applicants must meet the general university requirements for doctoral study stated in the Graduate Center Catalog as well as the following additional requirements:

- Current RN licensure in New York State
- Satisfactory score on the Graduate Record Exam (at or above 1200 on Math and English combined)
- Bachelor's degree in nursing from an accredited program
- Superior academic record (GPA of 3.5 or above in both the major and the cumulative GPA)
- Completion of an undergraduate statistics course
- Completion of a discrete undergraduate nursing research course

Curriculum

The curriculum consists of a total 90 credits and 1000 clinical hours at the post-baccalaureate nursing degree level.

Core Courses Completed by All DNP Students

The courses listed below are completed by all DNP students for a total of 48 credits in nursing science, economics and healthcare policy, and translational research and leadership.

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing

roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45

Credits 3

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies.

prereq: NURS 74900
Hours 45 hrs practicum,
Credits 3 cr

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400
Hours 45
Credits 3

NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000
Hours 45
Credits 3

NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200
Hours 45
Credits 3

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

Hours 45
Credits 3

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000

Hours 45

Credits 3

PH 75000 - Introduction to Biostatistics

This course is designed to enable students to analyze, present and interpret population health data.

prereq: Elementary statistics or calculus or equivalent.

PH 75200 - Introduction to Epidemiology

An introduction to epidemiologic principles, methods and measures commonly used in public health. T

prereq: PH 75000

Second Component

The second component consists of the advanced practice core content specific to one of the population tracks.

Family/Individual Across the Lifespan

NURS 80400 - Finance and Management Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200

coreq: NURS 71600

Hours 45

Credits 3

NURS 81100 - Advanced DNP Procedures

Students will perform clinical procedures that assist in the diagnosis and treatment of acute and chronic conditions encountered in the primary care setting. Students are expected to draw on knowledge from pathophysiology and advanced assessment in order to demonstrate competence in performing advanced procedures.

prereq or coreq: NURS 75100

Hours 3, 15 lab

Credits 3

Adult/Gerontology

NURS 80400 - Finance and Management Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200

coreq: NURS 71600

Hours 45

Credits 3

NURS 81100 - Advanced DNP Procedures

Students will perform clinical procedures that assist in the diagnosis and treatment of acute and chronic conditions encountered in the primary care setting. Students are expected to draw on knowledge from pathophysiology and advanced assessment in order to demonstrate competence in performing advanced procedures.

prereq or coreq: NURS 75100

Hours 3, 15 lab

Credits 3

Psychiatric-Mental Health

NURS 71900 - Psychopharmacology

Course provides evidence-based guidelines of pharmacology in treating mentally ill individuals. Neuro-biology and psychopharmacology theories, current clinical practice of pharmacology for major psychiatric diagnoses, and practical clinical application of relevant pharmacotherapy will be explored.

NURS 69903 - Therapeutic Modalities in Counseling and Advanced Nursing Practice

Exploration of evidence-based guidelines for treating individuals with psychological health issues of therapeutic modalities including Cognitive Behavioral Therapy, Dialectic Behavioral Therapy, Interpersonal Therapy and Play Therapy with children.

Hours 45

Credits 3

Community/Public Health

PH 75400 - Environmental Health and Safety

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation and noise hazards; hazardous substances; solid wastes; food protection; natural and human-made disasters; and specific hazards such as lead, asbestos, mold and pesticides.

Hours 3
Credits 3

PH 75600 - Public Health and Health Care Policy and Management

This course examines the organization, delivery and financing of health care in the United States with an understanding of the health policy-making process and a focus on issues related to the management of public health agencies.

Hours 3
Credits 3

Third Component

The third component consists of the courses with clinical experiences that are required in one of the four population options: Family Nurse Practitioner (FNP), Adult/Gerontological Nurse Practitioner (ANP/GNP), Psychiatric-Mental Health Practitioner (PMHNP), and Community/Public Health Nurse Practitioner (Advanced Practice Public Health Nurse, APPHN).

Specialization tracks, role, populations, and clinical courses:

Family/Individual Across the Lifespan

NURS 75500 - Primary Care Nursing I

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are introduced.

prereq: NURS 70000, NURS 70200, NURS 71700, NURS 74900, NURS 75100

prereq or coreq: NURS 75000

Hours 30 hrs. theory, 15 hrs seminar, 210 hrs practicum

Credits 5 cr

NURS 75700 - Primary Care Nursing II

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are developed.

prereq: NURS 75500

prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 210 hrs practicum,

Credits 5

NURS 76900 - Gerontological Nurse Practitioner Practicum

Preceptored practicum in gerontological nurse practitioner practice with seminar discussion of current theories, research and strategies for primary care of older adults with complex multisystem health problems are analyzed and applied.

coreq: NURS 755

Hours 15 hrs seminar, 105 hrs practicum,

Credits 3 cr

NURS 82600 - Assessment and Primary Care of Newborns to Age 5 Years

This course examines primary health care as a DNP practice role with infants and young children with emphasis on decision-making and clinical management to promote health, prevent illness/injury, and restore health.

prereq: NURS 71700, NURS 75000 and NURS 75100

Hours 15 lecture, 15 seminar and 125 clinical

Credits 3

NURS 82700 - Assessment and Primary Care of Children and Adolescents

Application of DNP practice strategies for primary care nursing of children and adolescents, with emphasis on decision-making and clinical management to promote health, prevent illness/injury and restore health.

prereq: NURS 71700, NURS 75000, NURS 75100

Hours 15 lecture, 15 seminar, 125 clinical

Credits 3

NURS 85100 - Advanced Physical Assessment Practicum

Application of multidimensional assessment strategies for primary care nursing of persons aged 16 and above, as well as their families and communities. Evidence-based assessment strategies are to be practiced in a college lab and clinical setting. Electronic documentation will be used to record a comprehensive assessment and improve access to information.

prereq: NURS 74900

coreq: NURS 75100

Hours 5 seminar, 40 clinical

Credits 1

NURS 85500 - DNP Practice with Adults/Older Adults I

Application of advanced practice strategies for primary care nursing of adults and older adults and their families and the health care organizations that provide services for them. Evidence-based practice guidelines are reviewed and practiced in the college lab and clinical setting, with the use of information systems/technology and patient care technology to improve the quality of care for adult and older patients and their families and the health care systems that care for them.

prereq: NURS 75100

Hours 5 seminar, 40 clinical

Credits 1

NURS 85700 - DNP Practice with Women

Application of advanced practice strategies for primary care nursing of women and their families. Evidence-based practice guidelines are reviewed and applied in the simulation lab and clinical setting. Information systems/technology and patient care technology to improve the quality of care for women and their families will be utilized in the clinical

setting.

prereq or coreq: NURS 75700

Hours 5 seminar, 40 clinical

Credits 1

NURS 86900 - DNP Practice with Older Adults

Application of advanced practice strategies for primary care nursing of older adults and their families and communities. Evidence-based practice guidelines are reviewed and practiced in the college lab and clinical setting, with the use of information systems/technology and patient care technology to improve the quality of care to older adult patients and their families and communities, as well as the health care systems that care for them.

prereq or coreq: NURS 76900

Hours 15 seminar, 105 clinical

Credits 3

Adult/Gerontology

NURS 75500 - Primary Care Nursing I

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are introduced.

prereq: NURS 70000, NURS 70200, NURS 71700, NURS 74900, NURS 75100

prereq or coreq: NURS 75000

Hours 30 hrs. theory, 15 hrs seminar, 210 hrs practicum

Credits 5 cr

NURS 75700 - Primary Care Nursing II

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are developed.

prereq: NURS 75500

prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 210 hrs practicum,

Credits 5

NURS 76900 - Gerontological Nurse Practitioner Practicum

Preceptored practicum in gerontological nurse practitioner practice with seminar discussion of current theories, research and strategies for primary care of older adults with complex multisystem health problems are analyzed and applied.

coreq: NURS 755

Hours 15 hrs seminar, 105 hrs practicum,

Credits 3 cr

NURS 85100 - Advanced Physical Assessment Practicum

Application of multidimensional assessment strategies for primary care nursing of persons aged 16 and above, as well as their families and communities. Evidence-based assessment strategies are to be practiced in a college lab and clinical setting. Electronic documentation will be used to record a comprehensive assessment and improve access to information.

prereq: NURS 74900

coreq: NURS 75100

Hours 5 seminar, 40 clinical

Credits 1

NURS 85500 - DNP Practice with Adults/Older Adults I

Application of advanced practice strategies for primary care nursing of adults and older adults and their families and the health care organizations that provide services for them. Evidence-based practice guidelines are reviewed and practiced in the college lab and clinical setting, with the use of information systems/technology and patient care technology to improve the quality of care for adult and older patients and their families and the health care systems that care for them.

prereq: NURS 75100

Hours 5 seminar, 40 clinical

Credits 1

NURS 85700 - DNP Practice with Women

Application of advanced practice strategies for primary care nursing of women and their families. Evidence-based practice guidelines are reviewed and applied in the simulation lab and clinical setting. Information systems/technology and patient care technology to improve the quality of care for women and their families will be utilized in the clinical setting.

prereq or coreq: NURS 75700

Hours 5 seminar, 40 clinical

Credits 1

NURS 86900 - DNP Practice with Older Adults

Application of advanced practice strategies for primary care nursing of older adults and their families and communities. Evidence-based practice guidelines are reviewed and practiced in the college lab and clinical setting, with the use of information systems/technology and patient care technology to improve the quality of care to older adult patients and their families and communities, as well as the health care systems that care for them.

prereq or coreq: NURS 76900

Hours 15 seminar, 105 clinical

Credits 3

NURS 87000 - Acute Care DNP Practice

This course provides students with specialized knowledge and clinical experience in applying evidence-based national standards and treatment guidelines in the care of adolescents, adults, and older adults with acute and complex health problems. Leadership role expectations of doctorate-prepared nurse practitioners are explored and synthesized

throughout the course content.

prereq: NURS 75100

Hours 30 theory, 15 seminar, 250 clinical

Credits 6

Psychiatric-Mental Health

NURS 74200 - Advanced Practice Psychiatric-Mental Health Nursing I

Exploration of mental health problems, recovery-oriented services and promotion of mental health in individuals. Students learn to provide primary mental health care for individuals experiencing a range of complex problems.

prereq: NURS 70000

prereq or coreq: NURS 70200, NURS 71700, NURS 74900, NURS 75000, NURS 75100

Hours 30 hrs lecture, 15 hrs seminar, 166 hrs clinical,

Credits 5 cr

NURS 74300 - Advanced Practice Psychiatric-Mental Health Nursing II

Exploration of mental health of families. Students learn to provide primary mental healthcare for families experiencing a range of complex problems.

prereq: NURS 742

prereq or coreq: NURS 704

Hours 30 lecture hours, 15 hrs seminar, 167 hrs clinical,

Credits 5 cr

NURS 74400 - Advanced Practice Psychiatric-Mental Health Nursing III

An exploration of contemporary mental health issues from group and community perspectives. Students learn to develop advanced practice group and community interventions that reduce risk, promote resilience, and enhance mental health.

prereq: NURS 74300

Hours 30 hrs lecture, 15 hrs seminar, 167 hrs of clinical practicum,

Credits 5 cr

NURS 84200 - DNP PMHNP Practice I

Clinical practicum in mental and behavioral health care delivery system and with current mental health policy makers, with seminar discussions of current mental health policy and politics in relation to the role of advanced practice nursing in the field of mental health systems.

prereq: NURS 85100

coreq: NURS 74200

Hours 5 seminar, 50 clinical

Credits 1

NURS 84300 - DNP PMHNP Practice II

Clinical practicum in advanced practice geriatric-mental health with seminar discussions of current gerontological and geriatric mental health theories, research and strategies for primary care nursing of older adults who need psychiatric or mental health services.

prereq or coreq: NURS 74300

Hours 5 seminar, 50 clinical

Credits 1

NURS 84400 - DNP PMHNP III

Clinical practicum in addictions nursing practice with seminar discussions of current addictions theories, research and strategies for the clients with substance abuse and dependence diagnosis.

prereq or coreq: NURS 74400

Hours 5 seminar, 50 clinical

Credits 1

NURS 84500 - DNP PMHNP Practice IV

This course provides a framework for DNP psychiatric mental health nurse practitioner (PMHNP) students in how to synthesize theoretical, scientific, and clinical knowledge for the assessment and management of both mental health and illness states of child- and adolescent-specific populations.

prereq: NURS 74400

Hours 30 lecture, 15 seminar, 210 clinical

Credits 6

NURS 85100 - Advanced Physical Assessment Practicum

Application of multidimensional assessment strategies for primary care nursing of persons aged 16 and above, as well as their families and communities. Evidence-based assessment strategies are to be practiced in a college lab and clinical setting. Electronic documentation will be used to record a comprehensive assessment and improve access to information.

prereq: NURS 74900

coreq: NURS 75100

Hours 5 seminar, 40 clinical

Credits 1

Community/Public Health

NURS 77100 - Community/Public Health Nursing I

Analysis of how clinical specialists in community/public health nursing conduct a community health assessment and participate on multidisciplinary teams that work in partnership with culturally diverse communities.

prereq: NURS 700, PH 700

prereq or coreq: NURS 702, NURS 749

Hours 30 hrs theory, 166 hrs practicum, 15 hrs seminar,

Credits 5 cr

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100

prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,

Credits 5 cr

NURS 77300 - Community/Public Health Nursing III

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772

Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,

Credits 5 cr

NURS 85100 - Advanced Physical Assessment Practicum

Application of multidimensional assessment strategies for primary care nursing of persons aged 16 and above, as well as their families and communities. Evidence-based assessment strategies are to be practiced in a college lab and clinical setting. Electronic documentation will be used to record a comprehensive assessment and improve access to information.

prereq: NURS 74900

coreq: NURS 75100

Hours 5 seminar, 40 clinical

Credits 1

NURS 87100 - Advanced Practice Public Health Nursing I

Analysis of the Advanced Practice Public Health Nurses (AAPHN) role in the use of technology to promote population health in order to achieve the DNP Competency Areas: Technology & Information Literacy Analysis and Quality of Practice.

prereq or coreq: NURS 77100, NURS 85000

Hours 15 seminar, 86 clinical

Credits 1

NURS 87200 - DNP in Public Health Nursing II

Analysis of the role of Advanced Practice Public Health Nurses (AAPHN) related to providing population health through partnerships and coalitions with the goal to achieve the DNP Competency Areas: Leadership in Practice, Independent Practice, and Health Delivery System.

prereq or coreq: NURS 77200, NURS 87100

Hours 15 seminar, 87 clinical

Credits 1

NURS 87300 - DNP in Public Health Nursing III

Analysis of evidence-based practice in the role of Advanced Practice Public Health Nurses (AAPHN) through community-based participatory research (CBPR), in order to achieve the DNP Competency Areas: Scientific Foundation for Practice, Healthcare Policy, and Practice Inquiry in Area Associated with Population Health.

prereq or coreq: NURS 77300, NURS 87200

Hours 15 seminar, 87 clinical

Credits 1

NURS 87400 - DNP in Public Health Nursing IV

Advanced Practice Public Health Nurses (APPHN) translate research into practice in a culturally competent manner by piloting their intervention using community-based research principles.

prereq or coreq: NURS 77300, NURS 87300

Hours 30, 15 seminar, 200 clinical

Credits 6

Doctor of Philosophy - PhD

Doctor of Philosophy in Physics

Doctor of Philosophy

Hunter College offers Doctor of Philosophy in Physics jointly with the Graduate Center.

Courses of Study

The student's course of study must have the approval of an adviser. Of the 60 credits of graduate work required for the degree, no more than 9 credits may be in first-level courses; with special permission, up to 18 credits may be taken in subjects other than physics. After students pass the First Examination, they are encouraged to choose a thesis field and adviser; these decisions should normally be made within the first year of study. Doctoral students are expected to attend the regularly held colloquia.

First Examination

The student must pass the First Examination, which includes quantum mechanics, analytic dynamics, electromagnetic theory, and general physics, which covers topics selected from the fields of atomic and nuclear physics, solid state, thermodynamics and statistical mechanics and optics. For students specializing in fluid-geophysics, an examination in that area may be substituted for the quantum mechanics part of the First Examination.

Second Examination

The Second Examination tests the student's knowledge of the general areas of physics bearing on his or her field of research as well as the student's readiness to undertake a specific piece of research. Detailed information concerning the examination is available from the Executive Officer.

Dissertation

The student is required to prepare the dissertation under the guidance of a thesis adviser. Upon completion, the dissertation will be submitted to the guidance committee appointed for the student. The degree is recommended upon approval of the dissertation by the committee and upon successful completion of an oral defense of the dissertation before the committee. The dissertation must be of such a caliber as to be acceptable for publication in a standard journal when suitably condensed.

College Teaching

Each student is required to participate in some teaching of undergraduate physics courses. Specific requirements are determined for each student in consultation with the Executive Officer and the Department Chairman. In special cases research may be substituted for this requirement.

FINANCIAL AID

Every student admitted for doctoral study in Physics will have financial support for five full years of study, as long as they remain in good academic standing and progress on schedule in their doctoral research. The five-year CUNY Science Scholarship includes a full tuition waiver, annual health insurance coverage and \$24,000/year financial support.

Doctoral Program in Biological Sciences

Return to: Programs and Courses in Biology

Doctor of Philosophy

Students are encouraged to apply directly to the Doctoral Program in Biological Sciences, which is offered jointly by Hunter College and the CUNY Graduate School and University Center. Doctoral dissertation research is carried out in the Hunter College Department of Biological Sciences. A PhD in Biochemistry is also offered jointly with the CUNY Graduate School and University Center. For further information contact Professor Patricia Rockwell, 821 North Building, (212) 396-6202 or visit the Graduate Center website at <http://www.gc.cuny.edu>.

Hunter MA students who have been accepted to the joint Hunter College/CUNY Doctoral Program in Biological Sciences will have their required MA Comprehensive Exam as equivalent to a Doctoral First-Level Exam. If a Hunter College applicant is accepted into the Doctoral Program, a passing grade at the doctoral level on the exam will allow acceptance into the Doctoral Program as a Second-Level doctoral student.

Social Welfare PhD at the Graduate Center

Doctor of Philosophy

The PhD program in Social Welfare of the Graduate Center of City University of New York was established in 1973. The Graduate Center offers this doctoral program in social welfare at the Silberman School of Social Work. The PhD

program draws the majority of its 22-member doctoral faculty from the Hunter College MSW program. For further information, go to: <http://web.gc.cuny.edu/Socialwelfare/>

Requests for applications should be addressed to:

Admissions Office
The Graduate Center
The City University of New York
365 Fifth Avenue
New York, NY 10016

**Specific inquiries about program details
should be addressed to:**

The Executive Officer
PhD Program in Social Welfare
Silberman School of Social Work at Hunter College
2180 Third Avenue
New York, New York 10035

Doctor of Physical Therapy - DPT

Physical Therapy - DPT

Executive Officer of Clinical Doctoral Degree Programs, CUNY, Barbara Weinstein; Room 3310, 365 Fifth Avenue; (212) 817-7980

Director and Adviser, Gary Krasilovsky; Room E 007, Brookdale Campus, Hunter College; (212) 481-4469; gkrasilo@hunter.cuny.edu

Associate Professors: Krasilovsky, Lipovac, Rosen

Assistant Professors: Babyar, Holland, Ibrahim, Pivko

Academic Coordinator of Clinical Education: Pivko

Website: www.hunter.cuny.edu/schoolhp/pt or www.gc.cuny.edu/doctoral_programs

The Physical Therapy program is a three-year post-baccalaureate Doctor of Physical Therapy degree curriculum. The DPT program is a collaboration between the Graduate Center of CUNY and the physical therapy programs at Hunter College and the College of Staten Island. These two sites have different admissions deadlines and admit separate groups of students. You must indicate which site you are seeking to attend!

Upon completion of the program, students will receive a doctor of physical therapy (DPT) degree. Please go to the Physical Therapy Program or the Graduate Center (CUNY) website for updated information on the present curriculum, the admissions requirements and process, open-house dates, and to download clinical experience and other forms.

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 DPT 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."¹

The pathway requires the following prerequisite course work and admissions procedures. Students enter the graduate physical therapy program in the fall semester; the program is designed for full-time study during the day.

1. A bachelor's degree from an accredited four-year institution by the end of the spring semester prior to entry into the DPT program.
2. Two semesters of anatomy and physiology for science majors with lab
3. Two semesters of physics for science majors with lab
4. Two semesters of chemistry for science majors with lab
5. Two semesters of psychology (including one semester of developmental psychology or child psychology).
¹ *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.*
6. One semester of mathematics (precalculus or college algebra and trigonometry).
7. One semester of statistics.
8. One semester of English composition (expository writing)
9. The Graduate Record Examination must be completed and scores sent to the Graduate Center of CUNY (ID # 2113)
10. Cardiopulmonary Resuscitation Certification by the American Heart Association or the Red Cross
11. An undergraduate grade point average (GPA), calculated from all college courses, of 3.0 or above
12. Documented clinical experience of at least 100 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 and is available from our website. The completed documentation should be provided by the supervising physical therapist by the dead- line of December 1 prior to the summer semester for which admission is sought.

13. Filing of an online Graduate Center (GSUC) Application by the December 1st deadline.
14. An interview may be required with faculty of the Hunter College Physical Therapy Program, which will include an essay as determined by the physical therapy program faculty.
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 before the starting date of the program in the fall semester. The application process is self-managed. Applicants must file on line via a link from the Admissions office of the Graduate Center. All other documents are to be obtained by the applicant and submitted in sealed envelopes to the Graduate Center Admissions Office. This includes all transcripts and letters of recommendation. 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, GRE & 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 Graduate Center/Hunter College Physical Therapy Program is dedicated to equal opportunity for all applicants who meet admission requirements.

Requirements for Graduation

Specialization (Courses designated PT) 105 credits

First Year

(Summer semester)

PHT 70100 - Clinical Anatomy

An in depth study of the human body, with emphasis on the neuromuscular and musculoskeletal systems.

prereq: acceptance into the Physical Therapy Program

Hours 90 hrs,

Credits 4 cr

PHT 70200 - Medical Terminology

This programmed computerized self-study will provide students with the ability to analyze medical terms, define basic terms and abbreviations used in documenting health records and identify common terms related to diagnosis, therapies, and diagnostic tests.

prereq: acceptance into the Physical Therapy Program

Credits 1 cr

On-line

(Fall semester)

PHT 70300 - Foundations PT Care

An introduction to the physical therapy profession and includes the history and scope of physical therapy practice.

prereq: acceptance into the Physical Therapy Program

Hours 60 hrs,

Credits 2 cr

PHT 70400 - Introduction to Physical Therapy Practice and Ethics

This course examines the multifaceted role of the physical therapist in the health care delivery system.

prereq: acceptance into the Physical Therapy Program

Hours 30 hrs,

Credits 2 cr

PHT 70500 - Upper Extremity Kinesiology and Assessment

An introduction to the application of anatomy for human movement.

prereq: acceptance into the Physical Therapy Program

Hours 45 hrs,

Credits 2 cr

PHT 70600 - Psychosocial Aspects of Clinical Practice

This course is designed to increase understanding of the profound psychological and social impact that illness and disability can have on people with chronic illness and traumatic injury.

prereq: acceptance into the Physical Therapy Program

Hours 30 hrs,

Credits 2 cr

PHT 71000 - Research Design

Introduction to the scientific methods of inquiry used in research and their meaning in physical therapy practice.

prereq: PHT 70100, PHT 70200, PHT 70300, PHT 70400

Hours 30 hrs,

Credits 2 cr

PHT 72000 - Human Physiology and Exercise Physiology

This course provides an overview of cellular structures and functions which regulates body homeostasis from the point of cell division and genetic control of protein synthesis.

prereq: PHT 70100, PHT 70200, PHT 70300, PHT 70400

Hours 60 hrs,

Credits 4 cr

PHT 75000 - Physical Modalities - Clinical Decision Making and Application

Principles and practical application of thermal, mechanical, electromagnetic and other energies in physical therapy is presented.

prereq: PHT 71000, PHT 72000

Hours 75 hrs,

Credits 3 cr

(Spring semester)

PHT 73000 - Structure and Function of the Nervous System

This course provides an overview of microscopic, gross, and developmental anatomy of the human nervous system with emphasis on neurological process, structural and functional relationships.

prereq: PHT 72000, PHT 71000

Hours 45 hrs,

Credits 4 cr

PHT 74000 - PT Prevention and Intervention

Basic concepts of mobility and exercise for prevention and restoration of function.

prereq: PHT 71000, PHT 72000

Hours 90 hrs

Credits 4 cr

PHT 76000 - Lower Extremity Kinesiology and Assessment

The structure and function of joints and muscles will be reviewed for the lower extremities and trunk.

prereq: PHT 71000, PHT 72000

Hours 60 hrs,

Credits 2 cr

PHT 77000 - Research Seminar I

To provide the students with basic patterns of research from review of the literature to the design of multiple variable research, involved in the clinical physical therapy environment.

prereq: PHT 71000, PHT 72000

Hours 15 hrs,

Credits 1 cr

PHT 78000 - Clinical Medicine

An overview of disease and injury with an emphasis on condition encountered in physical therapy.

prereq: PHT 71000, PHT 72000

Hours 45 hrs,

Credits 3 cr

PHT 79500 - Integumentary System: Assessment and Intervention

The course focuses on evaluation and management of individuals with integumentary dysfunction.

prereq: PHT 71000, PHT 72000

Hours 15 hrs,

Credits 1 cr

PHT 80100 - Pulmonary PT

This course is designed to promote clinical reasoning skills in the examination, assessment, and intervention of patients with pulmonary dysfunctions.

prereq: PHT 72000, PHT 71000.

Hours 45 hrs,

Credits 2 cr

Second Year

(Summer semester)

PHT 80900 - Research Seminar II

Data collected and completion of research results.

prereq: PHT 80600

Hours 1 hour/week,

Credits 1 cr

(independent study)

(Fall semester)

PHT 80200 - Clinical Education: Education Theories

This course is designed to introduce the student to the principals and theories of educational strategies.

prereq: PHT 73000, PHT 74000, PHT 75000, PHT 78000

Hours 30 hrs,

Credits 2 cr

PHT 80300 - Differential Diagnosis and Intervention in Clinical Orthopedics

This course is designed to promote clinical reasoning skills in the examination, assessment, and intervention of patients with orthopedic dysfunctions.

prereq: PHT 73000, PHT 76000, PHT 79000.

Hours 30 hrs,

Credits 2 cr

PHT 80400 - Introduction to Neurological PT

Foundations, examination, and interventions for the treatment of disorders of the Central Nervous System.

prereq: PHT 73000, PHT 76000

Hours 45 hrs,

Credits 2 cr

PHT 80500 - Musculoskeletal Examination and Interventions I

Basic examination techniques utilizing selective tissue tension tests that will be applied to evaluate and diagnose lower extremity orthopedic conditions.

prereq: PHT 76000, PHT 78000, PHT 74000

Hours 60 hrs,

Credits 3 cr

PHT 80700 - Proprioceptive Neuromuscular Facilitation

The historical and theoretical framework of Proprioceptive Neuromuscular Facilitation (PNF) that will serve as the foundation for learning these specialized hands on exercise techniques.

prereq: PHT 80600

Hours 30 hrs,

Credits 1 cr

PHT 80800 - Differential Diagnosis in Neurological Evaluation

A system of testing peripheral, central and autonomic nervous system function will be presented with an emphasis on specificity and sensitivity of the tests.

prereq: PHT 80600

Hours 30 hrs,

Credits 1 cr

PHT 80900 - Research Seminar II

Data collected and completion of research results.

prereq: PHT 80600

Hours 1 hour/week,

Credits 1 cr

(independent study)

PHT 81100 - Cardiac Rehabilitation

The physical therapy management of individuals with cardiovascular dysfunction is covered in this course. Physical therapy evaluations and treatment approaches

prereq: PHT 72000, PHT 71000

*Hours 45 hrs,
Credits 2 cr*

PHT 79700 - Colloquium Elective

This elective will provide students with the opportunity to enroll in an intense clinically based course presented by an expert in physical therapy.

*prereq: PHT 72000, PHT 71000
Hours TBA hrs,
Credits 1 cr*

(Spring semester)

PHT 81000 - Neurological Interventions I

The course includes a description of the principles of rehabilitation, etiology of spinal cord injury and traumatic brain injury, anatomical and physiological considerations, and understanding of special problems faced by adults with physical disabilities, evaluation and treatment techniques, an understanding of adapted equipment and wheelchairs, evaluation of the home environment and appropriate modifications.

*prereq: PHT 80800, PHT 80900
Hours 75 hrs,
Credits 3 cr*

PHT 82000 - Clinical Orthopaedics II/Radiology and Imaging

Etiology and therapeutic management of selected orthopedic conditions of the upper extremity and introduction to radiology and imaging.

*prereq: PHT 80800, PHT 80900
Hours 30 hrs,
Credits 2 cr*

PHT 83000 - Orthotics and Prosthetics

This course is designed to orient the student to the role and responsibilities of the physical therapist in the field of prosthetics and orthotics.

*prereq: PHT 80600, PHT 80700, PHT 80800
Hours 30 hrs,
Credits 2 cr*

PHT 84000 - Differential Diagnosis and Intervention in Clinical Neurology

This course describes specific neurological systems and presents the clinical implications of disease or injury on each of these systems.

*prereq: PHT 80600, PHT 80700, PHT 80800
Hours 45 hrs,
Credits 3 cr*

PHT 85000 - Musculoskeletal Examination II

Basic examination techniques utilizing selective tissue tension tests will be applied to clarify common upper extremity orthopaedic diagnoses.

prereq: PHT 80600, PHT 80700

Hours 75 hrs,

Credits 3 cr

PHT 88200 - Pediatrics

Through lecture, laboratory experiences, discussion, videos and assigned readings, the student will be able to examine and understand normal and abnormal human development; theory and practice of physical therapy intervention in developmental disabilities.

prereq: PHT 81000, PHT 84000

Hours 30 hrs,

Credits 2 cr

PHT 86000 - Research Seminar III

Students will complete research project and prepare for a publishable manuscript following protocol in Guide for Authors. Progress toward completion of publishable research project.

prereq: PHT 80900

Hours 15 hrs,

Credits 1 cr

Third Year

(Summer semester)

PHT 88600 - Clinical Affiliation II

A 10 week affiliation in a facility that will serve to further refine and enhance student's skills while building on past clinical experiences.

prereq: PHT 88000 and PHT 88200

Credits 5 cr

10 weeks

PHT 88700 - Clinical Decision Making

This seminar will bring students together to integrate clinical decision making through case studies, case scenarios, administrative issues and the resolution of conflict within the workplace.

prereq: PHT 88000

Hours 1/week,

Credits 1 cr

(Fall semester)

PHT 88000 - Neurological Interventions II

Foundations, assessment procedures, and application of the classical therapeutic exercise with a neurophysiological basis for the treatment of adult and pediatric disorders of the Central Nervous System, with emphasis on the techniques taught by the Bobaths (N. D. T.).

prereq: PHT 81000

Hours 60 hrs,

Credits 2 cr

PHT 88100 - Seminar on Organization and Management

This course is designed to provide information and develop skills to manage an organized physical therapy service.

prereq: PHT 87000, PHT 81000, PHT 86000

Hours 45 hrs,

Credits 3 cr

PHT 88300 - Pharmacology and Systems Review

This course provides an overview of previously covered physiology and pathophysiology of different body systems and provides rationale for use of drugs and other available treatments in different diseases.

prereq: PHT 81000, PHT 85000

Hours 45 hrs,

Credits 3 cr

PHT 88400 - Musculoskeletal Examination and Intervention III

Advanced management of the spine including selective tissue testing techniques.

prereq: PHT 85200, PHT 84000

Hours 75 hrs,

Credits 3 cr

PHT 88500 - Electroneuromyography and Motion Analysis

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.

prereq: PHT 81000, PHT 84000

Hours 30 hrs,

Credits 2 cr

PHT 87000 - Health Promotion Through the Lifespan

This course defines the role of physical therapy in health prevention, promotion, and wellness.

prereq: PHT 80600, PHT 80700, PHT 80900
Hours 30 hrs,
Credits 2 cr

PHT 88800 - Research Seminar IV

Implement the research project at the locations designated and start data collection once all IRB approval(s) are in hand.

prereq: PHT 88600
Hours 1/week,
Credits 1 cr

PHT 88900 - Colloquium Elective in Physical Therapy

This colloquium will provide students with the opportunity to interact with a renowned expert in physical therapy.

prereq: PHT 79700, PHT 88900
Hours 15 hrs,
Credits 1 cr

(Spring semester)

PHT 88950 - Clinical Affiliation III

This is the third of four clinical internship placements throughout the curriculum.

prereq: PHT 88600, PHT 88800
Credits 5 cr
9 weeks

PHT 89000 - Clinical Affiliation IV

This is the fourth of four clinical internship placements throughout the curriculum.

prereq: PHT 88950
Hours 105 hrs,
Credits 5 cr

PHT 90000 - Research Seminar V

Complete the research project and prepare to submit research to a professional journal.

prereq: PHT 88800
Hours 1 hr/week,
Credits 1 cr

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 section on Academic Policies and Regulations in this catalog). Students earning a grade below C in any required academic 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 (see section on Degree Requirements in this 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 and Regulations as stated in the Hunter College Graduate Catalog will be followed.

The grading policy in courses which include a practical (laboratory) examination or checkout as part of the grade is determined by the faculty member teaching the course. Students must pass all practical examinations. The policy for the passing criteria is included in the course syllabus.

1. These courses are scheduled during the first nine weeks of the semester.
2. PHT 80600 is a six-week, full-time clinical externship, which is scheduled for the last six weeks of the fall semester.

Master of Arts - MA

Adolescent Chinese - MA

Program Adviser Fang Dai;

1426 West Building; (212) 772-5062;

fdai@hunter.cuny.edu

The MA program in the teaching of Chinese is designed for students who have majored in Chinese at the undergraduate level and want to pursue a teaching career in adolescent education. This program is not for individuals with initial, professional, or permanent certification in Chinese. The Teacher Education Program in Chinese does not offer an advanced certificate program.

Admission Requirements

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8 and a major in Chinese with a grade point average of 3.0, including a minimum of 18 credits in Chinese literature above the intermediate level and oral proficiency at the advanced low level of the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI);

OR

2. Applicants who do not have a Chinese major but have a liberal arts and science major (or interdisciplinary liberal arts or science concentration) of at least 30 credits can take two exams to meet the Chinese coursework requirement: the Oral Proficiency Interview (OPI) and the Written Proficiency Test (WPT) administered by American Council on the Teaching of Foreign Language (ACTFL). Candidates must achieve a minimum score of advanced-low on each to meet the admission requirement and must achieve a passing score on the on-site written test in Chinese/English about Chinese literature.

PLUS (for ALL applicants)

3. A general education core in the liberal arts and science to include the following: 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

4. Two professional references to be included with the application for admission.

5. A personal statement to be completed as part of the application for admission.

6. An interview conducted in Chinese/English with program adviser.

7. An on-site English writing sample.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.

2. Students with more than one course grade below B in the first 12 credits of SEDC, SEDF, or CHND course work will not be allowed to continue in the program.

3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Chinese Course of Study

33-34 credits for students who matriculated before Fall 2011.
37-38 credits for students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

CHND 71200 - Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Chinese, Grades 7-12

The course covers options for classroom management, learning environment appropriate to 7-12 classrooms, and assessment. Attention is given to classroom management task, setting up and exploiting various learning environments, and methods for assessment. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes homework assignment and projects.

prereq or coreq: SEDF 70400 or permission of the adviser

CHND 71300 - Methods 2: Intensive Study of Teaching Diverse Learners in Chinese, Grades 7-12

This course aims to familiarize prospective 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 curricula in Chinese. Innovative uses of technology, development of instructional units, individualization for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course. Thirty-six hours of field experience/observation is a part of this course. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes development of lesson plans, homework assignment, and projects for classroom use.

prereq or coreq: CHND 71200 and SEDF 70500 or permission of the adviser

Hours 30 hrs plus 36 hrs fieldwork,

Credits 2

Take Either

CHND 73100 - Student Teaching in Chinese, Grades 7-12

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 criticism. These presentations will be videotaped for further self-analysis at home.

prereq or coreq: CHND 71300 or permission of the adviser.

Hours 60 days, 30 hrs seminar plus workshops and conferences,

Credits 5

or

CHND 74110 - Practicum in Chinese, Grades 7-9

Supervised practicum for teachers of Chinese 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. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take **CHND 74110** must also take **CHND 74120**.

prereq or coreq: CHND 71200 or permission of the adviser.

Hours 30 hrs plus conferences

Credits 2

plus

CHND 74120 - Practicum in Chinese, Grades 10-12

Supervised practicum for teachers of Chinese 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. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take **CHND 74120** must also take CHND 74110

prereq or coreq: CHND 71200 or permission of the adviser.

Hours 30 hrs plus conferences,

Credits 2

Chinese Courses

CHIN 70100 - Chinese Phonology and Romanization

This course will introduce Chinese phonetics, phonology, and the major sound transcription systems commonly used in teaching Chinese as a foreign language and found in Chinese dictionaries. Emphasis will be on acquiring accurate tones and standard pronunciation for English-speaking learners as well as learners who speak a Chinese dialect at home.

Hours 3

Credits 3

CHIN 70300 - Chinese Orthography and Lexicology

This course will give an overview of the development of Chinese orthography and Chinese lexicology. Differences between the spoken and written styles will be discussed. The relationship of formation methods of the Chinese lexicon to syntactic functions and the process of character-based meaning derivation will be emphasized.

Hours 3

Credits 3

CHIN 70200 - Modern Chinese Pedagogical Grammar

This course will introduce the grammatical system of modern Mandarin Chinese, including the characteristics of grammatical morphemes, word order, and sentence and discourse structures. The content will highlight difficulties for native speakers of English and helping them to overcome these difficulties effectively. The course will discuss pedagogical issues concerning grammar instruction such as how it differs from syntax; what grammar points need to be taught at each level; and the methods of teaching grammar.

Hours 3

Credits 3

Advanced Language and Culture Training (may choose 1 or more)

CHIN 70500 - Topics in Advanced Conversation

This course will give students advanced language training in speaking in a wide range of topics as well as specialized vocabulary needed to discuss Chinese instruction in Chinese. Students will further practice speaking skills to achieve advanced-mid or advanced-high oral proficiency according to the ACTFL (American Council for Teachers of Foreign Languages) scale. Authentic materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70600 - Topics in Advanced Writing

This course will give students advanced language training in writing Chinese in everyday life situations as well as a Chinese language teaching professional with writing samples. Students will further practice writing skills to achieve advanced-low proficiency according to the ACTFL scale. Authentic writing tasks and materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70700 - Topics in Advanced Reading

This course will give students advanced language training in reading Chinese. Students will further practice reading skills to achieve advanced-mid or advanced-high proficiency according to the ACTFL scale. Authentic writing tasks and materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70800 - Topics in Chinese Culture and Society

This course will give students advanced language training in topics related to Chinese culture and society. Students will learn topics concerning Chinese culture and society in traditional and contemporary China. Authentic writing tasks and materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70900 - Independent Study

Students will carry out an independent project approved by their faculty advisor and chairperson and supervised by a staff member.

Credits 1-3

Notes:

1. *Students who enter with initial or professional certification in adolescent education in another area will not be required to take any SEDC or SEDF courses. They will be required to take all CHIN and CHND courses in the program.*
2. *The minimum number of credits for the degree for students who enter with certification in adolescent education is 24 credits.*
3. *Students without certification may be exempted from up to 6 credits based on prior equivalent course work.*

Culminating Experiences

Professional teaching portfolio - School of Education

Students must pass the School of Education technology assessment.

Adolescent Education

Return to: School of Education

Master's degree and advanced certificate programs at Hunter College prepare prospective teachers to serve as highly effective educators in urban middle and high schools. Through rigorous course work, fieldwork and student teaching experiences in New York City schools, students learn how to provide an academically rigorous education to students of diverse backgrounds, abilities and interests.

Content Knowledge

Courses in the academic discipline offered by the School of Arts & Sciences will deepen teacher candidates' subject knowledge. They will learn how to use knowledge of their subject to design and implement classroom instruction that reflects State and professional standards.

Professional Knowledge

Teacher candidates will learn the theory and practice of effective pedagogy in their subject area. They will gain a grounding in the history, philosophy, psychology and sociology of education that will inform their teaching. They will study research-based theories and methods of teaching their subject to students with special needs, including special education students and English language learners.

Skills

Teacher candidates will learn to design lessons and units of work for students, and to adapt their instruction to students' prior knowledge and level of skill. They will gain expertise in analyzing and using assessments of student achievement to guide and inform their instruction. They will master the use of technology as a tool for teaching their subject. They will learn to manage their classrooms to provide effective instruction for all students. They will practice ways to assess and reflect on their teaching practice in order to strengthen their work with students and grow as professionals.

Creating Community

Teacher candidates will learn to create humane and ethical learning communities in their classrooms and schools in which all students receive the support they need to achieve academically. They will learn to communicate effectively with parents, families, community members and other members of the school faculty and staff in order to provide this support.

Adolescent Education Programs

- Biology - MA / Advanced Certificate
- Chemistry - MA / Advanced Certificate
- Earth Science - MA / Advanced Certificate
- English - MA / Advanced Certificate
- French - MA / Advanced Certificate
- Italian - MA / Advanced Certificate
- Latin - MA
- Mathematics - MA / Advanced Certificate
- Mathematics Professional Certificate- MA

- Physics - MA / Advanced Certificate
- Social Studies - MA / Advanced Certificate
- Spanish - MA / Advanced Certificate

Adolescent Mathematics Professional Certificate- MA

Program Coordinator Patrick Burke

1138 West Building; (212) 772-4728;
patrick.burke@hunter.cuny.edu

This 30-credit program provides advanced coursework in methods of teaching mathematics, as well as coursework in mathematics focused on the needs of secondary teachers. It is intended for teachers holding initial certification in mathematics 7-12 and leads to professional certification in adolescent mathematics. It is also intended for teachers who already hold professional or permanent certification and who are seeking to further their knowledge/skills, and gain additional graduate credits. Teachers holding initial, permanent or professional certification in adolescent mathematics may apply to this program. Students who do not hold New York State certification in mathematics should refer to the Adolescent Mathematics program, which leads to initial certification.

The program is designed to increase students' pedagogical and content knowledge in mathematics. Coursework includes courses in the School of Education and in the Mathematics Department of the School of Arts & Sciences.

Admission Requirements

1. Completion of an approved bachelor's degree program with a minimum overall GPA of 2.8
2. New York State Certification to teach mathematics in grades 7-12.
3. Students must have at least 24 undergraduate credits in mathematics with a B average, including courses in Calculus and Linear Algebra.
4. Students who possess a master's degree in mathematics or mathematics education must have a minimum overall GPA of 3.0 in their graduate courses, with a B average in mathematics courses.

Professional Certification in Mathematics Course of Study

Total Credits: 33 credits

(For other courses in Mathematics or Statistics go to, Mathematics and Statistics Department)

CEDC 74000 - Contemporary Mathematics in the Elementary School

A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

*Hours 45 hrs,
Credits 3 cr*

SEDC 73000 - Development of Mathematical Thinking: Implications For Teaching and Learning Mathematics in Grades 7 to 12

A course exploring the role of the teacher in developing mathematical reasoning ability in students. What are the possibilities and limitations? A research-based approach to the problem of providing a solid mathematics education for all students.

SEDC 73100 - Seminar in Mathematics Curriculum, Grades 7-12

A study of the current Standards-Based Mathematics Curriculum from an historical perspective.

SEDC 73200 - Research Seminar in Mathematics Education, Grades 7-12

A course in which students will study the research relative to the mathematics curriculum and complete a research project in a field of mathematics education of their choice.

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

prereq: Calculus II and a course in linear or matrix algebra

Hours 45 hrs,

Credits 3 cr

Open only to Teacher Education Program students.

MATH 62300 - Theory of Numbers

Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.

prereq: a course in linear algebra

Hours 45 hrs,

Credits 3 cr

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

Hours 45

Credits 3

Open only to Teacher Education Program students.

STAT 61400 - Data Analysis Using Statistical Software

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.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

Electives (Choose 2): Any MATH or STAT 600 or 700 Level Course (6 cr)

Exit Standards

An overall GPA of 3.0.

Students must pass the School of Education technology assessment.

Animal Behavior & Conservation-MA

The growing scientific and public sentiment, awareness, and interest in conservation and animal welfare science and the importance of enrichment for zoo, laboratory, and farm animals, recently reflected in new legislation and in zoo policy has created a growing need for highly trained scientists and professionals. This 36-credit Master's Program within the Psychology Department prepares students interested in animal behavior and conservation (ABC) to develop and enhance their research skills and understanding of the behavior of animals and to acquire credentials for employment in fields related to ABC.

Admission Requirements

Students must hold a bachelor's degree comparable to that from Hunter College. Twelve undergraduate credits in psychology, including courses in statistics and experimental psychology, are generally required; however, students lacking this but with high undergraduate GPA and general GRE scores may be admitted without a strong background in psychology. Applicants are ranked according to their undergraduate grade point average, GRE exam scores, letters of recommendation, and personal statement, as well as prior course work and experience relevant to animal behavior and conservation. Note: There is no foreign-language requirement for the MA in psychology. The GRE advanced test in psychology is not required for admission.

Curriculum

Students who elect the ABC master's degree are required to complete 36 credits, consisting of a minimum of 15 credits in the ABC area in addition to the 12 credits in courses required for all Psychology MA students. All courses carry 3 credits.

Most courses are offered after 5:30 p.m. so that students can work while in the program. The sequence of course offerings enables students taking 3 courses (9 credits) per semester to graduate in 2 years.

Required Courses for all Psychology MA Students: 12 Credits

PSYCH 70100 - Advanced Experimental Psychology I

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study; examples are drawn primarily from perception, learning, cognition and animal behavior.

prereq: a graduate course in statistics

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 74700 - Experimental Social Psychology

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study. Examples are drawn primarily from social and cognitive psychology. Topics include reading and writing journal quality research reports; ethics; single and multi factor designs; small-n designs; quasi-experimental designs; survey research; laboratory and field research; observational techniques; correlational research.

prereq: a graduate course in statistics

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

This requirement can also be met for ABC students by:

PSYCH 73900 - Research Methods in Animal Behavior (A, B)

Designed to develop skills required for the study of animal behavior, such as procedures for obtaining data in laboratories or in captive and natural environments; includes observational techniques, single-subject designs, issues of reliability and external validity, non-parametric statistics.

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70200 - Proseminar in Psychology

An introduction to theoretical concepts and methods of research across a variety of content areas within psychology. Areas include social, personality and health psychology; development and cognition; sensory and developmental neuroscience; animal behavior and learning; applied research, including clinical theory. The course is team-taught by three faculty members and features guest lectures by other Hunter College faculty and the occasional outside expert.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70500 - Statistical Methods in Psychology I

Covers descriptive statistics and inferential methods, including t-tests, analyses of variance, correlation, simple regression, and an introduction to multiple regression. Some assignments require the use of a statistical computer package.

prereq: PSYCH 24800 or equivalent

Hours 30 hrs lecture, 30 hrs conf or lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70701 - Thesis Research

Individual research conducted under the supervision of a department faculty member, whose written permission must be obtained. Limited to students working on their MA thesis.

prereq: PSYCH 70500 and 70100 or 74700 approved research topic and permission of a faculty sponsor

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

Required Courses for ABC Students: 6 Credits

PSYCH 71700 - Animal Behavior and Conservation in Captivity and the Wild (B)

Introduces concepts and techniques of wildlife biology and comparative psychology, with contributions from researchers in social behavior, reproductive biology, wildlife conservation, captive breeding, and animal cognition and communication.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75103 - Basic Psychological Processes 1: Perception, Learning and Comparative Cognition (S, B)

Covers the basic concepts in perception, learning and comparative psychology. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

Elective Courses for ABC Students: Minimum of 9 Credits

PSYCH 64100 - Comparative Psychology (B)

Development and evolution of the behavior of various species, major theoretical issues, classic experiments, and contemporary research and theory.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

PSYCH 69000 - Independent Research in Psychology – 3 credits

Designed to meet the research needs and interests of individual students under the direction of a faculty sponsor. This may involve independent reading, tutorials, independent research projects, or participation in ongoing faculty research. Projects culminate in an APA-style research report or literature review.

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission

PSYCH 71600 - Animal Behavior I: Mechanisms of Behavior (B)

History of approaches to animal behavior; behavior development; proximate causation of behavior (motivation, neuroethology, and biorhythms); animal orientation and communication; cognitive ethology and culture.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

PSYCH 71751 - Field Study in Animal Behavior and Conservation (B)

Observation and study of the behavior of animals in their natural environment and application of techniques of observation and data analysis.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

PSYCH 71800 - Ethology (Animal Behavior II – Behavioral Ecology) (B)

Examines behavioral genetics, which covers the importance of single-gene effects, polygenic behavioral traits, and the utility of the concept of heritability; behavioral evolution, which covers the methods of elucidating the phylogeny of behavior when fossil evidence is not available; behavioral ecology, which focuses on mating systems, territorial behavior, feeding strategies, antipredatory behavior, and sociobiology.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

PSYCH 73000 - Psychology of Learning (B)

PSYCH 730. Psychology of Learning (B)

Contemporary phenomena and theories about learning and behavior, including both animal and human examples of learning phenomena with a focus on basic processes.

PSYCH 75400 - Applied Animal Welfare & Behavior (B)

Fundamental principles of animal behavior discussed in context of their applications to captive animal management (in laboratories, farms, zoos, aquariums, and shelters), animal welfare, and conservation. Programmatic approaches to animal care (e.g. enrichment and training) and animal welfare assessment tools will be described and evaluated.

PSYCH 75700 - Animal Thinking and Communication (S, B)

This course focuses on animal cognition and communication from the perspectives of communication theory, animal behavior, cognitive ethology and comparative cognition. Research on chimpanzees, dolphins, elephants, parrots and other animals will be covered.

prereq: PSYCH 71700 or permission of instructor or of Animal Behavior and Conservation Coordinator

Credits 3

PSYCH 75000 - Special Topics in Psychology

Readings and discussion on a selected problem or topic area – varies from semester to semester.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

*** Note**

Special Topics courses and Independent Research projects related to ABC will depend upon student and faculty interests. Recent topics included *Companion Animals in Society* and *Conservation Biology/Psychology*. ABC students may also meet the ABC-relevant course requirement by taking courses in other departments such as Anthropology and Geography with permission of the Director of the ABC program.

Breadth Requirement

ABC students satisfy a breadth requirement by taking a 3-credit course in the applied psychology area and a 3-credit course in the social/cognitive/developmental area of psychology.

Thesis Requirement

The MA thesis is a report of individual research supervised by 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 at least another reader, and by the ABC Director. An oral presentation and comprehensive examination in the area of the MA thesis, conducted by the thesis committee, is required.

Anthropology - MA

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 cultural anthropology (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 a program.

A substantial proportion of MA students are accepted in PhD programs before completing requirements for the Hunter MA. Hunter MA students may take courses at the CUNY Graduate Center. Most of the Hunter anthropology faculty are also members of the faculty of the Graduate Center 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. Scholarships are also available for students in the program to participate in field schools and to conduct field research. Write or email the graduate adviser for further information.

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.

Requirements for the Degree

1. 30 credits

A minimum of 30 credits beyond the BA

2. Fields of the discipline

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 70100 - Ethnology (Core Course)

Surveys history, methods, theory, and basic findings of cultural and social anthropology.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 75000 - Archaeology (Core Course)

Introduces basic theory, method, and findings of prehistoric archaeology in an anthropological framework.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 77000 - Linguistics (Core Course)

Structure of verbal behavior. Analytic description of phonology, grammar, semantics, pragmatics. Language in social action. Language prehistory.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 79000 - Biological Anthropology (Core Course)

An introduction to the biology and evolutionary history of humans, including evolutionary theory, genetics, morphology, primate behavior, sociobiology, and paleontology.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

Additional Information

The examinations in each of these courses represent the qualifying exam for each of the four fields. Students are required to pass those courses with a grade of "B" or better. 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 adviser on a case-by-case basis, but qualifying exams will be required in any case. BA/MA students must complete the requirements for both degrees.

4. Foreign language

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

Art History - MA

The MA in art history, granted by Hunter College since 1952, is a comprehensive program of study intended to give the student a broad background in the history of art as well as an in-depth concentration in a particular area. It leads to enrollment in PhD programs throughout the country and serves as a terminal degree for professional work in museums, galleries, arts organizations and art publishing.

Admission Requirements

Applicants are admitted in both fall and spring semesters. 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 to three letters of recommendation) as well as the completed on-line application form must be supplied by the application deadlines. **Application Deadlines: for fall admission, February 1; for spring admission, October 1.**

Requirements for the MA in Art History (30 cr)

1. Course distribution:

Students are required to take ARTH 60200 (Research Methods in Art History), as early as possible in their course of study. At least one course must be taken in art historical theory or historiography, such as ARTH 73400, or a special topics course directly related to one of these areas. In addition, at least one course must be taken in each of three of the following areas, a, b, c, and d:

- a. Ancient and Medieval Art
- b. Renaissance, Baroque, and 18th-century Art
- c. Modern (19th- or 20th-century) and American Art
- d. Non-Western Art

2. Permission of the graduate adviser:

With the permission of the graduate adviser, candidates for the MA in art history may take up to 6 credits in studio courses or in courses in related areas.

3. Transfer students:

Students may apply for transfer of up to, but no more than, 9 credits from another institution (including the Graduate Center of the City University of New York). Permission to transfer credits is not guaranteed and is considered on a case by case basis.

4. Examinations:

Students must take and pass two examinations before they are permitted to proceed beyond 15 credits. It is recommended that they take these examinations as early in their careers as possible. Both examinations are given once each semester.

Language Examination:

Students must demonstrate their ability to use at least one foreign language as a research tool by passing a written examination in French, German or Italian.

Comprehensive Examination:

Passing a written examination in the history of art is required of all candidates.

5. Mid-program evaluation:

The progress of each student will be reviewed upon the completion of 15 credits. Students will be permitted to proceed if they have demonstrated proficiency in writing and research skills and have passed the comprehensive and foreign language examinations.

6. Incomplete credit:

Students with 6 credits of IN ("Incomplete") will not be permitted to register for courses.

7. Master's thesis:

A thesis is required. The following (Thesis Research) (3 cr) is an elective.

ARTH 79900 - Thesis Research

Limited to matriculated MA students in art who have completed 20 grad cr. Independent research toward MA thesis under direction of faculty member.

Additional Information

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

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 12,000-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.

Biochemistry - MA

Return to: Biochemistry

Requirements for Admission

General admission requirements to Hunter's graduate programs are observed including GRE (verbal and quantitative reasoning); TOEFL (for foreign students whose native language is other than English).

In addition, the student must have completed the following courses: general chemistry (including qualitative analysis) (one year), quantitative analysis, organic chemistry (one year), physical chemistry (one semester lecture and laboratory), biology (one year), biochemistry lecture and laboratory (one semester). Deficiencies may be made up during the first three semesters of graduate study.

Requirements for the Degree

Comprehensive Examination or Thesis:

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

- Plan (1): A minimum of 30 credits of course work plus a passing grade in a comprehensive examination.
- Plan (2): A minimum of 24 credits of course work, plus 6 credits from a thesis on an original research problem. The thesis must be approved by the student's adviser, and it must be defended before a thesis committee.

Courses:

The student must complete the following courses from the list below. Note that no more than 10 credits of 600-level courses may be taken.

Plan (1):

CHEM 64000 - Biochemistry I

Proteins, enzymes, bioenergetics, recombinant DNA.

prereq: 1 yr of undergraduate organic chemistry

Hours 3 hrs,

Credits 3 cr

fall CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

CHEM 64100 - Biochemistry II

Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.

prereq: CHEM 64000 or BIO 71013 or 30000

Hours 3 hrs,

Credits 3 cr

*Spring CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020
may be substituted, respectively by*

BIOCHEM U71010 - Advanced Biochemistry 1

prereq: a 1-semester course in biochemistry or equiv and physical chemistry

Hours 3 hrs,

Credits 3 cr

*Fall only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010
and BIOCHEM U71020.*

BIOCHEM U71020 - Advanced Biochemistry 2

prereq: BIOCHEM 71010 or equivalent

Hours 3 hrs,

Credits 3 cr

*Spring only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM
U71010 and BIOCHEM U71020.*

BIOCHEM 71100 - Basic Laboratory Techniques for Research in Biochemistry

Individual projects, arranged with at least two faculty members. Lab and conferences.

Hours 8

Credits 4

BIOCHEM 71551 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71552 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71553 - Seminar in Biochemistry

Hours 1
Credits 1
offered Fall and Spring

BIOCHEM 71554 - Seminar in Biochemistry

Hours 1
Credits 1
offered Fall and Spring

BIOCHEM U75000 - Bioorganic Chemistry

Hours 3 hrs,
Credits 3 cr
Fall only, offered at the Graduate Center

CHEM 65000 - Biophysical Biochemistry

Physical chemistry as applied to biochemical systems.

Credits 4 cr

BIOCHEM U77000 - Physical Biochemistry

prereq: Calculus, Physical Chemistry and 1 semester of Biochemistry
Hours 3
Spring only, offered at the Graduate Center

A minimum of two courses in biology (8 or 9 credits) that must come from

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry
Hours 60 hrs,
Credits 4 cr
spring only
or

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)
Hours 60 lec,

Credits 4 cr

fall only

or

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr

fall only

or

BIOL 71014 - Molecular Biology Laboratory

Isolation of RNA and DNA, construction and screening of DNA libraries, Southern and Northern blot analysis, cloning, DNA sequencing.

coreq: BIOL 71013 or comparable course in biochemistry

Hours 105 hrs lab and conf,

Credits 4 cr

Fall only

or

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,

Credits 4 cr

Spring only

or

BIOL 61000 - Workshop in Biotechnology

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.

prereq: BIOL 71000 or permission of instructor

Hours 30 hrs/wk for 4 wks,

Credits 4 cr

Additional Information

Any remaining or additional credits may be taken by choosing courses in biology or chemistry as electives.

Plan (2):

CHEM 64000 - Biochemistry I

Proteins, enzymes, bioenergetics, recombinant DNA.

prereq: 1 yr of undergraduate organic chemistry

Hours 3 hrs,

Credits 3 cr

fall CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

CHEM 64100 - Biochemistry II

Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.

prereq: CHEM 64000 or BIO 71013 or 30000

Hours 3 hrs,

Credits 3 cr

*Spring CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020
may be substituted, respectively by*

BIOCHEM U71010 - Advanced Biochemistry 1

prereq: a 1-semester course in biochemistry or equiv and physical chemistry

Hours 3 hrs,

Credits 3 cr

Fall only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM U71020 - Advanced Biochemistry 2

prereq: BIOCHEM 71010 or equivalent

Hours 3 hrs,

Credits 3 cr

Spring only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM 71100 - Basic Laboratory Techniques for Research in Biochemistry

Individual projects, arranged with at least two faculty members. Lab and conferences.

Hours 8

Credits 4

BIOCHEM 71551 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71552 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71553 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71554 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 79901 - Thesis Research

Credits (Master's) 1

BIOCHEM 79902 - Thesis Research

Credits (Master's) 2

BIOCHEM 79903 - Thesis Research

Credits (Master's) 3

offered Fall, Spring, and Summer Open only to students writing a thesis as part of the requirements

CHEM 65000 - Biophysical Biochemistry

Physical chemistry as applied to biochemical systems.

Credits 4 cr

BIOCHEM U75000 - Bioorganic Chemistry

Hours 3 hrs,

Credits 3 cr

Fall only, offered at the Graduate Center

BIOCHEM U77000 - Physical Biochemistry

prereq: Calculus, Physical Chemistry and 1 semester of Biochemistry

Hours 3

Spring only, offered at the Graduate Center

A minimum of 6 credits of courses in biology, with at least one course chosen from

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry

Hours 60 hrs,

Credits 4 cr

spring only

or

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,

Credits 4 cr

fall only

or

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr

fall only

or

BIOL 71014 - Molecular Biology Laboratory

Isolation of RNA and DNA, construction and screening of DNA libraries, Southern and Northern blot analysis, cloning, DNA sequencing.

coreq: BIOL 71013 or comparable course in biochemistry

Hours 105 hrs lab and conf,

Credits 4 cr

Fall only

or

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,

Credits 4 cr

Spring only

or

BIOL 61000 - Workshop in Biotechnology

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.

prereq: BIOL 71000 or permission of instructor

Hours 30 hrs/wk for 4 wks,

Credits 4 cr

Biological Sciences - MA

Return to: Biological Sciences

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

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 with laboratory
2. One year of college physics
3. One semester of calculus and a second semester of either calculus or statistics
4. An undergraduate major in biology, botany, physiology, zoology, chemistry, physics, or other appropriate discipline. A minimum of 18 credits in appropriate undergraduate science and mathematics courses 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 including a semester of genetics, molecular biology or biochemistry.
5. General Test of the Graduate Record Examination (GRE) (verbal and quantitative). Other examination scores, including the MCAT, may not be substituted for the GRE.
6. TOEFL Test for international students with a non-English speaking background.

Requirements for the Degree

The program of course work, planned with the graduate adviser, 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 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,

Credits 4 cr

fall only

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr

fall only

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry

Hours 60 hrs,

Credits 4 cr

spring only

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,

Credits 4 cr

Spring only

Additional Information

Up to 4 credits of tutorial are accepted toward the degree. Only one 600-level course including courses outside Biological Sciences, such as Biochemistry may be credited toward the degree.

Matriculated Students May Fulfill Requirements for the MA

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

- **Plan A - Comprehensive Exam Only:** A minimum of 30 credits of course work plus a passing grade in a written Comprehensive Examination in the areas covered by the four required core courses. The Comprehensive Examination is given annually in June. Only fully matriculated students who have completed all four required courses may take the comprehensive examination.
- **Plan B - Comprehensive Exam and Thesis:** A minimum of 24 credits of course work plus a passing grade in a written Comprehensive Examination and a minimum of 6 credits of original research that is summarized in a written thesis. The completed thesis must be approved by the student's faculty mentor, the MA adviser, and the Office of the Dean of Arts & Sciences at least one month before the expected date of graduation. An oral presentation of the MA thesis is required."

Courses for Non-matriculated Graduate Students

Students with a baccalaureate degree may register for some graduate courses without matriculation. After being admitted as a non-matriculating graduate student, students may take BIOL 70005 - Genetics (fall only) or BIOL 71401 - Cell Biology (spring only) without prior departmental permission. For all other courses, non-matriculating students must get permission directly from the course instructor. Specific graduate courses being offered each semester are listed at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

There is no dedicated adviser for non-matriculating students who want to take graduate Biology courses. Non-matriculating students should see any Biology faculty member during regular office hours for advising. Please contact the department secretary at 212-772-5293 to find out faculty office hours.

Return to: Biological Sciences

Biology with Specialization in Biotechnology - MA

Return to: Biological Sciences

Admission Requirements

GPA 3.0

GRE (general part) to be taken before registering for 700-level courses

Baccalaureate degree in biology or related fields

Degree Requirements

30 credits plus a passing grade on a comprehensive examination or a thesis

BIOL 62000 - Internship

Students who successfully complete BIOL 61000 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.

prereq: BIOL 61000
Credits 3 months, 4 cr

Core Courses for the MA (21-28 credits)

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry
Hours 60 hrs,
Credits 4 cr
spring only

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry
Hours 75 hrs,
Credits 5 cr
fall only

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)
Hours 60 lec,
Credits 4 cr
fall only

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401
Hours 60 lec,
Credits 4 cr
Spring only

BIOL 61000 - Workshop in Biotechnology

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.

prereq: BIOL 71000 or permission of instructor

Hours 30 hrs/wk for 4 wks,

Credits 4 cr

BIOL 62000 - Internship

Students who successfully complete BIOL 61000 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.

prereq: BIOL 61000

Credits 3 months, 4 cr

Electives (5-13 credits)

Additional Information

For additional elective courses, consult department adviser.

Return to: Biological Sciences

Chemistry - MA

An MA in chemistry will be offered. Students will have to receive departmental permission to enroll in the classes they need according to the master's track they wish to pursue.

Dance Pre-K - 12 - MA

Students applying for the MA program in Dance Education have the choice of applying to one of three tracks:

Track 1 - 49-credit MA: Those students who have a minimum of 34 credits in dance but who do not have NYS certification to teach dance in preK-12. This 49-credit program includes 27 credits in education (16 credits taken in the School of Education and 11 credits taken in the Dance Program). An additional 22 graduate credits in dance are required.

Track 2 - 30-credit MA: Those students who already have initial NYS certification to teach dance in preK-12. This 30-credit program includes 8 credits in education taken in the Dance Program in addition to 22 credits in dance.

Track 3 - 30-credit MA: Those students who have initial NYS certification in a subject area other than dance and have a minimum of 34 credits in dance. This 30-credit program includes 8 credits in education taken in the Dance Program in addition to 22 credits in dance.

Admission Requirements

All applicants to the MA in Dance Education must complete and submit the on-line Hunter Graduate School application. Minimum requirements for admission include:

A. Matriculation Requirements for Teacher Education Program in Dance

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average of 2.8.
2. A minimum of 34 credits in dance with a grade point average in dance of 3.0.
3. For Track I only: A general education core in the liberal arts and sciences to include the following (in addition to dance): 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
4. DVD or link to 1-3 clips of your creative work - between 5-15 minutes in total and a curriculum vitae. For more information on the additional admission requirements, visit the Dance program website: www.hunter.cuny.edu/dance.

Meeting the minimum requirements for admission does not guarantee acceptance to the program, which is based on the limitations of space and resources. Selected candidates, based on review of application, will be invited to an on-campus audition/interview.

B. Admission with Conditions

A student who is otherwise qualified for the MA in Dance but who has not completed all program prerequisites may be admitted 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. Any course taken to satisfy a deficiency will not be credited towards the Master's Degree in Dance.

Dance Course of Study

Track I

49 Graduate Credits

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 72000 - Adolescent Health and Safety

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.

*Hours 15 hrs,
Credits 1 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

DANED 76000 - Dance Methods I: Curriculum Design and Pedagogy for Productive Teaching and Learning

An introduction to pedagogical practices that support productive teaching and learning in dance. Students will examine pedagogical theories and practices and will conduct "action research" in order to identify conditions that support or hinder productive teaching and learning. This first phase of the "methods" course will lay the groundwork for deeper investigation, integration, and application of materials in the Methods II course. 36 hours of fieldwork is required. (track 2 MA students are exempt from the fieldwork requirement).

prereq or coreq: 6 credits in education and 12 credits in dance

Hours 3 hrs + 36 hours of fieldwork

Credits 3 cr.

DANED 76200 - Dance Methods II: Advanced Curriculum Design and Pedagogy for Productive Teaching and Learning

Advanced investigation of contexts for productive teaching and learning. Students will engage in intensive examinations of pedagogical theories and practices, conduct "action research" in order to identify conditions that support or hinder productive teaching and learning, develop unit plans, and participate in peer-to-peer inquiry groups to develop their own artistry in teaching.

prereq: DANED 76000

Hours 3

Credits 3

DANED 76605 - Student Teaching

Teacher candidates complete a total of 60 days of student teaching (30 days of student teaching at grades pre-K-5 and 30 days at grades 6-12) under the supervision of a Hunter College faculty member and a certified Dance teacher in a New York City school selected by the college. Student teachers will assume significant responsibility for classroom instruction and management and will be observed by Hunter dance faculty 4 times during their student teaching experience. All student teachers are required to participate in a seminar class meeting 1 hour per week for 15 weeks. A culminating professional project is required before graduation.

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000, DANED 76000, 76200

Hours 60 days + 15 hours seminar

Credits 5

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. All field placements are designated by Hunter College in New York City public schools. Scores on the LAST and the ATS-W exams must have been received by the coordinator of adolescent education prior to enrollment in student teaching. The dance content exam scores are required before graduation.

DAN 70100 - Physical Training

The ongoing, rigorous training in a dance/movement style pertinent to the individual student's artistic and pedagogical goals. Exploration of unfamiliar movement disciplines will be required. This course is designed to allow each student to articulate and execute a regular training regimen that will build and refine her/his skills as practitioner of an artistic movement discipline. A variety of individual training plans are overseen by faculty. Regular group meetings examine how underlying aesthetic and kinesiological assumptions embodied by the training inform students' approaches to teaching artistry, improvisation, and choreography.

prereq: Admission to a graduate dance program

Hours 3

Credits 2

Can be taken more than once for credit, required 3 times for MA, 2 times for BA/MA.

DAN 70500 - Maintenance of the Dancer's Instrument

An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motional training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

prereq or coreq: DAN 35000 or equivalent course and/or related professional background

Hours 3

Credits 3

DAN 73000 - Studies of Forms

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department

Hours 3

Credits 3

This course is repeatable once for credit.

DAN 73500 - Performance and Presentation

The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

prereq: Acceptance into one of the graduate dance programs: BA/MA, MA

Hours 3

Credits 1

This course is repeatable once for credit.

DAN 74000 - Aesthetics

A seminar examining a variety of global artistic practices and value systems from both aesthetic and cultural perspectives. The course focuses on a broad range of dance and examines how choreographers, dancers, designers, critics, audience members, teachers, producers and scholars function and interrelate. Students examine a variety of analytical paradigms-- including structuralism, semiotics and literary theory -- through the study of the major writers and thinkers in the field. A culminating study is typically a close analysis of the student's personal creative work.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

DAN 74200 - Graduate Dance History

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

prereq: Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.

Hours 3

Credits 3

DAN 74600 - Special Topics in Dance

A seminar/laboratory course focusing on a varying series of topics, selected according to student interests, current faculty research, and available guest artists and master teachers. Topics can include a wide variety of historical, aesthetic, cultural, technological and political issues. The course encourages advanced study in specialized areas of particular student interest. Possible topics include: dance in the digital age, specific cultural forms, dance in community settings, motor learning from multiple perspectives, etc.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

Can be repeated for credit with different content areas

Track II

30 Credits

DANED 76000 - Dance Methods I: Curriculum Design and Pedagogy for Productive Teaching and Learning

An introduction to pedagogical practices that support productive teaching and learning in dance. Students will examine pedagogical theories and practices and will conduct "action research" in order to identify conditions that support or hinder productive teaching and learning. This first phase of the "methods" course will lay the groundwork for deeper investigation, integration, and application of materials in the Methods II course. 36 hours of fieldwork is required. (track 2 MA students are exempt from the fieldwork requirement).

prereq or coreq: 6 credits in education and 12 credits in dance

Hours 3 hrs + 36 hours of fieldwork

Credits 3 cr.

DANED 76200 - Dance Methods II: Advanced Curriculum Design and Pedagogy for Productive Teaching and Learning

Advanced investigation of contexts for productive teaching and learning. Students will engage in intensive examinations of pedagogical theories and practices, conduct "action research" in order to identify conditions that support or hinder productive teaching and learning, develop unit plans, and participate in peer-to-peer inquiry groups to develop their own artistry in teaching.

prereq: DANED 76000

Hours 3

Credits 3

DANED 76400 - Practicum

Students with initial state certification in dance complete a semester of Practicum in their current full-time dance teaching situation or in assigned schools under the supervision of a Hunter College faculty member. Practicum teachers will assume all responsibility for classroom instruction and management and will be observed by Hunter faculty 4 times during the course of the semester. All Practicum students are required to participate in a seminar class meeting for a total of 15 hours. A culminating professional project is required before graduation.

prereq: DANED 76000, DANED 76200

Hours 2 hours and 15 hour seminar required

Credits 2

Students must apply in the fall semester if they have completed prerequisite courses and expect to register for Practicum in the spring, and in the spring semester if they wish to register for Practicum in the fall.

Open to MA/Dance Track 2 students with initial certification in dance OR by advisement, Track 1 students who are currently teaching dance in accredited schools that do not require teacher certification in dance.

DAN 70100 - Physical Training

The ongoing, rigorous training in a dance/movement style pertinent to the individual student's artistic and pedagogical goals. Exploration of unfamiliar movement disciplines will be required. This course is designed to allow each student to articulate and execute a regular training regimen that will build and refine her/his skills as practitioner of an artistic movement discipline. A variety of individual training plans are overseen by faculty. Regular group meetings examine how underlying aesthetic and kinesiological assumptions embodied by the training inform students' approaches to teaching artistry, improvisation, and choreography.

prereq: Admission to a graduate dance program

Hours 3

Credits 2

Can be taken more than once for credit, required 3 times for MA, 2 times for BA/MA.

DAN 70500 - Maintenance of the Dancer's Instrument

An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motional training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

prereq or coreq: DAN 35000 or equivalent course and/or related professional background

Hours 3

Credits 3

DAN 73000 - Studies of Forms

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department

Hours 3

Credits 3

This course is repeatable once for credit.

DAN 73500 - Performance and Presentation

The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

prereq: Acceptance into one of the graduate dance programs: BA/MA, MA

Hours 3

Credits 1

This course is repeatable once for credit.

DAN 74000 - Aesthetics

A seminar examining a variety of global artistic practices and value systems from both aesthetic and cultural perspectives. The course focuses on a broad range of dance and examines how choreographers, dancers, designers, critics, audience members, teachers, producers and scholars function and interrelate. Students examine a variety of analytical paradigms-- including structuralism, semiotics and literary theory -- through the study of the major writers and thinkers in the field. A culminating study is typically a close analysis of the student's personal creative work.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

DAN 74200 - Graduate Dance History

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

prereq: Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.

Hours 3

Credits 3

DAN 74600 - Special Topics in Dance

A seminar/laboratory course focusing on a varying series of topics, selected according to student interests, current faculty research, and available guest artists and master teachers. Topics can include a wide variety of historical, aesthetic, cultural, technological and political issues. The course encourages advanced study in specialized areas of particular student interest. Possible topics include: dance in the digital age, specific cultural forms, dance in community settings, motor learning from multiple perspectives, etc.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

Can be repeated for credit with different content areas

Track III

30 Credits

DANED 76000 - Dance Methods I: Curriculum Design and Pedagogy for Productive Teaching and Learning

An introduction to pedagogical practices that support productive teaching and learning in dance. Students will examine pedagogical theories and practices and will conduct "action research" in order to identify conditions that support or hinder productive teaching and learning. This first phase of the "methods" course will lay the groundwork for deeper investigation, integration, and application of materials in the Methods II course. 36 hours of fieldwork is required. (track 2 MA students are exempt from the fieldwork requirement).

prereq or coreq: 6 credits in education and 12 credits in dance

Hours 3 hrs + 36 hours of fieldwork

Credits 3 cr.

DANED 76200 - Dance Methods II: Advanced Curriculum Design and Pedagogy for Productive Teaching and Learning

Advanced investigation of contexts for productive teaching and learning. Students will engage in intensive examinations of pedagogical theories and practices, conduct "action research" in order to identify conditions that support or hinder productive teaching and learning, develop unit plans, and participate in peer-to-peer inquiry groups to develop their own artistry in teaching.

prereq: DANED 76000

Hours 3

Credits 3

DANED 76602 - Student Teaching

Teacher candidates complete a total of 20 days of student teaching under the supervision of a Hunter College faculty member and a certified Dance teacher in a New York City school selected by the college. Student teachers will assume significant responsibility for classroom instruction and management and will be observed by Hunter dance faculty twice during the course of their student teaching experience. All student teachers are required to participate in a seminar class meeting for a total of 15 hours. A culminating professional project is required before graduation.

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000; DANED 76000, DANED 76200

Hours 20 days plus 15 hour seminar

Credits 2

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. All field placements are designated by Hunter College in New York City public schools. Scores on the LAST and the ATS-W exams must be received by the coordinator of adolescent education prior to enrollment in student teaching. The dance content exam scores are required before graduation.

Open to Track 3 students with initial certification in a subject area other than dance OR by advisement for students who are currently teaching dance in accredited schools that do not require teacher certification in dance.

All students must, the semester before taking this course, apply for student teaching through the education division and the dance program.

DAN 70100 - Physical Training

The ongoing, rigorous training in a dance/movement style pertinent to the individual student's artistic and pedagogical goals. Exploration of unfamiliar movement disciplines will be required. This course is designed to allow each student to articulate and execute a regular training regimen that will build and refine her/his skills as practitioner of an artistic movement discipline. A variety of individual training plans are overseen by faculty. Regular group meetings examine how underlying aesthetic and kinesiological assumptions embodied by the training inform students' approaches to teaching artistry, improvisation, and choreography.

prereq: Admission to a graduate dance program

Hours 3

Credits 2

Can be taken more than once for credit, required 3 times for MA, 2 times for BA/MA.

DAN 70500 - Maintenance of the Dancer's Instrument

An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motion training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

prereq or coreq: DAN 35000 or equivalent course and/or related professional background

Hours 3

Credits 3

DAN 73000 - Studies of Forms

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department

Hours 3

Credits 3

This course is repeatable once for credit.

DAN 73500 - Performance and Presentation

The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

prereq: Acceptance into one of the graduate dance programs: BA/MA, MA

Hours 3

Credits 1

This course is repeatable once for credit.

DAN 74000 - Aesthetics

A seminar examining a variety of global artistic practices and value systems from both aesthetic and cultural perspectives. The course focuses on a broad range of dance and examines how choreographers, dancers, designers, critics, audience members, teachers, producers and scholars function and interrelate. Students examine a variety of analytical paradigms-- including structuralism, semiotics and literary theory -- through the study of the major writers and thinkers in the field. A culminating study is typically a close analysis of the student's personal creative work.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

DAN 74200 - Graduate Dance History

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

prereq: Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.

Hours 3

Credits 3

DAN 74600 - Special Topics in Dance

A seminar/laboratory course focusing on a varying series of topics, selected according to student interests, current faculty research, and available guest artists and master teachers. Topics can include a wide variety of historical, aesthetic, cultural, technological and political issues. The course encourages advanced study in specialized areas of particular student interest. Possible topics include: dance in the digital age, specific cultural forms, dance in community settings, motor learning from multiple perspectives, etc.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

Can be repeated for credit with different content areas

Economics - MA

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 outcomes; 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.

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.)

Requirements for the Degree

Of the 30 credits required for the degree, at least 24 must be devoted to courses in economics. The remaining 6 may be taken in related fields with permission of the department. All candidates are required to complete the following.

ECO 70100 - Microeconomic Theory

Advanced analysis of consumer choice, including duality theory, borrowing and lending, and insurance; producer choice; game theory; externalities.

prereq: ECO 30000 WITH A GRADE OF B; MATH 15000 and MATH 16000 with average grade of B
prereq or coreq: MATH 15500

ECO 70300 - Macroeconomic Theory

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.

prereq: ECO 30100 with a grade of B; MATH 15000 and MATH 16000 with average grade of B
prereq or coreq: MATH 15500

ECO 72100 - Economic Statistics

Rigorous statistical foundation for the study of econometrics. Topics include probability theory; asymptotic theory; parameter estimation; hypothesis testing; least squares regression; matrix algebra.

prereq: ECO 32100 with a grade of B; MATH 15000 and MATH 16000 with an average grade of B
prereq or coreq: MATH 15500

ECO 72200 - Econometrics

Econometric methods for single equation models; ordinary least squares, generalized least squares, and variance estimation; maximum likelihood and limited dependent variables.

prereq: ECO 72100
prereq or coreq: MATH 16000

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 extended research paper in two of their courses and earn at least a B+ on each paper.

English - MA

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 humanities fields. In addition to the usual lecture, discussion, and seminar classes, the program offers reading tutorials and the opportunity for writing a research essay under the guidance of a senior faculty member.

Admission Requirements

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),

a writing sample of about 10 pages (preferably an undergraduate research paper) 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.

Degree Requirements

Courses

Each candidate must complete an approved program of study of at least 30 credits, which must include ENGL 78900 (Master's Thesis). We strongly recommend that students take ENGL 78700 (Studies in Literary Theory and 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 adviser 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 adviser.

ENGL 78700 - Studies in Literary Theory and Criticism

An in-depth investigation of foundational and current trends in literary theory.

ENGL 78900 - Master's Thesis

Individual research and final thesis writing under faculty supervision. Required of all candidates for MA degree in British and American literature.

Foreign Language

The candidate must demonstrate a reading knowledge of French, German, Latin or Spanish. Another language may be substituted with the approval of the graduate adviser.

Comprehensive Examination

The candidate must pass a written comprehensive examination in British and American literature.

Master of Arts Thesis

The candidate must submit a satisfactory master of arts thesis, incorporating original work and research, which will be approved by two appropriate members of the faculty and the graduate adviser. 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 adviser 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.

Geography - MA

Return to: Geography Department

The Department of Geography offers a Master of Arts in Geography with a range of courses in human geography, physical geography, regional geography, and geographic techniques and methods. There are four broad concentration areas: environmental studies, geographic information science, places and cultures, and urban geography studies. The program accommodates students with a variety of professional backgrounds, and with academic training in social sciences, computer science, environmental science / engineering as well as traditional geography.

The program emphasizes geographic theory, skills, and analytical methodologies in social, physical, and environmental geography, as well as geographic information science. A limited number of research, teaching, and college assistantships are available. The MA degree can be completed through either a thesis or a non-thesis option. Full-time students may be able to complete the M.A. within three semesters, but the average time for degree completion is three years. Many courses are offered in the evening to accommodate part-time and working students.

An MA in Geography from Hunter can lead to employment with local and national governments, international agencies, non-government organizations, corporations, consultants and information technology companies. The New York area is home to diverse urban communities, dynamic economies and cultures, government structures of all levels (from local to international), and corporate headquarters. Located on Manhattan's upper east side, Hunter College is close to these activities. Students who wish to continue graduate work at the PhD level will find themselves well prepared and equipped with the research and technical skills necessary for advanced research.

Admissions Requirements

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 average in the major, and (normally) the completion of at least 18 credit hours in geography. A lack of a background in geography will not impede admission, but the student is expected to gain basic knowledge of geography prior to graduation in consultation with the student's adviser. It is recommended that students enter the program with knowledge of basic 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.

If you have any questions about the information in this catalogue, please contact the Geography MA advisor (Prof. Allan Frei, afrei@hunter.cuny.edu)

Application Deadlines

For fall semester: April 1 (February 1 for international students) For spring semester: November 1 (September 1 for international students)

We encourage graduate application submissions by early deadlines of September 1 and February 1. This will help with allocation of scholarships and funding if these are available.

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 geography, nature/society, and regional geography, while **PGEOG** classes cover physical geography and environmental science. **GTECH** courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing, and cartography. 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 consisting of

(exclusive of GEOG 799)

GEOG 70100, 70200, 70154 (7 cr)

GEOG 70100 - Geographic Thought and Theory

Principal people and themes in American geography and its historical antecedents. Emphasis on change in geographical technology, philosophy, methods, and the nature of the discipline to the present day.

Hours 45 hrs including conference,

Credits 3 cr

fall only This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70154 - Geographic Research Design

Topics include conceptualization and operationalization of a research design with specific focus on data specification and data gathering techniques. Quantitative and qualitative methods are reviewed. A key product is the development of a detailed research proposal.

Hours 45 hrs including conference

Credits 3

spring only

GEOG 70200 - Research Topics in Geography

Introduction to central research themes in geography and the current research being undertaken by department faculty.

Hours 15 hrs including conference,

Credits 1 cr

fall only GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

A minimum of 11 additional credits

A minimum of 11 additional credits selected from GEOG, GTECH and PGEOG courses.*

A maximum of 12 credits

A maximum of 12 credits selected from other than GEOG, GTECH or PGEOG courses as approved by the graduate adviser. **

2. One credit of the following leading to a thesis approved by the student's graduate advisers

GEOG 79900 - Thesis Research in Geography

Open to students electing the thesis option only.

prereq: GEOG 701 and permission of the department

1-6cr may be repeated for credit but only one credit may be applied to satisfy degree requirements. Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

3. Formal approval of a study proposed for thesis research.***

4. A completed thesis.

5. A formal presentation of the student's thesis research.

B. Examination Option:

A minimum of 36 credits consisting of:

1. Geography (7 cr)

GEOG 70100 - Geographic Thought and Theory

Principal people and themes in American geography and its historical antecedents. Emphasis on change in geographical technology, philosophy, methods, and the nature of the discipline to the present day.

Hours 45 hrs including conference,

Credits 3 cr

fall only This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70200 - Research Topics in Geography

Introduction to central research themes in geography and the current research being undertaken by department faculty.

Hours 15 hrs including conference,

Credits 1 cr

fall only GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 70154 - Geographic Research Design

Topics include conceptualization and operationalization of a research design with specific focus on data specification and data gathering techniques. Quantitative and qualitative methods are reviewed. A key product is the development of a detailed research proposal.

Hours 45 hrs including conference

Credits 3

spring only

A minimum of 17 additional credits

A minimum of 17 additional credits selected from GEOG, GTECH, and PGEOG courses.*

3. A maximum of 12 credits

A maximum of 12 credits selected from other than GEOG, GTECH, and PGEOG courses as approved by the graduate adviser.**

4. A passing grade on the comprehensive examination

A passing grade on the comprehensive examination conducted by the student's graduate committee.

5. A research paper of publishable quality

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.

Additional Information

Students who are accepted into the program, who have already earned credits with a grade of B or higher as nonmatriculated students, may transfer only two (2) courses or eight (8) credits, whichever is greater, from nonmatriculated status to matriculated status. In exceptional situations, up to 12 credits earned as a nonmatriculated student may be transferred to matriculated status.

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.

Students who are accepted into the Geography MA program and register for courses may transfer up to a maximum of 9 credits of relevant graduate coursework from regionally accredited institutions, including courses taken at Hunter College while enrolled in another degree program, whether a master's degree was awarded or not. Transfer of credits is subject to review and approval by the Graduate Adviser. Applicants to this program should be aware that there is no promise of automatic transfer of credit on the graduate level. With the approval of the Graduate Adviser, students may include up to 9 credits of graduate-level courses taken outside the Department of Geography at Hunter College toward completion of their degree, including transferred courses and courses taken in other CUNY graduate programs. (Exception: students who have received their B.A. in Geography or Environmental Studies from Hunter College may, with the approval of the Graduate Adviser, include up to twelve credits taken outside the department.)

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

The School of Arts and Sciences allows four years to complete a MA degree. A petition to the Dean is required to exceed the limit. Most full-time students are able to complete the MA requirements in 4 semesters or fewer. To accommodate all students, many courses are offered during the evening.

Assistantships

A limited number of teaching and research assistantships are available from the department. Students seeking assistantships should state so in their statement of purpose included with the application. They should also indicate what skills and qualifications they have for research or teaching assistance.

Note(s)

** 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.*

**** Students must submit to their committee the proposal for thesis research no later than the end of the semester in which they finish their 20th credit in the program.*

Return to: Geography Department

Graduate Adolescent Education Course Sequence: Mathematics Track I

(37-39 credits)

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

Take Either

SEDC 75300 - Student Teaching in Mathematics, Grades 7–12

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.

prereq: SEDC 72300, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

Or One of the Following

SEDC 76310 - Student Teaching in Mathematics, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member and a certified mathematics 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.

prereq: SEDC 72300

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76310 must also complete SEDC 76320 or SEDC 77320.

SEDC 77310 - Practicum in Mathematics, Grades 7–9

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 77310 must also take SEDC 77320 .

prereq: SEDC 72300

Hours 30 hrs plus conferences,

Credits 2 cr

Plus One of the Following

SEDC 76320 - Student Teaching in Mathematics, Grades 10–12

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.

prereq: SEDC 72300

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76320 must also complete SEDC 76310 or SEDC 77310.

SEDC 77320 - Practicum in Mathematics, Grades 10-12

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 SEDC 77310 .

prereq: SEDC 723, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Mathematics and Statistics Department Courses for Track I

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

prereq: Calculus II and a course in linear or matrix algebra

Hours 45 hrs,

Credits 3 cr

Open only to Teacher Education Program students.

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

Hours 45

Credits 3

Open only to Teacher Education Program students.

MATH 64000 - 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.

prereq: MATH 63000

Hours 45

Credits 3

Open only to Teacher Education Program students

MATH 66100 - 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.

Hours 45

Credits 3

STAT 61400 - Data Analysis Using Statistical Software

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.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

Culminating Experiences

- Comprehensive examination in two parts: mathematics and pedagogy
- Professional teaching portfolio

Note(s)

* Students who present certain courses and prior experience may be able to substitute another course or seminar(s) with approval of graduate mathematics adviser. See mathematics and statistics department.

See the Mathematics and Statistics section of the catalog for information about the comprehensive examination in mathematics.

Graduate Adolescent Education Course Sequence: Mathematics Track II

(34.5-38 credits)

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.

Education Courses

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

One of the Following:

SEDC 76310 - Student Teaching in Mathematics, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member and a certified mathematics 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.

prereq: SEDC 72300

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76310 must also complete SEDC 76320 or SEDC 77320.

SEDC 77310 - Practicum in Mathematics, Grades 7–9

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 77310 must also take SEDC 77320 .

prereq: SEDC 72300

Hours 30 hrs plus conferences,

Credits 2 cr

Plus One of the Following

SEDC 76320 - Student Teaching in Mathematics, Grades 10–12

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.

prereq: SEDC 72300

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76320 must also complete SEDC 76310 or SEDC 77310.

SEDC 77320 - Practicum in Mathematics, Grades 10-12

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 SEDC 77310 .

prereq: SEDC 723, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Mathematics and Statistics Department Courses for Track II

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

prereq: Calculus II and a course in linear or matrix algebra

Hours 45 hrs,

Credits 3 cr

Open only to Teacher Education Program students.

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

Hours 45

Credits 3

Open only to Teacher Education Program students.

MATH 64000 - 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.

prereq: MATH 63000

Hours 45

Credits 3

Open only to Teacher Education Program students

MATH 62100 - Introduction to Abstract Algebra

Introduction to the theory of groups and rings.

prereq: a course in linear algebra

Hours 45 hrs,

Credits 3 cr

MATH 62300 - Theory of Numbers

Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.

prereq: a course in linear algebra

Hours 45 hrs,

Credits 3 cr

MATH 66100 - 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.

Hours 45

Credits 3

STAT 61400 - Data Analysis Using Statistical Software

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.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

Electives

- Courses in math and statistics or such areas as computer science, with approval of graduate mathematics adviser. 4 1/2 – 6 cr

Culminating Experiences

- Comprehensive examination in two parts: mathematics and pedagogy
- Professional teaching portfolio

Note(s)

** Students who present certain courses and prior experience may be able to substitute another course or seminar(s) with approval of graduate mathematics adviser. See mathematics and statistics department.*

History - MA

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 Center. <http://web.gc.cuny.edu/History/>

Advanced doctoral seminars and university colloquia are offered at the CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016.

Requirements for Admission

General admission requirements to the graduate programs in the arts and sciences are observed. Eighteen undergraduate credits in History, a 3.0 average, and satisfactory GRE scores are required, as well as two letters of recommendation.

Requirements for the Degree

Each candidate must complete an approved program of study of at least 30 credits, including the thesis seminar, with a B average. Students will be strongly encouraged to take the following two courses: HIST 78000 - History Colloquium for First-Year MA Students and HIST 79000 - Research Methods for First-Year MA Students, a colloquium and a research methods course. Courses other than those in the Department of History at Hunter College may be credited toward the 30 credits with the approval of the graduate adviser, but they may in no case exceed 9 credits.

A reading knowledge of one foreign language is required, to be determined by a written examination offered twice per year. The choice of language must have the approval of the graduate adviser.

After completion of all other requirements, the candidate for the degree must present a satisfactory master's thesis prepared in conjunction with the thesis seminar (HIST 77900), approved by two faculty scholars in the appropriate field of history and the graduate adviser. Guidelines for the writing of the master's thesis are available from the graduate adviser online and in the History Department office.

Mathematics: Pure Mathematics - MA

Students in the MA program in Pure Mathematics want to investigate mathematics beyond the undergraduate level. Most have a bachelor's degree in math. But there are always several with an undergraduate degree in a related topic and a few students, whose undergraduate background is completely unrelated. In both of these cases the students filled out their math background prior to applying for admissions.

Students use this program for various purposes. Many use their added math background as part of a competitive application to a doctoral program. In-service teachers gain permanent certification via their MA. Others use their degree to seek employment or advancement to positions that require an advanced degree. Several seek positions as instructors at local area colleges. Others are in areas unrelated to education.

Admission Requirements for the MA in Pure Mathematics

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. The Department's requirements are flexible. They are intended to encourage students without a prior specialization in mathematics to pursue a degree in mathematics.

Degree Requirements for the MA in Pure Mathematics

Thirty credits (10 courses) from courses chosen as follows:

1. Algebra Requirement

MATH 72100 - Modern Algebra I

Group theory including symmetric groups, Sylow theorems, fundamental structure theorem for finite Abelian groups and the canonical forms for linear transformations.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3

Credits 3

Offered every other fall semester in even numbered years The group theory portion of a three-semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course is required for the MA in Pure Mathematics.

and at least one of

MATH 72200 - Modern Algebra II

Extension fields to the fundamental theorem of Galois Theory and solvability by radicals. Commutative rings to the Hilbert basis theorem and elements of algebraic varieties.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3

Credits 3

Offered every other fall semester in odd numbered years The ring and field theory portion of a three semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics.

or

MATH 72500 - Advanced Linear Algebra

Topics in advanced linear algebra and multilinear algebra.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3

Credits 3

Offered every spring semester

The linear algebra portion of a three-semester group of abstract algebra courses including MATH 72100, 72200, and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. It is intended for both Pure and Applied MA students. An undergraduate course in abstract algebra is preferred, but not required.

2. Analysis Requirement

MATH 74600 - Theory of Functions of a Real Variable I

Real numbers, Lebesgue measure, metric and L_p spaces, general measure and integration theory.

prereq: 1 year of advanced calculus

Hours 45

Credits 3

and at least one of

MATH 74200 - Analytic Functions

Theoretical treatment of the properties of a function of a complex variable including Cauchy's Theorem, the special functions, power series, and the Riemann Mapping theorem.

prereq: MATH 35300 or equivalent and departmental permission

Hours 3

Credits 3

Offered every other spring semester in even numbered years.

A stand-alone course in functions of a complex variable presented at a higher level than MATH 35300 or MATH 64200. The course is intended for both Pure and Applied Math students and optionally a required course for the MA in Pure Math. An undergraduate course in complex variables is preferred, but not required.

or

MATH 74700 - Theory of Functions of a Real Variable II

L_p spaces, Hilbert spaces, Banach spaces, the Hahn-Banach Theorem, the Riesz presentation theorem.

prereq: MATH 35200 or equivalent and departmental permission

Hours 3

Credits 3

Offered in alternate years during the summer session. The functional analysis portion of a three-semester group of analysis courses including MATH 74200, 74700, and 74700. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. This course is recommended to applied math students interest in theoretical foundation for numerical analysis.

3. Geometry and Topology Requirement

at least one of

MATH 75100 - General Topology

Topology of plane sets, continuous functions, separation axioms, compact and metric spaces.

prereq: advanced calculus or permission of Department

Hours 45

Credits 3

or

MATH 75000 - Calculus on Manifolds

The derivative as a linear map; the Riemann integral, including Fubini's Theorem and the Change of Variable formula; tensor and exterior algebras; differential forms and integrals thereof; Stokes' Theorem.

prereq: MATH 26000 and MATH 35200 or permission of the instructor.

4. Elective Course Requirement (15 credits)

Fifteen credits (5 courses) from MATH 70000 and/or STAT 70000-level courses approved by the graduate mathematics adviser are required. The department's course rotation schedule may make it necessary to substitute a limited number of courses at the MATH 60000 level with permission of the adviser.

5. Written comprehensive examination

Written comprehensive examinations are required in algebra and analysis (see 1 and 2 above) and in two additional areas to be chosen by the student with the adviser's approval. The comprehensive examinations must be completed in the student's final semester. Students who fail an examination may repeat the examination. If a student fails an examination twice, the department chair will appoint a committee to review the student's case. The student may be allowed to repeat the examination for a final time or may be required to leave the program.

6. Reading knowledge

Students must exhibit a reading knowledge of French, German, Russian or another language with a sufficiently rich mathematical literature.

Note

For further information on the MA in Pure Mathematics, please contact Professor John Loustau: jloustau@msn.com.

Music - MA

Return to: Music Department

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 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 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see <http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons> for details). Students may also study with an outside teacher of their choice, pending approval by the Music Department.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, music history, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

Requirements for the Degree

The following programs are required for students concentrating in composition, ethnomusicology, music history, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

Core courses required of all students:

MUS 70000 - Music Bibliography and Research Techniques

Study of sources and bibliographical methods as applied to musical material.

*Hours 45 hrs,
Credits 3 cr*

MUS 72400 - Advanced Studies in Music Theory 1

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

*prereq: 4 sem. of undergraduate music theory courses
Hours 45 hrs,
Credits 3 cr*

MUS 72500 - Advanced Studies in Music Theory 2

Analysis and theory of compositional styles from 1900 to the present.

*prereq: 4 sem. of undergraduate music theory courses
Hours 45
Credits 3*

-OR-

MUS 75300 - Transcription and Analysis in Ethnomusicology

Critical examination and application of contemporary techniques to selected examples from various cultures.

*Hours 45
Credits 3*

MUS 75100 - 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.

*Hours 45
Credits 3*

MUS 75200 - 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.

Hours 45

Credits 3

MUS 77500 - Seminar in Ethnomusicology 1

A history of the discipline; the development of theories and methods; selected problems.

Hours 45

Credits 3

-OR-

MUS 77600 - 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.

Hours 45

Credits 3

-OR-

MUS 77900 - 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.

Hours 45

Credits 3

Required courses for each concentration (may be modified with permission of the graduate adviser):

Composition: 9 cr

MUS 73100 - Composition 1

Fundamental musical materials and compositional techniques of the 20th century. Students will complete weekly compositional exercises, each emphasizing a specific technique.

Hours 45

Credits 3

MUS 73200 - 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.

Hours 45

Credits 3

MUS 79900 - Thesis in Composition

Individual study of composition under supervision.

Credits 3

Ethnomusicology: 9 cr

MUS 77600 - 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.

Hours 45

Credits 3

ANTH 70100 - Ethnology (Core Course)

Surveys history, methods, theory, and basic findings of cultural and social anthropology.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3

Note(s)

MUS 75300 and MUS 77500 must be included in core.

History: 9 cr

MUS 76000 - Seminar in Music History

Problems in research and analysis in selected areas of music history.

Hours 45 hrs,

Credits 3 cr

May be taken twice for credit.

Must be taken twice

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3

Theory: 9 cr

MUS 74000 - Seminar in Music Theory and Analysis

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

Hours 45

Credits 3

May be taken 3 times for credit.

Must be taken twice

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3

Note

MUS 72500 must be included in core.

Performance: 9 cr

MUS 78100 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3

MUS 78200 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3 cr

MUS 78300 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3

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, 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.

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3

MUS 79900 - Thesis in Composition

Individual study of composition under supervision.

Credits 3

Music Education: Pre-K-12 – MA

Education Adviser Carla Asher; (212) 772-4621; 1000 West Building; carla.asher@hunter.cuny.edu

Music Department Adviser Victor Bobetsky; (212) 650-3574; 400A North Building;
victor.bobetsky@hunter.cuny.edu

The MA program in the teaching of Music is designed for students who have majored in music on the undergraduate level and want to pursue a teaching career in K-12 education. This program is not for individuals with initial, professional, or permanent certification in Music. The Teacher Education Program in Music does not offer an advanced certificate.

Admission Requirements

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 (with a minimum of 24 credits) or the equivalent. See the Music department section of the Hunter College catalog for additional requirements.
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 (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (with at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
4. Two professional references to be included with the application for admission.
5. A personal statement to be completed as part of the application for admission.
6. An audition and interview.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Music Education Course of Study

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

*Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45*

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

MUSED 67700 - 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.

prereq or coreq: SEDF 70400

Hours 45 hrs plus 18 hrs of fieldwork

Credits 2

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

MUSED 67800 - 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.

prereq: MUSED 67700

prereq or coreq: SEDF 70500

Hours 45 hrs plus 18 hrs fieldwork,

Credits 2

Take either

SEDC 75600 - Student Teaching in Music, Pre-K–12

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.

prereq: MUSED 67800, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77610 - Practicum in Music, Grades Pre-K–6

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 77510 must also take SEDC 77620 .

prereq: MUSED 67800, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

plus

SEDC 77620 - Practicum in Music, Grades 7–12

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 77520 must also take SEDC 77610.

prereq: MUSED 67800, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Music Department Courses

MUS 64100 - 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.

Hours 225

Credits 1

MUS 64300 - 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.

Hours 225

Credits 1

MUS 64500 - 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.

Hours 225

Credits 1

MUS 64700 - Percussion Skills

The teaching of fundamental techniques of playing percussion instruments: rudiments, stick control, coordination of hands and feet, syncopation, ensemble playing; acoustical principles of percussion; thorough review of percussion technique; basic pedagogical methods.

MUS 64900 - Piano Skills for Music Teachers

Introduction to piano skills including scales, chord progressions, keyboard harmony and sightreading. The activities and materials used will reflect the needs of music education students.

MUS 65100 - Conducting

The teaching of technique and proficiency in basic conducting skills including conducting patterns, baton technique, expressive gestures, score study, and philosophical and psychological approaches to ensemble management.

MUS 72400 - Advanced Studies in Music Theory 1

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

prereq: 4 sem. of undergraduate music theory courses

Hours 45 hrs,

Credits 3 cr

MUS 75100 - 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.

Hours 45

Credits 3

MUS 75200 - 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.

Hours 45

Credits 3

MUS 77900 - 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.

Hours 45

Credits 3

Music electives: Courses chosen in consultation with graduate adviser

** Students who have studied these subjects at the undergraduate level may be exempted from these requirements.*

*** Please note that 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.*

Culminating Experiences

Professional teaching portfolio

School of Education

Total credits: 39-46 credits

Exit Standards

1. An overall GPA of 3.0

2. 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

3. 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.

4. Students must pass the School of Education technology assessment.

Physics - MA

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 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.

Admission Requirements

Applicants must meet Hunter's general admission requirements; 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.

Degree Requirements

1. Program of courses

A program of courses designed in consultation with the graduate adviser 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 U70100 - Mathematical Physics

Study of the basic mathematical techniques used in physics.

Hours 60 hrs,

Credits 4 cr

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 U71100 - Analytical Dynamics

Study of advanced classical mechanics.

prereq or coreq: PHYS U70100

Hours 60 hrs,

Credits 4 cr

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 U71500 - Electromagnetic Theory

Advanced concepts of static and time-dependent electromagnetic fields.

prereq or coreq: PHYS U70100

Hours 60 hrs,

Credits 4 cr

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 U72500 - Quantum Mechanics

Basic study of quantum theory of matter including introduction to relativistic theory.

prereq or coreq: PHYS U70100

Hours 60 hrs,

Credits 4 cr

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.

d. No more than 6 credits in 600-level courses.

Note(s)

The courses listed in sections 2(c) and 2(d) are generally offered during the daytime hours.

3. Mathematics, Astronomy, Engineering, and Physical Chemistry

A maximum of 9 credits may be accepted in physics department approved graduate courses in mathematics, astronomy, engineering, and physical chemistry.

4. Comprehensive examination

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. Residence of two semesters

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 is not generally available from the department for MA students.

Psychology - MA

The MA degree is in general psychology, but students may focus their course work, 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. Students interested in animal behavior and conservation may choose the MA in Animal Behavior & Conservation offered by the Psychology Department.

1. Applied and evaluative psychology. Faculty research interests include topics in personality, psychopathology, theories of therapeutic methods, group dynamics, health and gender, stress and stress management, substance use, tests and measurements. Although the department offers theoretical courses on clinical topics, it does not offer supervision in counseling or therapy.
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, decisionmaking, memory function in different populations.
3. Biopsychology and comparative psychology. Faculty research interests include hormonal influences on and neural control of behavior, mechanisms of drug abuse, developmental neuroscience, vision, animal learning and comparative cognition, evolution of behavior, animal orientation and communication, cerebral specialization of function.

Research Opportunities and Facilities

Students are encouraged to engage in research under faculty supervision. Laboratories at Hunter College provide specialized equipment for studies on human and animal physiology, acoustic analysis, human and animal learning, language and cognitive development, social development, and social psychology. Research is also possible at facilities of other universities and organizations where individual faculty members engage in collaborative research.

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 (preferably from college instructors), and a statement of intellectual and research interests. Generally a minimum of 12 undergraduate credits in psychology, including one course in statistics and one laboratory course in experimental psychology are required; however, students who have a high undergraduate grade point average and high general GRE scores but lack a full psychology background may apply for admission. Such students 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.

Requirements for the MA Degree

Each candidate is required to complete an approved program of study including a thesis. A minimum of 30 credits is required for the general Psychology MA.

Required courses for all MA students (12 credits):

PSYCH 70200 - Proseminar in Psychology

An introduction to theoretical concepts and methods of research across a variety of content areas within psychology. Areas include social, personality and health psychology; development and cognition; sensory and developmental neuroscience; animal behavior and learning; applied research, including clinical theory. The course is team-taught by three faculty members and features guest lectures by other Hunter College faculty and the occasional outside expert.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70500 - Statistical Methods in Psychology I

Covers descriptive statistics and inferential methods, including t-tests, analyses of variance, correlation, simple regression, and an introduction to multiple regression. Some assignments require the use of a statistical computer package.

prereq: PSYCH 24800 or equivalent

Hours 30 hrs lecture, 30 hrs conf or lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70100 - Advanced Experimental Psychology I

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study; examples are drawn primarily from perception, learning, cognition and animal behavior.

prereq: a graduate course in statistics

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 73900 - Research Methods in Animal Behavior (A, B)

Designed to develop skills required for the study of animal behavior, such as procedures for obtaining data in laboratories or in captive and natural environments; includes observational techniques, single-subject designs, issues of reliability and external validity, non-parametric statistics.

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 74700 - Experimental Social Psychology

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study. Examples are drawn primarily from social and cognitive psychology. Topics include reading and writing journal quality research reports; ethics; single and multi factor designs; small-n designs; quasi-experimental designs; survey research; laboratory and field research; observational techniques; correlational research.

prereq: a graduate course in statistics

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70701 - Thesis Research

Individual research conducted under the supervision of a department faculty member, whose written permission must be obtained. Limited to students working on their MA thesis.

prereq: PSYCH 70500 and 70100 or 74700 approved research topic and permission of a faculty sponsor

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

Breadth Requirement

One course selected from each of the following three categories. See the course listing for category or categories into which each course falls.

1. A (applied and evaluative psychology)
2. S (social, cognitive, and developmental psychology)
3. B (biopsychology and comparative psychology)

Thesis Requirement

The MA thesis is a report of individual research supervised by 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 at least another reader, and by the graduate adviser. An oral presentation and comprehensive examination in the area of the MA thesis, conducted by the thesis committee, is required.

Financial Assistance

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

Research/Industrial/Teaching Chemistry - MA

Requirements for Admission

General admission requirements to the graduate programs in the Arts and Sciences are observed.

Departmental Requirements for Matriculation

Undergraduate record:

1. Undergraduate work in chemistry to include a minimum of one-year courses in each of the following fields: general, analytical, organic, and physical chemistry, or their equivalents.
2. A strong record in all undergraduate chemistry courses and a general undergraduate record indicating ability to profit from graduate study. Performance on the Graduate Record Examination and letters of recommendation are also considered.

Departmental Requirements for the Degree

A. Residence

A minimum residence of two full semesters or four half-time semesters.

B. Course distribution

1. 30 graduate credits

A minimum of 30 graduate credits.

2. Required courses (one semester each)

The department graduate committee may at its discretion waive or modify some of these required courses for students who have had the equivalent training. In such cases the student may be required to show competence through formal or informal examination.

CHEM 71000 - Advanced Inorganic Chemistry

The theoretical and experimental fundamentals of atomic and molecular structure. Emphasis is on physical interpretation.

prereq: an advanced undergraduate inorganic chemistry course or CHEM 76000

Hours 45 hrs,

Credits 3 cr

CHEM 75000 - Advanced Organic Chemistry I

Fundamentals of organic chemical principles, reactions and structures.

*Hours 45 hrs,
Credits 3 cr*

CHEM 76000 - Introductory Quantum Chemistry

Systematic development of the theories of chemistry including mathematical development and structural effects and the application of these theories to chemical systems.

*Hours 45 hrs,
Credits 3 cr*

CHEM U79000 - Basic Laboratory Techniques for Research in Biochemistry

Lecture and laboratory work dealing with the theories and applications of modern approaches to the solution of chemical problems.

Credits 4 cr

CHEM 64300A - Seminar

A discussion of current chemical research problems based either upon a unifying theme or, at the option of the instructor, upon selected topics of interest to the students.

Credits 1 cr

CHEM 64300B - Seminar

A discussion of current chemical research problems based either upon a unifying theme or, at the option of the instructor, upon selected topics of interest to the students.

Credits 1 cr

Total 15

3. Proficiency

Students must be able to demonstrate proficiency in laboratory techniques. Students unable to demonstrate such proficiency may be required to take whatever laboratory work the graduate committee deems necessary.

4. Foreign language

Demonstrated ability to read and utilize in research the foreign language chosen from French, German, or Russian, most closely related to the student's program of graduate study.

5. Mathematics, Physics and Chemical Engineering

Graduate courses in mathematics, physics and chemical engineering up to maximum of 6 credits may be taken with the approval of the departmental committee.

C. Comprehensive examination

A comprehensive examination will be required of all candidates.

Romance Languages (French, Italian, Spanish) - MA

The master's degree in French, Italian, or Spanish provides opportunities for professional advancement in teaching and professional fields that require a good knowledge of other languages and cultures. It is also a means of intellectual development for those who want to expand their knowledge in the humanities.

The MA may be taken either as a final degree or as preparation for doctoral work. It is accepted in lieu of the first year of study in the PhD program at the City University. See the Bulletin of the Graduate Center for a description of the PhD programs.

Requirements for Admission

Admission to graduate study is contingent upon admission requirements of Hunter College and upon approval by a departmental committee. Where general scholarship is superior, but the applicant did not major in the field, or preparation in that field is deemed to be insufficient, an examination and/or enrollment in specified undergraduate courses will be required. Before matriculation, applicants must demonstrate proficiency in the language of specialization.

Requirements for MA

1. Courses.

A total of 30 credits from the Literature of Specialization including a Thesis Seminar (3cr) for those students electing to write a master's essay.

2. Languages.

In addition to a high degree of competence in the language of specialization, candidates must demonstrate a reading knowledge of a second Romance language, German, or Latin.

3. Comprehensive Examination.

Candidates must pass a written examination on the field of study, in the language of specialization.

4. Master's essay.

The master's essay is optional. Topic is determined in consultation with the principal adviser. Thesis Seminar, to be taken concurrently with preparation of the essay, is completed when the essay is approved by the principal adviser and another faculty member.

Statistics and Applied Mathematics - MA

Three program sequences are available for the MA in Statistics and Applied Mathematics, Track I: Statistics and Track II: Applied Mathematics, Track III: Bioinformatics.

- Statistics and Applied Mathematics - Track I: Statistics
- Statistics and Applied Mathematics - Track II: Applied Mathematics
- Statistics and Applied Mathematics Track III: Bioinformatics

Statistics and Applied Mathematics - Track I: Statistics

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Admission Requirements for Track I: Statistics

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. In addition, the department requires one semester of Linear Algebra (Math 260) and one semester of Multivariate Calculus (Math 250). The department's requirements are minimal. They are intended to encourage students without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics.

Degree Requirements for the MA Track in Statistics

Thirty credits (10 courses)* from courses chosen as follows:

Core Curriculum** (15 credits, 5 courses)

STAT 70100 - Advanced Probability Theory I

Non-measure theoretic probability. Combinatorics, random variables, distributions. Moment generation functions. Limit laws.

prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department

Hours 45

Credits 3

STAT 70200 - Advanced Probability Theory II

Continuation of STAT 70100. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

prereq: STAT 70100 or permission of the department

Hours 45 hrs,

Credits 3 cr

STAT 70300 - Mathematical Statistics

Bernoulli, binomial, Poisson and other discrete density functions. Continuous distributions: the normal, t, chi square and F distributions. Order Statistics. Point and interval estimation, maximum likelihood and Bayes' estimation. Testing hypotheses, the Neyman-Pearson lemma, likelihood ratio tests. An introduction to linear models and the design of laboratory experiments. The analysis of variance.

prereq: permission of the department

Hours 45

Credits 3

STAT 70600 - General Linear Models I

The multivariate linear model. Model building. Indicator variables. Variable screening. Residual analysis. Weighted regression. Correlated errors. Multi-collinearity. Polynomial regression. The principles of experimental design. The analysis of variance. Computer lab sessions.

prereq: STAT 70100 and 70300 or equivalent or permission of department

Hours 45 hrs,

Credits 3 cr

STAT 70700 - General Linear Models II

A review of multivariate linear model and maximum likelihood estimation. Nonlinear regression models. Logistic and Poisson regression models. Family of generalized linear models. Multidimensional tables. Odds ratio. Model selection and evaluation. Computer-based exploratory data analysis. Examples from the life sciences.

prereq: STAT 70600 or equivalent

Hours 45

Credits 3

Electives (12 credits, 4 courses)

Twelve 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. Electives must be approved by the Graduate Statistics and Applied Math Adviser.

Project (3 credits, 1 course)

The student, guided by a member of the faculty, prepares a project in statistics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement.

STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department

Hours 45

Credits 3

Note(s)

*For further information on the MA in Statistics, please contact Professor Edward Binkowski;
ed.binkowski@gmail.com*

**The 30 credits (10 courses) must be approved by an adviser and constitute a concentration.*

***Courses already taken as an undergraduate will satisfy specific course requirements but are not included in the 30 credit (10 course) total.*

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Statistics and Applied Mathematics - Track II: Applied Mathematics

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Most students in Track II do their project in differential equations. The context may be engineering or finance. The techniques may be from numerical analysis or statistics or a combination of these.

Admission Requirements - Track II: Applied Mathematics

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. In addition, the department requires one semester of Linear Algebra (Math 260) and one semester of Multivariate Calculus (Math 250). The department's requirements are minimal. They are intended to encourage students without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics.

Degree Requirements for the MA Track in Applied Mathematics

Thirty credits (10 courses)* from courses chosen as follows:

Core Curriculum** (15 credits, 5 courses)

MATH 60100 - Mathematical Methods for the Physical Sciences

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.

prereq: a course in ordinary differential equations

Hours 45 hrs,

Credits 3 cr

MATH 74600 - Theory of Functions of a Real Variable I

Real numbers, Lebesgue measure, metric and L_p spaces, general measure and integration theory.

prereq: 1 year of advanced calculus

Hours 45

Credits 3

STAT 70100 - Advanced Probability Theory I

Non-measure theoretic probability. Combinatorics, random variables, distributions. Moment generation functions. Limit laws.

prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department

Hours 45

Credits 3

STAT 70200 - Advanced Probability Theory II

Continuation of STAT 70100. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

prereq: STAT 70100 or permission of the department

Hours 45 hrs,

Credits 3 cr

STAT 70600 - General Linear Models I

The multivariate linear model. Model building. Indicator variables. Variable screening. Residual analysis. Weighted regression. Correlated errors. Multi-collinearity. Polynomial regression. The principles of experimental design. The analysis of variance. Computer lab sessions.

prereq: STAT 70100 and 70300 or equivalent or permission of department

Hours 45 hrs,

Credits 3 cr

Electives (12 credits, 4 courses)

Twelve 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. Electives must be approved by the Graduate Statistics and Applied Math Adviser.

Suggested electives are:

MATH 64200 - Introduction to Theory of Functions of a Complex Variable

Complex numbers, analytic functions, elementary functions, contour integrals, Cauchy integral theory, series.

prereq: a course in advanced calculus

Hours 45

Credits 3

MATH 68500 - Numerical Methods

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.

prereq: a course in ordinary differential equations

Hours 45

Credits 3

MATH 78500 - Advanced Numerical Analysis, Finite Differences and Collocation

Advanced topics in numerical analysis, Finite difference method, von Neumann stability, Lax equivalence. Polynomial interpolation, numerical integration and collocation method.

prereq: MATH 38500 and departmental permission

Hours 3

Credits 3

Offered alternate years during the summer session One of a two-semester group of courses presenting numerical analysis at the graduate level. This course is primarily for students in the applied math MA program.

MATH 65400 - Dynamical Systems and Chaos

Topics include: flows in one and two dimensions; phase portraits; limit cycles; bifurcations; iterated maps on the interval; introduction to chaos and fractals; the Mandelbrot set and its significance.

prereq: a course in multivariate calculus and a course in linear algebra

Hours 45

Credits 3

Familiarity with MAPLE or MATHEMATICA encouraged

MATH 74700 - Theory of Functions of a Real Variable II

L-p spaces, Hilbert spaces, Banach spaces, the Hahn-Banach Theorem, the Riesz presentation theorem.

prereq: MATH 35200 or equivalent and departmental permission

Hours 3

Credits 3

Offered in alternate years during the summer session. The functional analysis portion of a three-semester group of analysis courses including MATH 74200, 74700, and 74700. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. This course is recommended to applied math students interest in theoretical foundation for numerical analysis.

STAT 70300 - Mathematical Statistics

Bernoulli, binomial, Poisson and other discrete density functions. Continuous distributions: the normal, t, chi square and F distributions. Order Statistics. Point and interval estimation, maximum likelihood and Bayes' estimation. Testing hypotheses, the Neyman-Pearson lemma, likelihood ratio tests. An introduction to linear models and the design of laboratory experiments. The analysis of variance.

prereq: permission of the department

Hours 45

Credits 3

STAT 70700 - General Linear Models II

A review of multivariate linear model and maximum likelihood estimation. Nonlinear regression models. Logistic and Poisson regression models. Family of generalized linear models. Multidimensional tables. Odds ratio. Model selection and evaluation. Computer-based exploratory data analysis. Examples from the life sciences.

prereq: STAT 70600 or equivalent

Hours 45

Credits 3

STAT 71500 - Time Series Analysis

Introduction to univariate Box-Jenkins (difference equation) time-series modeling. Topics include ARIMA models; stationarity; forecasting; diagnostics; and seasonal modeling. Extensive use of process control and economic time series. Transfer function models.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

STAT 72200 - Theory of Games

Utility, zero-sum two-person games, minimax theorem or rectangular games. Relation to linear programming; applications to problems in economics and other fields.

prereq: a course in linear algebra and a course in probability

Hours 45

Credits 3

STAT 72600 - The Theory and Methods of Sampling

The techniques of modern sampling with applications to human population studies. Structured sampling designs. Unequal probability sampling. Efficient sampling. Accuracy, precision and the sources of bias. Longitudinal panel study design. The study of available Federal data bases relating to the health and welfare of US residents.

prereq: STAT 70100 or equivalent, or permission of the department

Hours 45

Credits 3

STAT 73900 - Bayesian Statistics

Conditional probability. Normal prior and likelihood. Conjugate and improper prior distributions. Bayesian statistical paradigm and inference using sample-based numerical methods (e.g., EM, MCMC). Markov chains and Hidden Markov Models. Computer lab sessions.

prereq: prereq: C or better in STAT 61400, or permission of instructor. Adequate preparation in calculus and matrix algebra is assumed. Familiarity with a computing environment is encouraged.

Hours 45

Credits 3

STAT 78600 - Visualization for Statistics and Applied Mathematics

The structure and purpose of visualization systems, including fully developed examples from statistics and applied mathematics. Final project using advanced analysis techniques required.

prereq: STAT 61400 or MATH 68500 or permission of the instructor

Hours 45

Credits 3

STAT 78700 - Statistical Models for Spatial Data

Spatial data and spatial models, intrinsic stationarity, large and small sample variation, the variogram, estimation of the variogram, prediction and kriging, spatial models on lattices, spatial point patterns.

prereq: STAT 70100 and STAT 70300 (theory); STAT 71600 or STAT 78600 (data analysis, programming); or permission of the instructor

Hours 45

Credits 3

Project

The student, guided by a member of the faculty, prepares a project in applied mathematics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement.

STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department

Hours 45

Credits 3

MATH 77700 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department

Hours 45

Credits 3

Note(s)

**The 30 credits (10 courses) must be approved by an adviser and constitute a concentration.*

***Courses already taken as an undergraduate will satisfy specific course requirements but are not included in the 30 credit (10 course) total.*

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Statistics and Applied Mathematics Track III: Bioinformatics

[Return to: Programs and Courses in Mathematics and Statistics](#)

Admission Requirements for Track III: Bioinformatics

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. In addition, the department requires one semester of Linear Algebra (Math 260) and one semester of Multivariate Calculus (Math 250). The department's requirements are minimal. They are intended to encourage students without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics.

The Bioinformatics track allows students with career plans in the biomedical sciences and without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics. In addition to the above departmental requirements for admission to the MA program in Statistics and Applied Mathematics, it is required that the student have an adequate undergraduate training in biological sciences, chemistry, or related fields, as well as strong computer programming skills. The following track requirements, or their equivalents, are the minimal requirements that the student must meet in order to enter the Bioinformatics track:

1. One semester of introductory biology (BIOL 100 or equivalent)
2. One year of general chemistry (CHEM 102-105 or equivalent)
3. One semester of organic chemistry (CHEM 222 or equivalent)
4. One semester of biological chemistry (BIOL 300 or equivalent)
5. Familiarity with UNIX and database programming (CSCI 132-232 or equivalent)

Degree Requirements for Track III: Bioinformatics

**Thirty credits (10 courses) chosen as follows:*

Core Curriculum** (15 credits, 5 courses)

STAT 70100 - Advanced Probability Theory I

Non-measure theoretic probability. Combinatorics, random variables, distributions. Moment generation functions. Limit laws.

prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department

Hours 45

Credits 3

STAT 70300 - Mathematical Statistics

Bernoulli, binomial, Poisson and other discrete density functions. Continuous distributions: the normal, t, chi square and F distributions. Order Statistics. Point and interval estimation, maximum likelihood and Bayes' estimation. Testing hypotheses, the Neyman-Pearson lemma, likelihood ratio tests. An introduction to linear models and the design of laboratory experiments. The analysis of variance.

prereq: permission of the department

Hours 45

Credits 3

STAT 70600 - General Linear Models I

The multivariate linear model. Model building. Indicator variables. Variable screening. Residual analysis. Weighted regression. Correlated errors. Multi-collinearity. Polynomial regression. The principles of experimental design. The analysis of variance. Computer lab sessions.

prereq: STAT 70100 and 70300 or equivalent or permission of department

Hours 45 hrs,

Credits 3 cr

STAT 71600 - Data Analysis

Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics selected from: data summaries; transformations; the jackknife and re sampling schemes; robust estimation; and robust regression methods.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

This course is cross-listed with BIOS 75600

STAT 71700 - Multivariate Analysis

An introduction to multivariate methods. Topics selected from: factor analysis; discriminant analysis; clustering; multidimensional scaling; MANOVA; canonical correlation; and projection- pursuit.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course; familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

STAT 73900 - Bayesian Statistics

Conditional probability. Normal prior and likelihood. Conjugate and improper prior distributions. Bayesian statistical paradigm and inference using sample-based numerical methods (e.g., EM, MCMC). Markov chains and Hidden Markov Models. Computer lab sessions.

prereq: prereq: C or better in STAT 61400, or permission of instructor. Adequate preparation in calculus and matrix algebra is assumed. Familiarity with a computing environment is encouraged.

Hours 45

Credits 3

Electives (12 credits, 4 courses)

Four graduate courses in biology, chemistry, or related fields. These must constitute a cohesive curriculum in bioinformatics, and must be approved by the Graduate Bioinformatics Adviser.

Suggested electives in the natural sciences are:

ANTH 79000 - Biological Anthropology (Core Course)

An introduction to the biology and evolutionary history of humans, including evolutionary theory, genetics, morphology, primate behavior, sociobiology, and paleontology.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 79300 - Human Evolutionary Genetics

Analysis of distribution of contemporary human populations and microevolutionary processes that underlie human variability.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,

Credits 4 cr

fall only

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr

fall only

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,

Credits 4 cr

Spring only

BIOL 79049 - Computational Molecular Biology

An introduction to bioinformatics theories and practices. Topics include database searching, sequence alignment, molecular phylogenetics, structure predication, and microarray analysis. The course is held in a UNIX-based instructional lab specifically configured for bioinformatics applications. Each session consists of instruction on bioinformatics theories and hands-on exercises.

This course is designed for upper-level undergraduates and graduate students. Prior experiences in the UNIX Operating System and at least one programming language are required.

prereq: CSCL132 (Practical Unix and Perl Programming) and BIOL 300 (Biochemistry), or permission by the instructor.

spring only

CHEM 69803 - Chemical Genomics

The advent of high-throughput technologies and powerful computational tools is transforming the manner new drugs are developed. This course (bioinformatics) is designed to introduce students to two emerging areas of drug development, namely (1) computer-assisted drug design and (2) personalized medicine. Computer-assisted drug design is an approach to design drugs based on three dimensional structures of macromolecules. Personalized medicine, on the other hand, aims at tailoring patient treatments based on individual genetic information (biomarkers). In this course,

students will be first equipped with fundamental theoretical and experimental concepts related to these topics. Then, they will learn how to acquire new knowledge in these exciting fields of drug development through critical analysis of literature.

Hours 3

Credits 3

Project (3 credits, 1 course)

The student, guided by a member of the faculty, prepares a project in bioinformatics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement.

STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department

Hours 45

Credits 3

Notes

For further information on the MA in Bioinformatics, please contact Professor Ronald Neath: rneath@hunter.cuny.edu.

*The 30 credits (10 courses) must be approved by an advisor and constitute a concentration.

**Courses already taken as an undergraduate will satisfy specific course requirements but are not included in the 30 credit (10 course) total.

TESOL Adult Program - MA

Program Coordinator: Anne Eideger; 1022 West Building; (212) 772-4686; aediger@hunter.cuny.edu

The TESOL Adult Program prepares students to teach adults in college, continuing education, literacy, business, private, and other community, 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.

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, related psychological, sociological, and anthropological aspects, as well as the methods and materials of English language instruction to various populations. Student must also complete a student teaching/practicum at the level(s) at which they intend to teach. 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 this sequence.

Students may be exempted from up to six credits of course work in any of the TESOL programs, subject to program approval, if they have taken similar content elsewhere.

Meeting minimum admission requirements does not guarantee acceptance into the program. Admission to the program is highly competitive. Each applicant's grade point average, college coursework, written personal statement and interview, English language proficiency, foreign language credits, letter of recommendation and quality of experience are all carefully considered for admission to the program.

Links to the ESL classroom are emphasized and students are exposed to extensive field experiences and practice. Students should be prepared to spend considerable amounts of time observing and participating in educational settings in addition to attending classes at Hunter.

Admission Requirements

1. A cumulative undergraduate GPA of 2.8 from an accredited bachelor's degree program or a GPA of 3.5 from a master's degree program. Applicants who have an undergraduate GPA between 2.5 and 2.8 may be interviewed by the TESOL faculty and accepted on a non-matriculated basis 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 a Foreign Language.
3. Submission of two letters of recommendation to be included in the graduate application.
4. Submission of statement of purpose to be included in the graduate applicant.
5. Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit an official TOEFL score report. These applicants must score at least 600 on the paper-administered test or 250 on the computer-administered test or 75 (less speaking component) on the TOEFL IBT. They must score at least 5.0 on the Test of Written English (TWE) or 24 on the IBT Writing Section; and 50 on the Test of Spoken English (TSE) or 26 on the IBT Speaking Section.
6. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Student who receive a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

B. Fieldwork Benchmarks

- Fieldwork and clinical experience courses (EDESL 77900 and EDESL 77800) must be passed with at least a B.

TESOL Adult Program Course of Study

Total Credits: 36 credits

Core Requirements (24 credits)

EDESL 79630 - Methodology of Teaching English to Speakers of Other Languages

Hours 25 hrs fieldwork

Credits 4

LING 70200 - Analysis and Structure of English from a Pedagogical Perspective

A comprehensive overview of the English Language for teachers of ESL, covering the sound system, systems of meaning making, orthographic and other representations, and the structures of English, with a specific focus on and application to teaching ESL. Required for students in Programs 1, 2, and 3.

Hours includes 10 hrs fieldwork

Credits 4

EDESL 77000 - Content and Curriculum & Materials in Adult TESOL

An overview of current theory and practice in the design of content, curriculum, and materials for the teaching of Adult ESL, focusing primarily on designing ESL instruction for academic and adult continuing ESL contexts. Includes adult content area learning and English for Specific purposes, and integrating the 4 language skills.

prereq or coreq: pre- or coreq: EDESL 79600 or permission of TESOL adviser

Hours includes 10 hrs of fieldwork in Adult ESL classrooms,

Credits 4

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

prereq or coreq: G LING 70200

Credits 4

10 hours of field experience.

LING 77400 - Theory and Research in Second Language Acquisition and Learning

A survey of current theory and research in second language acquisition with particular reference to the acquisition of English and applications to the classroom. Includes introduction to research methodology. Required of students in Program 1, 2, and 3.

prereq: G LING 70200

Credits 4

5 hours of field work.

EDESL 79800 - Student Teaching in Academic ESL

Hours 60 hrs fieldwork.

Credits 2

EDESL 79900 - Adult Fieldwork / Practicum

Hours 60 hrs fieldwork.

Credits 2

At Least Two of the Following (8 credits):

At least two of the following three courses must be taken before taking EDESL 79900 or EDESL 79800.

EDESL 77600 - Language Assessment in Adult TESOL

An overview of the theories, concepts, methods, and materials for assessing the language and content knowledge of adult ESL students. For students in Program 3.

prereq: G LING 70200

Hours includes 10 hrs of fieldwork in Adult ESL classrooms,

Credits 4

EDESL 77800 - Teaching Oral Language Skills in Adult TESOL

An overview of current theory and practice in the teaching of oral skills (speaking, listening, and pronunciation) to adult ESL students, focusing primarily on designing ESL instruction to enhance students' skills in these areas. For students in Program 3.

prereq or coreq: G EDESL 77000

Credits 4

EDESL 77900 - Teaching Reading and Writing Skills in Adult TESOL

An overview of the theory and practice of teaching reading and writing to adults in ESL, with considerations for the

wide range of adult ESL learning contexts, including adult continuing education, college English/ESL programs and English for academic purposes. For students in Program 3.

prereq: prereq: EDESL 79600

prereq or coreq: pre- or coreqs: EDESL 7700 or EDESL 78700 or EDESL 77500

Credits 4

4 Credits of Electives From Among (but not limited to) the Following Courses

EDESL 70100 - Selected Topics in TESOL

EDESL 701-704 Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser

Credits 1

EDESL 70200 - Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser

Credits 2

EDESL 70300 - Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser

Credits 3

EDESL 70400 - Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12

Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser

Credits 4

ENGL 61500 - Rhetoric and Composition

Rhetorical theory; analysis of selected masterpieces of prose; practice in writing a variety of prose forms.

Hours 45 hrs,

Credits 3 cr

CEDC 71700 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 1

CEDC 71800 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 2

CEDC 71900 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 3

EDESL 76000 - Master's Essay Seminar in Educational Research

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits or permission of TESOL adviser

Credits 4

Exit Standards

1. An overall GPA of 3.0.
2. Comprehensive examination or a master's essay (EDESL 76000); the master's essay course may be used to fulfill the program elective requirement.

3. Students must pass the School of Education technology assessment.

TESOL PreK-12 - MA

Program Coordinator Anne Ediger; 1022 West Building; (212) 772-4686; aediger@hunter.cuny.edu

The TESOL program is designed to educate people who wish to teach 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 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, related psychological, sociological, and anthropological aspects, as well as the methods and materials of English language instruction to various populations. Student must also complete a student teaching/practicum at the level(s) at which they intend to teach. 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 this sequence.

TESOL Programs 1 and 2 satisfy the requirements for New York State certification:

These tracks are not interchangeable, and students must specify one of them for their applications to be processed.

Students may be exempted from up to six credits of course work in any of the TESOL programs, subject to program approval, if they have taken similar content elsewhere.

Meeting minimum admission requirements does not guarantee acceptance into the program. Admission to the program is highly competitive. Each applicant's grade point average, college coursework, written personal statement and interview, English language proficiency, foreign language credits, letter of recommendation and quality of experience are all carefully considered for admission to the program.

In these programs, links to the ESL classroom are emphasized and students are exposed to extensive field experiences and practice. Students should be prepared to spend considerable amounts of time observing and participating in educational settings in addition to attending classes at Hunter. All fieldwork experience must be done in New York City public schools.

Admission Requirements

Program 1 for Students Without Prior Certification

The Pre-K-12 Program 1 prepares students for New York State certification in TESOL, for which students apply through the college during the last semester in the program.

1. A cumulative undergraduate grade point average of 2.8 from an accredited bachelor's degree program or 3.5 from a master'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 non-matriculated basis if space is available.
2. A liberal arts or sciences major or interdisciplinary concentration 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
 - 9 credits in science and mathematics, with at least one course in math and one course in science (a college course in calculus satisfies 6 credits of this requirement)
 - 6 credits in social studies (including at least one course in history or geography)
 - 3 credits in the arts
 - 3 credits in information retrieval (library studies, research, computer literacy, or educational technology)
4. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample.
 5. Submission of two letters of recommendation to be included in the graduate application.
 6. A statement of purpose to be included in the graduate application.
 7. Applicants who have taken all or part of their undergraduate education in a country where English is not the native language countries are required to submit an official TOEFL test score report. These applicants must score at least 600 on the paper administered test or 250 on the computer administered test or 75 (less speaking component) on the TOEFL IBT. They must score at least 5.0 on the Test of Written English (TWE) or 24 on the IBT Writing Section; and 50 on the Test of Spoken English (TSE) or 26 on the IBT Speaking section.

Program 2 for Students With Prior Certification

The Pre-K-12 Program 2 is intended for students who already have prior New York State certification in another subject area. Students completing this program qualify for New York State certification in TESOL, in this case, an additional certification.

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.
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 a 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; students with disabilities; or literacy).
4. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample.
5. Submission of two letters of recommendation, to be included in the graduate application.

6. Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit an official TOEFL score report. These applicants must score at least a 600 on the paper-administered test or 250 on the computer-administered test or 75 (less speaking component) on the TOEFL IBT. They must score at least 5.0 on the Test of Written English (TWE) or 24 on the IBT Writing Section; and 50 on the Test of Spoken English (TSE) or 26 on the IBT Speaking Section.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subjects as well as in teacher education, in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. Program 1 students must take the Liberal Arts and Sciences Test (LAST) of the New York State Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in a college writing course or workshop series approved by an adviser before being permitted to register for any additional courses.

B. Fieldwork Benchmarks

Students must receive a grade of at least B in EDESL 79610, EDESL 78500 and EDESL 78800. Any student who receives a grade of B-, C+ or C must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU will not be allowed to continue in the program.

TESOL Program 1 Course of Study

Total Credits: 30-42 credits

Core Requirements

EDESL 79610 - Methodology of Teaching English to Speakers of Other Languages

An overview of K-12 program types and classroom options for teaching English to speakers of other languages. The course covers language teaching methods for teaching the four language skills, options for classroom management, and setting up learning environments. Required of students in **Program 1**.

Credits 4
includes 30 hours fieldwork

LING 70200 - Analysis and Structure of English from a Pedagogical Perspective

A comprehensive overview of the English Language for teachers of ESL, covering the sound system, systems of meaning making, orthographic and other representations, and the structures of English, with a specific focus on and application to teaching ESL. Required for students in Programs 1, 2, and 3.

Hours includes 10 hrs fieldwork
Credits 4

LING 77400 - Theory and Research in Second Language Acquisition and Learning

A survey of current theory and research in second language acquisition with particular reference of the acquisition of English and applications of the classroom. Includes introduction to research methodology. Required of students in Program 1, 2, and 3.

prereq: G LING 70200
Credits 4
5 hours of field work.

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

prereq or coreq: G LING 70200
Credits 4
10 hours of field experience.

EDESL 77100 - K-12 ESL Curriculum and Materials through the Content Areas

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.

prereq: EDESL 79600/79610
prereq or coreq: G EDESL 79600 or G EDESL 79610 or G EDESL 79620
Hours includes 20 hrs fieldwork in K-12 classrooms
Credits 4
20 hrs fieldwork.

EDESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL

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. Includes identification and diagnosis of ESL students with special needs. Required of students in **Program 1** and **Program 2**.

prereq: EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser

Credits 4

includes 10 hrs fieldwork

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

EDESL 77200 - First and Second Language, and Technological Literacy in K-12 ESL

An in-depth treatment of theory and practice in the teaching of literacy skills, including technological, to English language learners in the public schools. Required of students in both Pre-K-12 Programs 1 and 2.

prereq: LING 70200

Hours includes 10 hrs fieldwork

Credits 4

CEDF 71200 - Child and Adolescent Development

This course provides a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and explore their potential impact on student behavior and learning in the classroom.

Hours includes 5 hrs of field work

Credits 4

CEDCF 71000 - Social, Historical, & Philosophical Foundations of General and Bilingual Education: Theory and Practice

This course provides a foundation for TESOL and Bilingual Education students in the historical, social and philosophical foundations of general and bilingual education with an emphasis on the development and current educational policies and practices of educating English language learners. Required for TESOL Program 1.

Hours includes 10 hrs of fieldwork
Credits 4

Plus One of the Following:

EDESL 78500 - Supervised Student Teaching, Pre-K-6 and 7-12

Two-semester supervised student teaching experience in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser
Hours 60 hrs seminar plus student teaching and conference
Credits 2
this is a year-long course

EDESL 78800 - Supervised Practicum, Pre-K-6 and 7-12

Two-semester supervised practicum in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser
Hours 60 hrs seminar plus student teaching and conference
Credits 2
this is a year-long course

And One of the Following:

EDESL 76000 - Master's Essay Seminar in Educational Research

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits or permission of TESOL adviser
Credits 4

Comprehensive Examination

Note(s)

Students may transfer, waive, or be exempted from up to 8 credits if they have taken equivalent course work elsewhere. Credit transfers, waivers, and exemptions are determined by the School of Education upon presentation of acceptable supporting paperwork. Taking EDESL 76000 MA Essay adds 4 credits to the degree.

**Student teaching is a year-long course. Students must complete 60 days during one semester at the K-6 level, and 60 days during the other semester at the 7-12 level. Student teachers may start their student teaching in either the fall or spring semester.*

***Practicum Teaching is a year-long course. Students are expected to be in the classroom during the entire year of teaching. Practicum students may start their practicum in either the fall or spring semester.*

TESOL Program 2 Course of Study

Total Credits: 25-37 credits

Core Requirements

BILED 70100 - Foundations of Bilingual Education

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.

*Hours includes 5 hrs of fieldwork
Credits 3 cr*

EDESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL

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. Includes identification and diagnosis of ESL students with special needs. Required of students in **Program 1** and **Program 2**.

*prereq: EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser
Credits 4
includes 10 hrs fieldwork*

EDESL 77100 - K-12 ESL Curriculum and Materials through the Content Areas

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.

*prereq: EDESL 79600/79610
prereq or coreq: G EDESL 79600 or G EDESL 79610 or G EDESL 79620
Hours includes 20 hrs fieldwork in K-12 classrooms
Credits 4
20 hrs fieldwork.*

EDESL 77200 - First and Second Language, and Technological Literacy in K-12 ESL

An in-depth treatment of theory and practice in the teaching of literacy skills, including technological, to English language learners in the public schools. Required of students in both Pre-K-12 Programs 1 and 2.

prereq: LING 70200

Hours includes 10 hrs fieldwork

Credits 4

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

prereq or coreq: G LING 70200

Credits 4

10 hours of field experience.

EDESL 79620 - Methodology of Teaching English to Speakers of Other Languages

An overview of program types and classroom options for teaching English to speakers of other languages. The course covers basic language teaching methods, options for classroom management, and setting up optimal learning environments. Required of students in Programs 2 and 3.

Hours includes 20 hours fieldwork

Credits 4

20 hours fieldwork

LING 70200 - Analysis and Structure of English from a Pedagogical Perspective

A comprehensive overview of the English Language for teachers of ESL, covering the sound system, systems of meaning making, orthographic and other representations, and the structures of English, with a specific focus on and application to teaching ESL. Required for students in Programs 1, 2, and 3.

Hours includes 10 hrs fieldwork

Credits 4

LING 77400 - Theory and Research in Second Language Acquisition and Learning

A survey of current theory and research in second language acquisition with particular reference of the acquisition of English and applications of the classroom. Includes introduction to research methodology. Required of students in Program 1, 2, and 3.

prereq: G LING 70200

Credits 4
5 hours of field work.

Plus One of the Following

EDESL 78500 - Supervised Student Teaching, Pre-K-6 and 7-12

Two-semester supervised student teaching experience in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser
Hours 60 hrs seminar plus student teaching and conference
Credits 2
this is a year-long course

EDESL 78800 - Supervised Practicum, Pre-K-6 and 7-12

Two-semester supervised practicum in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser
Hours 60 hrs seminar plus student teaching and conference
Credits 2
this is a year-long course

And One of the Following

EDESL 76000 - Master's Essay Seminar in Educational Research

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits or permission of TESOL adviser
Credits 4
Or
Comprehensive Examination

Note(s)

Students may be exempted from up to eight credits if they have taken equivalent course work elsewhere

**Student Teaching is a year-long course. Students must complete 60 days during one semester at the K-6 level, and 60 days during the other semester at the 7-12 level. Student teachers may start their student teaching in either the fall or spring semester.*

***Practicum Teaching is a year-long course. Students are expected to be in the classroom during the entire year of teaching. Practicum students may start their practicum in either the fall or spring semester.*

Exit Standards

1. A passing score on the comprehensive examination or successful completion of a master's essay (EDES 76000).
2. Students must demonstrate graduate-level academic oral and written communication skills in their coursework, and the ability to serve as appropriate models of the English language for their future students. Students who cannot demonstrate this level of language ability must take a non-credit writing course offered by the School of Education in order to enroll in any courses after completing 12 credits.
3. An overall GPA of 3.0.
4. Students must pass the School of Education technology assessment.

TESOL Program 2

TESOL Pre-K-12 Program for Students with Prior Certification

Admission Requirements

The Pre-K-12 Program 2 is intended for students who already have prior New York State certification in another subject area. Students completing this program qualify for New York State certification in TESOL, in this case, an additional certification.

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.
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 a 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; students with disabilities; or literacy).
4. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample.
5. Submission of two letters of recommendation, to be included in the graduate application.
6. Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit an official TOEFL score report. These applicants must score at least a 600 on the paper-administered test or 250 on the computer-administered test or 75 (less speaking component)

on the TOEFL IBT. They must score at least 5.0 on the Test of Written English (TWE) or 24 on the IBT Writing Section; and 50 on the Test of Spoken English (TSE) or 26 on the IBT Speaking Section.

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subjects as well as in teacher education, in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. Program 1 students must take the Liberal Arts and Sciences Test (LAST) of the New York State Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in a college writing course or workshop series approved by an adviser before being permitted to register for any additional courses.

B. Fieldwork Benchmarks

Students must receive a grade of at least B in EDESL 79610, EDESL 78500 and EDESL 78800. Any student who receives a grade of B-, C+ or C must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU will not be allowed to continue in the program.

TESOL Program 2 Course of Study

Total Credits: 25-37 credits

Core Requirements

EDESL 79620 - Methodology of Teaching English to Speakers of Other Languages

An overview of program types and classroom options for teaching English to speakers of other languages. The course covers basic language teaching methods, options for classroom management, and setting up optimal learning environments. Required of students in Programs 2 and 3.

Hours includes 20 hours fieldwork

Credits 4

20 hours fieldwork

LING 70200 - Analysis and Structure of English from a Pedagogical Perspective

A comprehensive overview of the English Language for teachers of ESL, covering the sound system, systems of meaning making, orthographic and other representations, and the structures of English, with a specific focus on and application to teaching ESL. Required for students in Programs 1, 2, and 3.

Hours includes 10 hrs fieldwork

Credits 4

LING 77400 - Theory and Research in Second Language Acquisition and Learning

A survey of current theory and research in second language acquisition with particular reference of the acquisition of English and applications of the classroom. Includes introduction to research methodology. Required of students in Program 1, 2, and 3.

prereq: G LING 70200

Credits 4

5 hours of field work.

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

prereq or coreq: G LING 70200

Credits 4

10 hours of field experience.

EDESL 77100 - K-12 ESL Curriculum and Materials through the Content Areas

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.

prereq: EDESL 79600/79610

prereq or coreq: G EDESL 79600 or G EDESL 79610 or G EDESL 79620

Hours includes 20 hrs fieldwork in K-12 classrooms

Credits 4

20 hrs fieldwork.

EDESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL

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. Includes identification and diagnosis of ESL students with special needs. Required of students in **Program 1** and **Program 2**.

prereq: EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser

Credits 4

includes 10 hrs fieldwork

EDESL 77200 - First and Second Language, and Technological Literacy in K-12 ESL

An in-depth treatment of theory and practice in the teaching of literacy skills, including technological, to English language learners in the public schools. Required of students in both Pre-K-12 Programs 1 and 2.

prereq: LING 70200

Hours includes 10 hrs fieldwork

Credits 4

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

Plus One of the Following:

EDESL 78500 - Supervised Student Teaching, Pre-K-6 and 7-12

Two-semester supervised student teaching experience in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs seminar plus student teaching and conference

Credits 2

this is a year-long course

EDESL 78800 - Supervised Practicum, Pre-K-6 and 7-12

Two-semester supervised practicum in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs seminar plus student teaching and conference

Credits 2

this is a year-long course

And One of the Following:

EDESL 76000 - Master's Essay Seminar in Educational Research

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits or permission of TESOL adviser
Credits 4

Comprehensive Examination

Note(s)

Students may be exempted from up to eight credits if they have taken equivalent course work elsewhere

**Student Teaching is a year-long course. Students must complete 60 days during one semester at the K-6 level, and 60 days during the other semester at the 7-12 level. Student teachers may start their student teaching in either the fall or spring semester.*

***Practicum Teaching is a year-long course. Students are expected to be in the classroom during the entire year of teaching. Practicum students may start their practicum in either the fall or spring semester.*

Exit Standards

1. A passing score on the comprehensive examination or successful completion of a master's essay (EDESL 76000).
2. Students must demonstrate graduate-level academic oral and written communication skills in their coursework, and the ability to serve as appropriate models of the English language for their future students. Students who cannot demonstrate this level of language ability must take a non-credit writing course offered by the School of Education in order to enroll in any courses after completing 12 credits.
3. An overall GPA of 3.0.
4. Students must pass the School of Education technology assessment.

Theatre - MA

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; and playwriting. 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 adviser, 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. Other worthwhile scripts by advanced writers in the Hunter graduate theatre program may be given workshop productions by their student colleagues. The John Golden Fund provides awards for promising writers.

Students concentrating in dramaturgy may work in internship programs at professional theatre companies.

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.

Requirements for the Degree

Courses

Each candidate must complete an approved program of study of at least 30 credits, including following. Courses other than those in the Department of Theatre may be applied toward the 30 credits with the approval of the graduate adviser, but may not exceed 9 credits. Not more than 9 credits may be transferred from nonmatriculated to matriculated status.

THC 70200 - History of Theatrical Theory

Historical survey of major theatre theories and theorists from Aristotle to poststructuralism.

*Hours 30 hours, including conferences,
Credits 3*

THC 75100 - History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

*Hours 30 hrs, including conferences,
Credits 3 cr*

THC 75200 - History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

*Hours 30 hrs, including conferences,
Credits 3 cr*

THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

*Hours 30 hrs, including conferences,
Credits 3 cr*

Examination

The student is required to pass a three-hour comprehensive examination covering general knowledge in theatre history, criticism, and production. The comprehensive exam may be repeated if failed, but may be taken no more than three times. The department no longer requires a proficiency examination in one foreign language.

MA with Honors

Master's Essay: Upon completion of the comprehensive examination, the graduate committee will determine which students shall be invited to submit a proposal for a Master's Essay. This decision will be based on academic performance: papers, class participation, and the quality of the comprehensive examination. Honors students must register for THC 79900 - Master's Essay to complete the 30 required credits when the proposal is approved.

THC 79900 - Master's Essay

Individually supervised research and writing of a thesis, leading to graduation with honors.

Credits 3

Recent Electives

Our course offerings also include a continually changing roster of electives

Recent Electives:

Advanced Directing
Theatre and the Middle East
Law and American Drama
Intercultural Theatre
Greek Drama
History of Opera
Puppetry and Performing Objects On-stage
Performing Arts of Kerala, India
Goethe's Faust: Text, Background, Tradition

Master of Fine Arts - MFA

Creative Art - MFA

Hunter's ideal location in Manhattan offers students and faculty many intellectual, cultural and creative resources. 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 as it relates to their work. 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. Electives in a range of studio practices are also required. In addition, many artists, curators, critics and historians are invited to meet with students.

Admission Requirements

Applications are reviewed once a year. The applicant must have completed at least 24 credits of undergraduate courses in studio art and 9 credits in art history, as well as an undergraduate degree from an accredited institution. Applicants who have a previously completed MFA in art cannot be considered for admission to the studio art program at Hunter College. Applicants must submit the on-line Hunter College Graduate Application for Admission. This application, with all supporting materials, must be submitted prior to the January 15 deadline. In addition, applicants must upload their portfolio and statement of purpose to slideroom.com. Further instructions can be found on the Art Department website at:

http://www.hunter.cuny.edu/art/MFA/mfa_application.htm

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: January 15 for admission in the following academic year.

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, printmaking/drawing/works on paper, photography, clay & casting, or combined media, and present an MFA project in that area.

Candidates must complete 48 credits, distributed as follows:

- 9 credits of tutorial work;
- 9 credits of seminar work;
- 9 credits of studio electives (exclusive of the area of concentration);
- 9 credits of liberal arts electives in the history, theory, and criticism of art;
- 6 elective credits which may be used for additional art history or studio electives, or non-traditional courses or projects such as apprenticeships, teaching assistantships or participation in the foreign exchange program;
- Mid Program Review: Eligibility to continue to work toward the degree is evaluated by a committee of all MFA faculty in the semester of the second tutorial and seminar.
- 6 credit MFA Thesis Project (ARTCR 79100) completed under the guidance of a faculty Thesis Advisor.

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

Several MFA students are selected each year to receive stipends for a period of one semester at the Glasgow School of Art, Scotland; the Ecole des Beaux-Arts, Paris; the Royal College of Art, London; the Hochschule der Künste, Berlin, Frank Mohr Institute, the Netherlands.

Scholarships and Travel Grants

Among other awards, the Esther Fish Perry Award for outstanding students is given each year to an MFA student in the final year of study. Also, grants from the Tony Smith fund are awarded to selected MFA students upon graduation. 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.

Creative Writing - MFA

Hunter's Creative Writing MFA is a highly selective program in which students work closely with distinguished writers to perfect their writing skills. The course comprises workshops, craft seminars, one-on-one supervisions with faculty, and literature classes. There are three concentrations, fiction, creative nonfiction and poetry, with 12 students in each. Each year, several students are named Hertog Fellows (fiction and nonfiction) and Friedman Scholars (poetry). These students receive a generous stipend and are paired with well-established writers, for whom they conduct research for one semester.

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 or creative nonfiction) 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. In addition, creative nonfiction candidates must submit a 500-word memoir proposal. The GRE is not required.

Departmental Requirements for the Degree

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 in chosen genre
- 3) One course in Writing in Conference

ENGL 79800 - Writing in Conference

Individual tutorial directed by a member of the writing faculty.

Hours 45 hrs,

Credits 3 cr

To be taken in sequence with ENGL 79900 (MFA Thesis).

-or-

ENGL 79701 - Poetry Thesis One

This course gives students the conceptual framework to organize a manuscript and to understand the ways in which representative volumes of poems make definitive statements and alter the poetic discourse of their time.

prereq: ENGL 79101 and ENGL 79403

Hours 3

Credits 3

Second Year MFA students only

4) One course in MFA thesis

ENGL 79900 - MFA Thesis

Independent creative writing project, with regular advisory sessions with primary writing faculty adviser.

Hours 45 hrs,

Credits 3 cr

To be preceded in sequence by ENGL 79800 (Writing in Conference).

-or-

ENGL 79702 - Poetry Thesis Two

This course is a continuation of Thesis One and gives students the conceptual framework with which to organize a manuscript and to understand the ways in which representative volumes of poems make definitive statements and alter the poetic discourse of their time. To this end, this course begins with an exploration of the history of the Modern Poetic Sequence and the Long Poem.

prereq: Workshop 79101 and Craft 79403 , Thesis One 79701

Second Year MFA students only

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 (for fiction candidates) or 75-125 pages of personal essays or memoir (for creative nonfiction candidates), which will be approved by two members of the writing faculty. Two copies prepared for binding are required.

Integrated Media Arts - MFA

The MFA Program in Integrated Media Arts offers advanced studies in nonfiction media making, using state-of-the-art digital technologies. Unlike most graduate media programs, which train students in specific media crafts, this program is one of the first in the nation to educate multi-disciplinary media professionals, socially aware and knowledgeable in the wide range of media skills that are brought together in the digital media environment.

Hunter's MFA in Integrated Media Arts offers a 48-credit course of study, combining analytical seminars, interdisciplinary research and creative workshops in writing, visual communication, and media distribution and exhibition. Building on a foundation of research and analysis, MFA students explore and create new ways to advance information and ideas, balancing critical thinking with aesthetics, theory with practice, traditional methods with new technologies, contemporary issues with an historical perspective. They also engage in collaborative production labs at Hunter or external industry creative residencies that are calculated to provide hands-on understanding of real world media environments.

Hunter's MFA/IMA educates students who will be prepared to assume positions of creative leadership in the professional media world. In this program, a coming generation of media makers trains to become tomorrow's preeminent communicators, twenty-first century pamphleteers employing new digital media to inform, enliven and extend the possibilities of the public square.

Admissions Requirements

Students are accepted into the program for fall semester enrollment only. February 1st is the closing date for completed fall applications. The MFA/IMA Program is highly selective, enrolling only 15-20 students each year. Applicants are expected to present the following:

- A bachelor's degree, with a minimum GPA of 3.0 on a 4.0 scale.
- 3 letters of recommendation from people able to comment on an applicant's creative and academic talent and determination.
- A portfolio of media works, indicating talent and promise. Submitted works may include videos and films, interactive digital design, photography, sound, graphic design, journalistic writings, etc.
- A personal statement describing the applicant's long-term objectives as a media maker and the social impact they hope their work will have. Statements should also explain why Hunter's MFA Program in Integrated Media Arts is particularly relevant to the applicant's creative goals.
- An official transcript of undergraduate studies.
- A completed graduate application form
- Applicants whose native language is not English must take the Test of Written English (TWE) component of the TOEFL examination.

Degree Requirements

The coursework in IMA is organized under five broad aspects of media study. They are:

Analytical Seminars

Where an intellectual foundation for socially aware and ethically responsible media work is an overarching objective

IMA 70100 - Social and Historical Roots of Mass Culture

A study of the social and historical context that propelled and was influenced by the media from 15th century to present. This seminar is a core requirement of the program.

Hours 2

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 70200 - The History of New Media

An exploration of the history of digital internet-based media, as well as the convergence and integration of emerging media with film, print media, radio and television and its effects on culture.

Hours 2

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 71500 - Media and the Public Sphere

An examination of notions of the public sphere and democracy in relation to historically evolving forms of mass media.

prereq: IMA 70100

Hours 3

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 70400 - Communications and the City

Urban imagery in mass media and its varying relations to problems of urban life.

Hours 2 hrs,

Credits 3 cr

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 70500 - Social Class, Racism and the Media

Analysis of interrelations between social classes, racism and the media.

Hours 2 hrs,

Credits 3 cr

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 71300 - 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.

prereq: IMA 70100

Hours 3

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 70800 - International Communication in the Contemporary World

Current problems and issues of international communications.

Hours 2 hrs,

Credits 3 cr

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 70900 - History and Criticism of the Documentary

A historical and critical examination of nonfiction film and video from Lumiere to the present.

Hours 2

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 71000 - Alternative Media: Examples and Experiences

Review of the history and role of small-scale alternative media. Includes critical readings, viewing and critique.

Hours 2 hrs,

Credits 3 cr

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 71200 - 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.

Hours 2

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 71300 - Social Inequality and the Media

An examination of the relation between the media and class, race and gender inequality.

Hours 3

Credits 3

IMA 78029 - Disease and Disaster in Media and Culture

Using examples from traditional media and digital culture, students explore the social, historical, and economic context in which apocalyptic notions of a world on the verge of catastrophe and disaster emerge.

Hours 2

Credits 3

IMA 78030 - Media and Law

This course focuses on the legal foundations and principles connected with narrative and documentary film. Students examine doctrinal approaches to intellectual property rights and their effects on technical innovation, democratic debate, cultural formation and international politics.

Hours 2

Credits 3

Interdisciplinary Research

In an ancillary field, an approved graduate level seminar or formal independent study project with a faculty member in an appropriate department other than Film and Media and/or interdisciplinary program at Hunter, The Graduate Center, another CUNY graduate program, or at an approved graduate institution outside CUNY

Words Workshops

Where writing for the media is an essential focus

IMA 72100 - Online Journalism

The Internet provides journalists with new sources of information, a major news beat 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.

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 72200 - Literary Journalism

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

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 72300 - Public Interest Journalism

A study of critiques of journalism's alleged failure to serve the public interest as the basis for a variety of news writing assignments designed to represent social issues with fuller context and nuance.

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 72400 - Research and Writing for the Documentary

Research and writing proposals, treatments, budgets and production plans for video documentaries.

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78043 - Neighborhood News

Students write articles for a community newspaper, the Hunts Point Express, and accompanying website, (www.huntspointexpress.com). As reporters, students spend time in the South Bronx to research stories on topics that include environmental justice issues, education, housing, health, jobs, gentrification and crime. Work may include multimedia component.

Hours 4

Credits 3

IMA 78052 - Story Strategies

This course examines a broad range of approaches to storytelling in the fictional narrative feature film. Students will closely examine tactical narrative elements including dramatic structure, character/voice, time, tone and genre in conventional and alternative work. Students will develop treatment and beginning of an original screenplay. Satisfies WORDS cluster requirement.

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 79551 - Advanced Studio - Words

Provides students the opportunity to participate in group and individual critiques with MFA faculty. Particular emphasis will be on creating a strong body of written work. Independent work and individual meetings are required in this course. Students must present a project for approval by the instructor before registering for the course. Students are allowed to take this Advanced Studio a maximum number of 3 times for credit with different projects. Satisfies WORDS cluster.

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Visions Workshops

Where the visual communication of ideas and information is a comprehensive goal

IMA 70300 - Documentary Expression

This production workshop introduces students to the fundamental techniques, technology, aesthetics and creative approaches of nonfiction video production.

prereq: none

Hours 4

Credits 3

Material Fee: \$20

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 74100 - Nonfiction Video Production

This workshop will guide students through the process of developing and producing a documentary video project.

prereq: IMA 76000, IMA 74000 or permission of instructor

prereq or coreq: Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Hours 4 hrs,

Credits 3 cr

Material Fee: \$20

IMA 74200 - Web Documentary

The production of nonfiction narratives for the Internet. Students explore how social issues can be explored in new media formats including games and hypertext.

This course may be counted towards the VISIONS or CHANNELS cluster requirement.

prereq: IMA 76000 or permission of instructor.

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 74300 - Collective Documentary

This production workshop involves the student in all aspects of a collectively produced documentary that explores a general theme or issue, with all students producing segments for the project. The workshop also examines the theoretical issues of truth, authorship, subjectivity and storytelling in the documentary form.

Satisfies VISIONS cluster requirement

prereq: IMA 76000 or permission of instructor

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 74400 - Digital Design: Print and Interactive Media

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.

prereq: IMA 76000 or permission of instructor

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 74700 - Digital Editing Workshop

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.

Satisfies VISIONS cluster requirement

prereq: IMA 74000, IMA 74100 IMA 76000 or permission of instructor

prereq or coreq: Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Hours 4

Credits 3

Material Fee: \$20

IMA 78017 - Microcultural Incidents: Ethnography & Experimental Media

A production course in which students explore the intersection of ethnographic and experiment in film and video practices. Readings, screenings and discussion include experiment and media and visual anthropology.

Satisfies VISIONS cluster requirement

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78021 - Media, Community Advocacy & the Urban Environment

In this workshop students collaborate with students in the Urban Affairs & Planning Department to develop media aimed at helping local groups and improving the quality of local environments, and explore impact of media on community stakeholders and policy-makers.

Satisfies VISIONS cluster requirement.

prereq: IMA 74000, IMA 76000 or permission of instructor.

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 79561 - Advanced Studio - Visions

Provides students the opportunity to participate in group and individual critiques with MFA faculty. Particular emphasis will be on creating a strong body of work in visual media. Independent work and individual meetings are required in this course. Students must present a project for approval by the instructor before registering for the course. Students are allowed to take this Advanced Studio a maximum number of 3 times for credit with different projects. Satisfies VISIONS cluster.

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Channels Workshops

Where designs for exhibition and distribution of media work, for publicizing ideas, and for using media to enhance the quality of community interaction are key objectives

IMA 76000 - Tools and Techniques of Digital Production

A hands-on workshop in core digital media production, including image acquisition, creation and editing; video editing and encoding; and multimedia delivery on the web. It is designed to give students a basic introduction to the tools and techniques used in the Integrated Media Arts program. Satisfies VISIONS or CHANNELS cluster.

prereq or coreq: Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Hours 4

Credits 3

Material Fee: \$20

IMA 76200 - Interactive Expression

Aesthetics and techniques of Web-site and interactivity design, encompassing both graphic presentation and information architecture. Satisfies VISIONS or CHANNELS cluster requirement.

prereq: IMA 76000 or permission of instructor

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 76300 - Advanced Interactive Expression

The production of websites incorporating animation, sound and video. This course may be counted towards the VISIONS or CHANNELS cluster requirement.

prereq: IMA 76000, IMA 76200 or permission of instructor

Hours 4 hrs,

Credits 3 cr

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 76600 - Three Dimensional Virtual Environments

An introduction to fundamental skills and creative approaches for the development of computer generated 3D interactive virtual environments. Satisfies CHANNELS cluster requirement

prereq: IMA 76000 or permission of instructor

Hours 3

Credits 3

IMA 78046 - Three Dimensional Modeling & Animation

This hands-on production course examines essential concepts and practices that form the basis of 3D animation. Includes critical readings, viewing and critique. Satisfies CHANNELS cluster requirement

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78081 - Sound Environments

An exploration of contemporary issues and techniques of sonic media. Course explores critical writings in music history, sound and media theory while students experiment with designing linear and non-linear sound installations. Satisfies CHANNELS cluster requirement.

prereq: IMA 76000 or permission of instructor

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 79571 - Advanced Studio - Channels

Provides students the opportunity to participate in group and individual critiques with MFA faculty. Particular emphasis will be on creating a strong body of work in emerging media. Independent work and individual meetings are required in this course. Students must present a project for approval by the instructor before registering for the course. Students are allowed to take this Advanced Studio a maximum number of 3 times for credit with different projects. Satisfies CHANNELS cluster.

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Capstone and additional courses complete the program

To fulfill the 48-credit degree requirement, the student must take:

IMA 70100 - Social and Historical Roots of Mass Culture

A study of the social and historical context that propelled and was influenced by the media from 15th century to present. This seminar is a core requirement of the program.

Hours 2

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

- At least two additional ANALYTICAL seminars 6 credits
- Interdisciplinary Research in ancillary field 3 credits
- Ten workshops within: WORDS, VISIONS*, CHANNELS* 30 credits

IMA 78100 - Collaborative Media Project/Creative Residency

Hours and in-house project or external creative residency must be defined in conjunction with graduate adviser. The project or creative residency must involve collaboration among different media makers.

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78800 - Master of Fine Arts Thesis Project

This project must be completed satisfactorily before graduation. Project must incorporate elements from all three creative clusters as well as a critical component.

Credits 3

Approval of graduate adviser required. Non-matriculated students require permission of instructor for enrollment in any MFA/ IMA course.

Additional Courses

IMA 78025 - Media and the Public Sphere

This analytical course explores notion of the public sphere and public debate in light of television and the Internet's actual and potential roles as forums for discussion of civil society issues.

Hours 2

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78048 - Culture Jamming

Theory and technique of art and design strategies that subvert popular media frameworks. Students will learn non-traditional methods of circulating messages which circumvent or critique mass media communications.

Satisfies VISIONS or CHANNELS cluster requirement.

prereq: IMA 76000 or permission of instructor

Hours 3

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78051 - Non-linear Storytelling

This workshop examines different types of non-linear narrative as students develop stories for non-linear forms.

Students study the representation of memory and time in documentary and fictional forms, and look at how emerging media enable multiple forms of storytelling through hypertextual, collaborative and networked environments.

Satisfies CHANNELS cluster requirement.

Hours 3

Credits 4

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78053 - Interactive Installation

Students work collaboratively to create projects integrating video, sound and movement. Lectures focus on usability design, coding concepts, and interface design.

Satisfies CHANNELS cluster requirement

Hours 3

Credits 4

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78056 - Grant Writing

In this workshop students pitch ideas, develop proposals, as well as examining strategies for researching funding sources and developing creative approaches for their projects.

Satisfies WORDS cluster requirement

Hours 3

Credits 4

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 79000 - Independent Study

Rubric for student's independent study.

Hours Hrs to be arranged.

Credits 1

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 79100 - Independent Study

Rubric for student's independent study.

Hours Hrs to be arranged.

Credits 2

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 79200 - Interdisciplinary Research

Rubric for student's interdisciplinary research requirement.

Hours Hrs to be arranged.

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Note(s)

*The following is a prerequisite for all interactive media courses and may be counted towards **VISIONS** or **CHANNELS** cluster requirement

IMA 76000 - Tools and Techniques of Digital Production

A hands-on workshop in core digital media production, including image acquisition, creation and editing; video editing and encoding; and multimedia delivery on the web. It is designed to give students a basic introduction to the tools and techniques used in the Integrated Media Arts program. Satisfies VISIONS or CHANNELS cluster.

prereq or coreq: Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Hours 4

Credits 3

Material Fee: \$20

Students must take at least two courses and no more than four courses within each creative cluster. Some workshop courses may qualify within more than one cluster as indicated in the course description.

Total for MFA in IMA 48 credits

Playwriting MFA

Announcing the Rita and Burton Goldberg MFA in Playwriting, a selective two year program with a strong emphasis on production. Students will not only study playwriting, theater history, dramatic literature and play analysis in Hunter's Department of Theatre, they will also learn how to collaborate with actors, directors, designers, and dramaturgs through the rehearsal process, readings and full productions. This training will include electives in other disciplines, as well as work with the most exciting theatre artists in New York City, under the guidance of Distinguished Lecturer in Playwriting Mark Bly and Playwright in Residence, Tina Howe. The Rita and Burton Goldberg MFA in playwriting is all about making theatre in the theatre capital of the world.

The program also offers a new component for students unique in Graduate Playwriting Programs across the United States today. The students' thesis plays will not only be fully produced, but the productions will be staffed by professional directors, actors, and designers and student actors. No other existing playwriting program in our country offers students such a rare opportunity to learn from seasoned theatre professionals about the process of working on a new play in the midst of producing their thesis project. These productions, known as the Hunter Playwrights Festival, will be supervised by Thesis Adviser and Production Manager Mark Bly and Tina Howe, Playwright in Residence and will be presented in the Spring each year. This Festival will be an extraordinary opportunity for the playwrights to showcase their work before an invited audience of distinguished local and national industry professionals.

Admissions

Applicants to the Rita and Burton MFA in playwriting are required to have a bachelor's degree; they must submit two letters of recommendation, GRE scores and a full length play or a one act play of at least 40 pages, both as hard copy and as a PDF attachment. An interview is strongly recommended. (Only matriculated students will be eligible to take MFA courses.) Admission will be decided by the Artistic Director and the MFA faculty. The deadline for application is March 15.

Degree Requirements

This two year program encourages playwrights to discover and celebrate their unique voice. Towards that end they'll be given a thorough grounding in theatre history, dramatic literature, play analysis, and the craft of playwriting as well have the opportunity to take electives in other departments. Well known theatre artists will also be invited in to share their experience and expertise. In conjunction with this academic grounding and focus on individual needs, there will be hands-on workshops in which students learn how to collaborate with actors, directors and designers, culminating in staged readings and full productions of their plays.

Required Courses (27 credits)

THC 73100 - MFA Playwriting I: The One-Act Play

This course is designed for experienced playwrights. Students will complete a ten minute play including three rewrites and a new one act play with three rewrites, with attention to the fundamentals of playwriting: Character, Action, Story, Tone. Readings during the semester

Writing Requirements: A ten-minute play and a one-act play in several drafts, a journal, and other writing exercises.

prereq or coreq: Pre- and/or Corequisites (and/or other special conditions): Students admitted to the MFA program in Playwriting or by special permission of the Instructor

Hours 3

Credits 3

THC 73200 - MFA Playwriting II: The Full-Length Play

This course is designed for the experienced playwright. Students will complete a new full-length play including one rewrite with attention to the fundamentals of structure as well as giving freedom to their individual voices and the process of rewriting. Forms of Drama will be discussed. Staged readings at completion of the projects.

Writing Requirements: Students will complete a full-length play in several drafts.

prereq: (and/or other special conditions):

THC 73100 or permission of instructor.

Hours 3

Credits 3

THC 73300 - MFA Playwriting III: Adaptation

Students will write a full length play adapted from fact or fiction, including two rewrites. Students will fulfill readings in plays which have been adapted from other mediums. Students will be required to complete oral presentations of one adapted project in dramatic literature. Production at completion of the semester. Students will be required to present a thesis play proposal.

prereq: THC 73200 or permission of the instructor

Hours 3

Credits 3

THC 73400 - MFA Playwriting IV: Final Script for Production

Students will complete a Thesis Masterpiece play including rewrites and culminating in a Final Production.

prereq: THC 72100 Playwriting III
coreq: THC 72400 Production Workshop II

THC 73500 - MFA Production Workshop I

Development of new scripts through table work, scene work, culminating in staged readings. Working with a community of artists – directors, actors, and dramaturges – through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, and dramaturges.

The class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting and directing.

prereq: Playwriting II
coreq: Playwriting III

THC 73600 - MFA Production Workshop II

Development of new scripts through table work, scene work, and readings, culminating in works-in-progress performances. Working with a community of artists--directors, actors, designers, and dramaturges--through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, designers, and dramaturges.

This class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting, directing, and design.

prereq: THC 72300 Production Workshop I and THC 721 Playwriting III
coreq: THC 72200 Playwriting IV

THC 75100 - History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

Hours 30 hrs, including conferences,
Credits 3 cr

THC 75200 - History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

Hours 30 hrs, including conferences,
Credits 3 cr

THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

*Hours 30 hrs, including conferences,
Credits 3 cr*

Electives (9 credits)

Nine credits are to be chosen from Courses in Theatre

Sample Program of Study

First Semester

THC 75100 - History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

*Hours 30 hrs, including conferences,
Credits 3 cr*

THC 73100 - MFA Playwriting I: The One-Act Play

This course is designed for experienced playwrights. Students will complete a ten minute play including three rewrites and a new one act play with three rewrites, with attention to the fundamentals of playwriting: Character, Action, Story, Tone. Readings during the semester

Writing Requirements: A ten-minute play and a one-act play in several drafts, a journal, and other writing exercises.

prereq or coreq: Pre- and/or Corequisites (and/or other special conditions): Students admitted to the MFA program in Playwriting or by special permission of the Instructor

*Hours 3
Credits 3*

THC elective: select from the following courses Courses in Theatre

Second Semester

THC 75200 - History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

*Hours 30 hrs, including conferences,
Credits 3 cr*

THC 73200 - MFA Playwriting II: The Full-Length Play

This course is designed for the experienced playwright. Students will complete a new full-length play including one rewrite with attention to the fundamentals of structure as well as giving freedom to their individual voices and the process of rewriting. Forms of Drama will be discussed. Staged readings at completion of the projects.

Writing Requirements: Students will complete a full-length play in several drafts.

*prereq: (and/or other special conditions):
THC 73100 or permission of instructor.*

*Hours 3
Credits 3*

THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

*Hours 30 hrs, including conferences,
Credits 3 cr*

Third Semester

THC 73300 - MFA Playwriting III: Adaptation

Students will write a full length play adapted from fact or fiction, including two rewrites. Students will fulfill readings in plays which have been adapted from other mediums. Students will be required to complete oral presentations of one adapted project in dramatic literature. Production at completion of the semester. Students will be required to present a thesis play proposal.

*prereq: THC 73200 or permission of the instructor
Hours 3
Credits 3*

THC 73500 - MFA Production Workshop I

Development of new scripts through table work, scene work, culminating in staged readings. Working with a community of artists – directors, actors, and dramaturges – through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, and dramaturges.

The class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting and directing.

*prereq: Playwriting II
coreq: Playwriting III*

- THC elective or Internship: select from the following courses Courses in Theatre

Fourth Semester

THC 73400 - MFA Playwriting IV: Final Script for Production

Students will complete a Thesis Masterpiece play including rewrites and culminating in a Final Production.

prereq: THC 72100 Playwriting III

coreq: THC 72400 Production Workshop II

THC 73600 - MFA Production Workshop II

Development of new scripts through table work, scene work, and readings, culminating in works-in-progress performances. Working with a community of artists--directors, actors, designers, and dramaturges--through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, designers, and dramaturges.

This class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting, directing, and design.

prereq: THC 72300 Production Workshop I and THC 721 Playwriting III

coreq: THC 72200 Playwriting IV

THC elective or Internship: select from the following courses: Courses in Theatre

Master of Public Health - MPH

Public Health - MPH

Admission Requirements

1. General admissions requirements to the graduate programs in the arts and sciences are observed.
2. The Graduate Record Examination General Test (quantitative, verbal, written) or a prior master's degree from an accredited U.S. university
3. Students are expected to present a background in both natural sciences and social sciences

Applicants to the Environmental and Occupational Health Sciences Program should have a background in science and mathematics, usually at least 18 undergraduate credits, including a course in statistics or calculus.

Applicants to the Nutrition Program should have a background in science and mathematics, usually at least 18 undergraduate credits, including a course in statistics or calculus and are required to have completed coursework in food, nutrition, biology and chemistry.

Applicants to the Epidemiology-Biostatistics Program should demonstrate evidence of quantitative abilities, such as GRE quantitative score of 550 or better.

Applications to the Public Health Policy and Management Program should have completed at least 3 undergraduate courses in economics, accounting, business administration, management, public policy, urban affairs, sociology, or political science or a related field.

4. At least one year of work or volunteer experience related to public health, nutrition, environmental or occupational health, social services or community health, health-related research, or health policy, management, administration or a related field is required.

5. For graduates of universities in non-English-speaking nations, a TOEFL score of 600 (paper-based), 250 (computer-administered), or 75 (internet-based, less the speaking component.) is required for admission.

Academic Requirements

45 credits chosen as follows: All courses in Group A (15 credits) Public Health Core courses (see below under Course Distribution); Group B (15-18cr) Specialization courses within one of five areas: community health education, environmental and occupational health sciences, epidemiology and biostatistics, public health policy and management or public health nutrition; Group C (0-9 credits) Elective courses; and Group D (6-12 credits) Supervised Fieldwork and Culminating Experience.

The culminating experience consists of a professional portfolio and either: a seminar, and paper and oral presentation based on an aspect of the student's fieldwork; or, for student's with GPA's ≥ 3.7 and strong research and writing skills, a master's essay. The capstone project allows students to synthesize academic knowledge with practical skills and experiences. It is designed to assess student skills and competencies in public health, urban health and the specialty area. A list of these competencies is available through the CUNY School of Public Health at Hunter College.

Course Distribution

Group A - Public Health Core Required: 15 cr

PH 75000 - Introduction to Biostatistics

This course is designed to enable students to analyze, present and interpret population health data.

prereq: Elementary statistics or calculus or equivalent.

-or-

PH 75100 - Principles of Biostatistics

This is a first-level requirement for students specializing in EPI-BIOS, who will take subsequent intermediate and advanced level biostatistics courses. It will introduce students to the theoretical basis for and practical application of common statistical methods and principles used in public health.

prereq: evidence of quantitative abilities, such as college-level algebra with a grade of B+ or better, GRE scores ≥ 550 and analytic scores ≥ 4.5 .

PH 75200 - Introduction to Epidemiology

An introduction to epidemiologic principles, methods and measures commonly used in public health. T

prereq: PH 75000

-or-

PH 75300 - Principles of Epidemiology

A first-level requirement for student specializing in EPI-BIOS, who will take subsequent intermediate and advanced level epidemiology courses. It will introduce students to epidemiologic theory, principles, methods and measures commonly used in public health.

prereq or coreq: PH 75100

Hours 3

Credits 3

PH 75400 - Environmental Health and Safety

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation and noise hazards; hazardous substances; solid wastes; food protection; natural and human-made disasters; and specific hazards such as lead, asbestos, mold and pesticides.

Hours 3

Credits 3

PH 75500 - Urban Health and Society

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.

Hours 3

Credits 3

PH 75600 - Public Health and Health Care Policy and Management

This course examines the organization, delivery and financing of health care in the United States with an understanding of the health policy-making process and a focus on issues related to the management of public health agencies.

Hours 3

Credits 3

Group B Specialization Courses Required:

15-18 cr in one specialization area

COMHE 75100 - Community Health Interventions

An introduction to community-level interventions as explained by theories of individual, organizational and community change from the disciplines of psychology, sociology and health education.

prereq: PH 75500, COMHE 75000

Credits 3

COMHE 75200 - Community Organizing and Development for Health

Prepares students to work in communities by presenting the theory and practice of organizing for social justice, skills for promoting leadership development within communities, and the tools to create and sustain healthy organizations.

prereq: PH 75500, COMHE 75000, COMHE 75100

Credits 3

COMHE 75300 - Health Program Planning and Funding

This course will engage students in identifying or designing a health program, finding funding sources, and developing a proposal covering program need, program objectives, a management and quality assurance plan, preliminary work, evaluation, budget, and a plan for funding support.

prereq: completion of 15 cr incl PH 75000 or 75100, PH 75500 and either COMHE 75000, COMHE 75100, COMHE 75200 or COMHE 75000 and NUTR 71000 or NURS 77100, COMHE 75100 and COMHE 75200.

Credits 3 cr

COMHE 75400 - Research and Evaluation for Community Health

Basic concepts, methods and approaches for evaluation research applied to community health education and health-related programs through a critical review of literature and a program evaluation design.

prereq: 15 cr in program incl PH 75000 or PH 75100, PH 75500, COMHE 75000, COMHE 75100, COMHE 75200

Credits 3 cr

-or-

Environmental and Occupational Health Sciences

EOHS 70200 - 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.

Credits 3

EOHS 70500 - 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.

Credits 3

EOHS 74700 - Hazard Evaluation and Instrumentation

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.

prereq: PH 75000 or 75100, EOHS 70200, EOHS 70500

Credits 3

EOHS 75400 - Environment and Occupational Toxicology

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.

prereq: PH 75400 and EOHS 70500

Credits 3

EOHS 76500 - Environmental Audits and Remediation

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.

prereq: PH 75000 or 75100

Credits 3

-or-

Epidemiology and Biostatistics

BIOS 75000 - Applied Biostatistics I

A follow up course to PH 7500/75100 and PH 75200/75300, covering intermediate-level statistical methods commonly used in public health research. Topics include: simple and multiple linear regression; logistic regression; residual analysis; variable selection. Focus on practical applications, utilizing statistical software.

Cross-listed STAT 75000

prereq: PH 7500 or 75100 and PH 75200 or 75300

Credits 3

BIOS 75100 - Applied Biostatistics II

A follow up course to BIOS 75000, covering intermediate and advanced statistical methods commonly used in public health research. Topics include: log linear and generalized linear models; random and mixed effects models; survival analysis. Focus on practical applications utilizing statistical software.

Cross-listed STAT 75100

prereq: BIOS 75000

EPI 75000 - Epidemiologic Methods I: Study Research Design

This course will provide an in depth understanding of the design and conduct of epidemiological studies, including causal inferences, measurement, major study designs, threats to validity, and urban public health applications. Examples will be based on the health of New York City residents. Prereq: ,

Cross-listed GC PH 82000

prereq: PH 75100, PH 75300

Credits 3

EPI 75100 - Epidemiologic Methods II: Survey and Research Methods

This course will provide students with an understanding of the methods used to test research hypotheses; tools for selecting statistical tests appropriate for the particular study design and research hypotheses; and an ability to recognize the importance and impact of threat to validity such as confounding and bias. This course will also cover survey methods used in epidemiologic research.

Cross-listed GC PH 82100

prereq: EPI 75000

Credits 3

EPI 75200 - Applied Research: Data management and analysis

This course provides students with the opportunity to apply epidemiological and statistical concepts using several datasets to answer a given research question and test the hypotheses associated with it

prereq: BIOS 75100, EPI 75100 or instructor's permission

Credits 3

-or-

Public Health Policy and Management

HPM 75000 - Public Health Management

Focuses on management issues in a variety of organizational settings and the larger public health environment; describes managerial functions and problem solving strategies, financial management principles, and management models for change; develops specific skills in program management, budgeting, workforce development, and managing intersectoral programs.

prereq: PH 75500, PH 75600

HPM 75100 - Public Health and Health Care Law

Reviews key areas of the legal process relevant to health care delivery and public health; analyzes major court decisions that have affected the field and selected federal, state and local statutes that affect public health and health care practice; acquaints students with the basics of legal research and legal reasoning as applied to public health and health care.

prereq or coreq: PH 75500, PH 75600 or with instructor's permission for those with at least one year of health care experience

HPM 75200 - Comparative Analyses of Urban Health Care Systems

Examines unique challenges and opportunities for delivering health care in developed and developing world cities; analyses impact of national and local policies and social and political factors on health care access, quality and outcomes; introduces empirical methods for making comparative studies across municipalities and nations.

prereq: PH 75500, PH 75600

Students can take this course or HPM 75400

-or-

HPM 75400 - Public Health Advocacy

Prepares students to advocate for policies that promote public health, develops skills in planning and implementing advocacy campaigns; assess theories on role of coalitions and advocacy in changing health policy.

prereq: PH 75500, PH 75600

Students can take this course or HPM 75200

HPM 75300 - Public Health Policy Analysis

Examines common approaches and concepts of policy analysis for public health, including market efficiency and failures, cost-benefit analysis, problem and decision making analysis; describes critiques of such models with public health examples; focuses on the Health Impact Assessment as a method for analyzing costs and benefits of health and non-health policies.

prereq: PH 75500, PH 75600

HPM 75500 - Health Economics

This course in health economics introduces students to essential microeconomic concepts as they apply to health systems, individual and public health.

prereq: Recommended pre-req: PH 75500, PH 75600

-or-

Nutrition

NUTR 71000 - 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 72000 - Community Nutrition Education

Nutrition programs and materials for health promotion in the community.

NUTR 73300 - Nutrition and Human Development

Relation of nutrition to growth and development. Nutrition requirements throughout the lifecycle.

PH 72200 - Food Politics and Policy

This policy course examines the influence of the food industry and of government on the U.S. food system and the way we eat, and on efforts to prevent and treat chronic diet-related conditions, such as obesity. This is a hybrid course that meets in person 5 times during the semester; the remainder of the time the course is conducted online asynchronously through Blackboard

Cross-listed GC PH 81400

prereq: 30 MPH credits

- COMHE 75000 and either
- COMHE 75300 (for NUTR non-DI students)

-or-

NUTR 70000 - Seminar in Dietetics Practice

Discussions and student presentations of topics of current interest in the practice of dietetics and public health nutrition.

Open to dietetic internship (DI) students only.

Group C - Elective/Concentration Courses required, 0-9 credits

COMHE 9 credits

EOHS 9 credits

EPI/BIOS 9 credits of which at least 6 must be from EPI75300-75900 for students who choose EPI option or BIOS 75200-75800 for students who choose BIOS option. EPI-BIOS students may also take electives in mapping public health data and clinical trials or other topical electives offered..

HPM 9 credits of which at least 3 credits must be in finance or economics and 3 must be in program or policy evaluation

NUTR 6 credits (for NUTR non-Dietetic Internship (DI) students) and 0 credits for NUTR – DI students

Group D - Supervised Field Work and Capstone Project

Supervised Fieldwork required, 3 credits

PH 73700 (210 hrs) or NUTR 70100 NUTR 70300 NUTR 70200 for NUTR-DI Students

Capstone Seminar required, 3 credits

PH 73800

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 70000 NUTR 70100 NUTR 70200 NUTR 70300 .

Master of Science - MS

Accountancy - MS

The MS in Accounting program at Hunter College is designed for students who have satisfied the academic requirements for an undergraduate degree in accounting. It will provide intensive training in accounting research, information systems, ethics, and advanced coverage of the core topics in accountancy. Students completing the program will be well equipped for a successful career in accounting. Hunter's MS in Accounting has been approved by the New York State Department of Education as a CPA licensure-qualifying program for students who have earned a BS in Accounting at Hunter College or an equivalent undergraduate program.

Beginning in August of 2009, New York State requires all CPA candidates to have completed 150-credit hours in order to sit for the Uniform CPA Examinations. The graduates of the MS program will be able to fulfill this requirement.

The MS program is a 30-credit program consisting of six required courses, two accounting electives, and two non-accounting electives. It can be pursued on a full-time or part-time basis. The program curriculum and admission requirements are outlined below. The accounting faculty within the Economics Department at Hunter College has established a record of teaching excellence, and has produced research of the highest quality within the field of accounting.

Requirements for Admission

A BS degree in Accounting from Hunter College or the equivalent from another regionally accredited college or university with:

- An overall GPA of 2.75 and A GPA of 3.0 in accounting courses
- Two letters of recommendation
- A GMAT score
- A TOEFL score (if an applicant has received all or part of the undergraduate education in a country where English is not the native language).

Students applying with undergraduate degrees other than a BS in Accounting from Hunter may be accepted under the above standards but will need to meet the academic requirements of Hunter's BS in Accounting in addition to the requirements for the MS degree. (The undergraduate requirements include an accounting core comprised of **ECO 27100** and **27200**, Principles of Accounting I and II; **ECO 37100** and **37200**, Intermediate Accounting I and II; **ECO 47100** and **47200**, Advanced Accounting I and II; **ECO 28000** and **38000**, Business Law I and II; **ECO 37400**, Cost Accounting; **ECO 37300** and **47300**, Individual and Business Taxation; and **ECO 47500**, Auditing. For a complete description of the undergraduate requirements, see the Hunter College Undergraduate Catalog.).

Requirements for the Degree

The MS in Accounting program requires a student to earn 30 credits: 18 credits from a required core of six courses, 6 credits in accounting electives, and 6 credits in non-accounting electives, as outlined below. Additionally, a capstone research project will be undertaken as part of the required coursework.

Required courses

The following 3-credit courses are required of all students in the program:

ECO 77000 - Research Techniques in Accounting

The course will clarify the nature of accounting research for the student, and survey important research methods and techniques.

ECO 77100 - Advanced Financial Accounting Theory

Coverage will include contemporary financial reporting issues as they relate to FASB's conceptual framework, financial statement analysis, and specialized accounting areas such as cash flows, accounting for pensions, and employment benefits.

ECO 77200 - Accounting Information Systems

An introduction to information systems as they relate to organizational structure, managerial decision-making, and accounting. Topics include accounting systems and design theory, file structure, and the implementation and evaluation of systems.

ECO 66000 - Managerial Economics for Accountants

The decision making process within the firm through the prism of microeconomics. Topics include optimal pricing strategies, demand forecasting, hiring, and investment decisions. Specific analytical and quantitative tools will be developed.

prereq: ECO 32100 and either ECO 30000 or ECO 60000. The graduate adviser may waive the ECO 30000/60000 requirement in appropriate circumstances*

Hours 3

Credits 3

** If these courses have not been taken at the time of admission, they may be taken while in the MS program but will not count towards the 30 credits needed to complete the degree.*

ECO 78000 - Business Ethics, Communications, and Research Project

Ethical issues in accountancy will be covered, as well as ethical concerns in marketing, corporate social responsibility, and global operations. Business communication skills will be developed. A capstone research project will be completed.

prereq: ECO 77000

ECO 77500 - Advanced Auditing

Applies principles covered in undergraduate auditing. Topics include auditing of EDP systems; computer- assisted auditing techniques; and a review of special reports, reports on internal control, accounting and review services; and governmental auditing standards.

Note(s)

**The following may be substituted for ECO 66000 with permission of the program adviser.*

ECO 70100 - Microeconomic Theory

Advanced analysis of consumer choice, including duality theory, borrowing and lending, and insurance; producer choice; game theory; externalities.

prereq: ECO 30000 WITH A GRADE OF B; MATH 15000 and MATH 16000 with average grade of B
prereq or coreq: MATH 15500

Electives

An additional twelve (12) credit hours, selected from among the following 3-credit courses, are also required. Students are required to take two courses from the accounting electives and two from liberal arts (non-accounting electives).

Accounting Electives

ECO 77300 - Advanced Federal Income Taxation

Coverage will include taxation of estates, gifts, and trusts; advanced topics in corporate and partnership taxation; international tax issues, and tax research techniques.

ECO 77400 - Advanced Managerial Accounting

Trains students to help managers obtain and analyze information for decision-making, planning, control and performance evaluation. Topics include new manufacturing environments, cost behavior, inventory costing, budgeting and variance analysis.

ECO 77600 - Governmental Accounting

Accounting, reporting, and auditing issues unique to governmental and nonprofit entities, as well as multinational business entities. Special issues related to audits under GAS and for US companies operating internationally will be covered.

ECO 77700 - State and Local Taxation

State and local business and personal tax policies of the tri-state region, with an emphasis on New York State and City taxation.

Other (Non-Accounting) Electives

Any other 600- or 700-level course offered by the Hunter College Economics Department may be taken as a non-accounting elective.

Graduate level courses within the Department of Urban Affairs and Planning and the graduate program in Social Research may also be taken as electives.

Biomedical Laboratory Management-MS

The MS in Biomedical Laboratory Management (BLM) is a collaborative offering of the Medical Laboratory Sciences (MLS) program of Hunter College and the School of Professional Studies, CUNY (SPS/CUNY). The purpose of this degree is to provide a career ladder for laboratory staff. It will focus on the knowledge and skills needed for clinical technologists, research assistants and other technical professionals in biomedical laboratories to move into positions of leadership. This degree does not provide NYS clinical licensure. Full details can be found at <http://www.hunter.cuny.edu/mls/graduate/ms-in-biomedical-laboratory-management>.

HEGIS CODE 0499.00 NYSED 33447 (Articulating with CUNY School of Professional Studies Advanced Certificate in Management, **HEGIS 0506.00, NYSED 31789**)

Admission Requirements

See general graduate admission requirements for Hunter programs.

Additional Requirements:

- Bachelor's degree in clinical laboratory science, biology, chemistry or other related discipline with a GPA of at least 3.0 (on a 4.0 scale).
- Official score report of the Graduate Record Exam (GRE).
- At least one year of bench experience employed in a biomedical laboratory.
- Two references (one preferably from current place of employment) .

Curriculum

The required 30 credits are divided between Hunter College, offering science and biomedicine classes, and the School of Professional Studies, CUNY, offering business and management classes. The MS degree will be granted by Hunter College following transfer of courses making up the Advanced Certificate in Management from SPS/CUNY.

Required courses from Hunter College are:

- Concepts of Disease: Diagnostic Strategies (MLS 70000)
- Emerging Laboratory Technologies (MLS 70100)
- Topics: Biohazards and Emergency Response (MLS 40066/EOHS 77025)
- Management Practicum (MLS 71000)
- Risk Management for the Biomedical Laboratory (TBA)

Courses from Hunter that may be used to fulfill the 6 credit elective requirement are:

- Graduate Independent study (TBA)
- Principles of Epidemiology (PH 75300)
- Introduction to Biostatistics (PH 75000)

The SPS certificate requires 9 credits (the required courses are shown below).

- Financial Management (MGT 681)
- Organizational Behavior (ORG 680)
- Human Resource Management (MGT 680)

In addition, the following courses from SPS may be used to fulfill the 6 credit elective requirement:

- Health Care Administration (HCA 600)
- Evaluation of Healthcare Policy (HCA 603)

- Labor-Management Relations (LABR 603)

Communication Sciences: Speech-Language Pathology - MS

The 68-credit Speech-Language Pathology (SLP) curriculum leading to an MS degree prepares individuals to become speech-language pathologists working in hospitals, rehabilitative centers, college or university clinics, health-care agencies, specialized clinical settings, or private practice and prepares students for professional practices in preschools, elementary and secondary schools, and early-intervention developmental centers. Successful completion of the SLP curriculum prepares students to meet the academic and clinical requirements for ASHA certification, New York State licensure, and recommendation for NY State certification as a teacher of students with speech and language disabilities (TSSLD). Additional requirements for certification following graduation include the completion of a clinical fellowship year and passage of PRAXIS examination in Speech Language Pathology. Students seeking TSSLD additionally must take the New York State Teacher Certification Examinations: LAST (Liberal Arts and Science Test) and Elementary (or Secondary) Assessment of Teaching Skills-Written (ATS-W) prior to graduation.

Admission Requirements

Hunter College maintains only electronic processes for Graduate Admissions. Applicants are responsible for creating an admissions account and correctly submitting the following:

- Official transcripts from undergraduate and graduate schools verifying completion of degrees, GPAs and coursework
- GRE scores
- Two letters of recommendation
- Narrative statement

Visit Hunter College's Graduate Admissions page for more information regarding the application process.

Individuals wishing to matriculate into the COMSC program must demonstrate completion of 45 credits of prerequisite coursework in Communications Sciences and Disorders as well as Liberal Arts and Sciences.

The breakdown of the prerequisite coursework is outlined below.

Fifteen credits of foundations courses in Communication Sciences and Disorders are required. Each of the following must be at least 3 credits.

- Introduction to Language
- Anatomy and Physiology of Speech Mechanisms
- Phonetics of American English
- Introduction to Speech Pathology
- Introduction to Audiology

Thirty credits in Liberal Arts and Sciences courses are required of each applicant. Applicants should review catalog descriptions of courses they have taken to ensure correct matching of the following requirements:

- Biological science (3 credits)—examples are botany, biology, ecology, genetics, marine biology, nutrition, physiology, zoology
- Physical science (3 credits)—examples are chemistry, physics, earth science, oceanography, geology, astronomy, weather

- Mathematics or Statistics (3 credits)—examples are algebra, calculus, trigonometry, statistics (remedial, historical, or methods courses **do not** fulfill this requirement)
- Behavioral and/or social science (6 credits)—(study that pertains to understanding normal/abnormal human behavior, development across the life span, social interaction, and issues of culturally diverse populations)—examples include anthropology, criminology, sociology, psychology, human behavior, cultural diversity, gender issues
- English (6 credits)—at least 3 credits of intensive writing
- U.S. history or political science (3 credits)
- Art (3 credits)—examples include pottery, painting, drawing, theater performance, dance, musical instrument performance, art or music appreciation
- Language other than English (3 credits)—American Sign Language, Spanish, French, German, Hebrew, Arabic, Greek, etc.

When applying to become a matriculated student applicants should understand:

- Courses must be taken at an accredited college or university
- At least a B grade is necessary for all prerequisite coursework
- Advanced Placement (AP) credit will be accepted; however, AP must be recorded on the student's official undergraduate transcript(s)
- Pass/fail grades will not be considered as having fulfilled the Communication Sciences or Liberal Arts and Sciences prerequisite requirements
- Being a native speaker of a language will not fulfill the language requirement; the language requirement must be documented on an official transcript
- College-Level Examination Program (CLEP) scores will not be considered as having fulfilled admissions requirements

If unsure that a class meets a prerequisite course requirement, students applying to the COMSC Program may wish to include with their application a catalog description and/or syllabus for that course.

Suggested Curriculum

Fall 1 (15 credits)

COMSC 70000 - Introduction to Research Methods

Introduction to basic research design and techniques used to study basic and applied communication science. Included is an overview of basic concepts and terminology, with emphasis on developing the ability to form a reasonable critical assessment of published literature. The course will focus on the development of technical writing skills, conducting thorough and efficient library and Internet research, the interpretation of graphical information, and a working understanding of common statistical models.

prereq: none

Hours 45

Credits 3

COMSC 70500 - Acoustics, Physiologic and Auditory Phonetics

A comprehensive overview of basic phonetic science, as well as a foundation for its application to clinically relevant issues; basic concepts and terminology associated with the scientific study of the production, structure, transmission, and perception of the speech signal; acquisition, measurement and interpretation of physical data; speech and voice

acoustics, aerodynamics, glottography, and kinematics.

prereq: COMSC 70800

Hours 45

Credits 3

COMSC 71100 - Models of Language

Designed to further the understanding of the nature of language acquisition process as it pertains to the field of speech/language pathology. By surveying the various scientific proposals with respect to language learning, the student will gain a richer understanding of how language learning might be interrupted. The student will gain exposure to an interdisciplinary approach to the notion of language learning.

prereq: none

Hours 45

Credits 3

COMSC 71200 - Neural Processes of Communication

Neuroanatomy of normal processes and disorders of speech, swallowing, language, vision, hearing, emotion, cognition and communication; development of the human nervous system; neurological disorders and their effects on communication processes.

prereq: none

Hours 45

Credits 3

COMSC 72000 - Clinical Methods in Speech-Language Pathology

This course is an introduction to the scope and essentials of clinical practicum across the life span as reflected in the management of speech and language disorders in pediatric and adult populations. Basic clinical methods and procedures will be emphasized, including the development of the skills to select therapy targets, develop session plans, generate behavioral objectives and write SOAP notes. 25 hours of clinical observation (external to the course hours) are included. Completion of workshops in reporting child abuse and violence protection in the classroom will be required.

coreq: COMSC 70000, 70800, 71100, 71200

Hours 45

Credits 3

Spring 1 (15 credits)

COMSC 71600 - Phonological Development and Disorders

Anatomical/physiological, cultural and psychological aspects of articulatory and phonological development and disorders; methods of prevention, assessment and intervention across the range of severity and etiology; impact of phonological disorders on acquisition of literacy; collaboration with teachers in management.

prereq: COMSC 72000

Hours 45

Credits 3

COMSC 71700 - Language Disorders in Children

Language and communication disorders and differences in children from infancy through adolescence, including specific language impairment, pervasive developmental delay, autism and mental retardation, cognitive and social aspects of communication, variation in severity and type of disorders; management of children requiring special education as mandated by Federal Law; implications of early language disorders on literacy acquisition, assessment and intervention; cultural diversity issues; interdisciplinary strategies for intervention for children with communication challenges within the home, preschool, school, and community settings.

prereq: COMSC 71100

Hours 45

Credits 3

COMSC 72600 - Adult Neurogenic Communication Disorders

Neurological, linguistic, cognitive and psychological aspects of acquired communication disorders across the life span, including aphasia, traumatic brain injury, and dementia; prevention, assessment and intervention across a range of severity and etiology; interdisciplinary collaboration in acute care, home, educational and vocational settings.

prereq: COMSC 71200

Hours 45 hrs,

Credits 3 cr

COMSC 72800 - Clinical Practicum in Speech-Language Pathology

First-year spring semester clinical practicum in assessment and management 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 include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 728.04, for students in the bilingual extension, designates a special section of COMSC 728 for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 72000, 73300

Credits 1 cr

COMSC 73300 - Clinical Methods in Speech-Language Pathology: Diagnosis and Assessment

This course is a continuation of the discussion of the scope and essentials of clinical practicum, as reflected in the identification and assessment of speech and language disorders across the life span. Basic clinical methods and procedures will be emphasized, including the development of the skills related to generating and interpreting diagnostic reports. Students will learn about processes related to the selection, interpretation, and administration of appropriate, client-specific formal and informal assessment tools.

prereq: COMSC 72000

Hours 30

Credits 2

COMSC 75200 - Audiology for Speech-Language Pathologists

This course provides an overview of topics in audiology that are highly relevant to the professional in speech-language pathology. Specifically, identification, assessment and management of individuals across the life span (newborns through older adults) who have hearing loss and auditory processing disorders and disabilities are topics covered. Particular emphasis will be on the role of speech-language pathologists in aural rehabilitative processes including cochlear implant use and other assistive technologies. Roles and responsibilities of the speech-language pathologist working with professionals in other disciplines as delineated in the Scope of Practice for the profession and the Code of Ethics of the American Speech-Language-Hearing Association are similarly reviewed.

prereq: none

Hours 45

Credits 3

Summer 1 (6)

COMSC 73500 - Clinical Methods in Speech-Language Pathology: Reading and Dyslexia

This clinical seminar addresses typical processes of reading across the life span including pre-literacy skills. Reading disorders in children and adults are discussed; differential diagnosis; therapeutic intervention; the role of the speech-language pathologist in the educational setting; collaboration among reading professionals; and school-based curriculum.

prereq: COMSC 73300

coreq: COMSC 77100

Hours 30

Credits 2

COMSC 77100 - Summer Clinical Practicum in Speech-Language Pathology 1

First-year summer semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervisor of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practicum and off-campus clinical practica include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood and adolescence, as well as with adults.

prereq: COMSC 73300

Credits 1 cr

CEDF 70600 - 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.

prereq: CEDF 70900 and CEDF 71500

Hours 45 hrs,

Credits 3 cr

Fall 2 (16 credits)

COMSC 70600 - Summative Project I

The intention of this project is for students to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter College will be considered.

prereq or coreq: none

Hours 30

Credits 2

COMSC 71900 - Assessment and Management of Dysphagia across the Lifespan

Normal and abnormal swallowing function across the lifespan, clinically known as dysphagia; evaluation, management, and treatment of dysphagia across various neurological, mechanical, and esophageal conditions in infants, children and adults will be emphasized. Interpretation of modified barium swallow (MBS) and fiberoptic endoscopic evaluation of swallow (FEES) studies as well as non-oral options for nutrition/hydration will be addressed.

Hours 60

Credits 4

COMSC 72400 - Developmental and Acquired Motor Speech and Swallowing Disorders

Disorders of speech resulting from neurologic impairment affecting the motor programming (apraxia) or neuromuscular execution (dysarthria) of speech in infants, children, and adults; assessment and therapeutic management strategies in social, educational and vocational settings.

prereq: none

Hours 60

Credits 4

COMSC 72700 - Voice Disorders

The identification, assessment, diagnosis, and management of dysphonia and related laryngeal disorders; an overview of the functional, congenital, psychogenic, trauma-related, organic and neurogenic disorders that can affect vocal function, respiration, and resonance. The role of stroboscopy, glottography, aerodynamic and acoustic measures in the assessment of phonatory disorder is discussed and a survey of treatment techniques and strategies for voice patients is discussed. An off-campus trip to an ENT/voice lab in the metropolitan area will be scheduled for later in the semester.

prereq: COMSC 70800, 71200

Hours 30

Credits 2

COMSC 72900 - Clinical Practicum in Speech-Language Pathology 1

Second-year fall semester clinical practicum in assessment and management 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 or off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or

adulthood. COMSC 72904 for students in the bilingual extension, designates a special section of COMSC 72900 for practicum with Spanish speaking children eligible for bilingual services.

prereq: COMSC 73300

coreq: COMSC 73600

Credits 1 cr

COMSC 73800 - Communication and Developmental Disabilities

This course surveys the communication status of individuals with developmental disabilities (i.e., intellectual disability, autism spectrum disorder, and cerebral palsy) with a focus on evidence-based assessment and intervention practices across the life span.

prereq: none

Credits 3

Spring 2 (16 credits)

COMSC 70300 - Professional Practice in Educational Settings

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.

prereq: COMSC 72000

Hours 45

Credits 3

COMSC 70700 - Summative Project II

COMSC 70600 and 70700 are designed to facilitate the completion of a summative project. Students are intended to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter college will be considered.

prereq or coreq: none

Hours 30

Credits 2

COMSC 71500 - Communication Processes Related to Aging

Current understanding of adult development and aging as related to communication processes and disorders. Speech, language and hearing changes, as well as social, behavioral, physical and cognitive changes associated with normal and pathological aging processes. Intervention strategies, diagnostic and treatment materials, and audiological equipment for the communicatively impaired elderly population.

prereq: COMSC 70800, 75300

Hours 45

Credits 3

COMSC 72200 - Fluency Disorders

Anatomical/physiological, neurological, psychological, developmental, linguistic and cultural bases of fluency disorders; methods of prevention, assessment and intervention across the life span and range of severity and etiology; management in social, educational and vocational settings.

prereq: COMSC 70800, 71200

Hours 30

Credits 2

COMSC 72300 - Studies in Bilingualism

A survey of classical and contemporary psycholinguistics literature as it pertains to bilingual speakers (both children and adults). The ways in which languages can be acquired and be represented will be reviewed in preparation for understanding how language and communication disorders might manifest in bilingual speakers. Several critical articles on the study of bilingualism will be discussed, under the following headings: (1) psycholinguistics from a cross language perspective, (2) early bilingual development, (3) the bilingual brain, (4) learning to read in more than one script, and (5) the cognitive impact of bilingualism. In addition, students will be engaged in discussions regarding the nature of bilingual language skills, the role of language in second language learning and how these factors impact assessment and treatment of language and communication disorders.

Hours 45

Credits 3

COMSC 73700 - Clinical Seminar in Speech-Language Pathology: Alternative and Augmentative Communication (AAC)

This seminar focuses on knowledge and skills in speech-language pathology related to clinical competence and professionalism, clinical interventions, and clinical research with a focus on Alternative and Augmentative Communication (AAC). Topics discussed include fundamental principles of AAC assessment, diagnostic intervention planning & implementation, data collection & interpretation, and follow-up assessment for monitoring progress across the life span. Presentation of no-tech (unaided communication), low-tech, mid-tech, and high-tech supports will be made available.

prereq: COMSC 73600

coreq: COMSC 73900

Hours 30 hrs,

Credits 2 cr

COMSC 73900 - Clinical Practicum in Speech-Language Pathology 2

Second-year spring semester clinical practicum in assessment and management 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 off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence, or adulthood.

prereq: COMSC 72900

coreq: COMSC 73700

Credits 1 cr

Total Credits: 68

TSSLD with Bilingual Extension (Spanish-English)

The Teachers of Students with Speech and Language Disabilities with Bilingual Extension (Spanish-English) option is available to students in the SLP curriculum who meet the admission requirements regarding demonstration of bilingual proficiency. A written and oral Spanish/English proficiency exam is administered to candidates by the Communication Sciences program. The bilingual requirements include an additional 12 credits of coursework:

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

and a bilingual school-based practicum

COMSC 72904 - Clinical Practicum in Speech- Language Pathology 1

for students in the bilingual extension, designates a special section of **COMSC 72900** for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 73300

coreq: COMSC 73600

Credits 1

EDESL 79610 - Methodology of Teaching English to Speakers of Other Languages

An overview of K-12 program types and classroom options for teaching English to speakers of other languages. The course covers language teaching methods for teaching the four language skills, options for classroom management, and setting up learning environments. Required of students in **Program 1**.

Credits 4

includes 30 hours fieldwork

Additional Bilingual Examinations

Students seeking TSSLD with Bilingual Extension are required to take the Bilingual Content Specialty Test (CST). In addition to the requirements for TSSLD, candidates for a bilingual extension must also take two language examinations — one in the target language (Spanish) and the other in English.

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 also pursue study in environmental health science in addition to specialization in occupational health and safety. Opportunities are available for internships with numerous outside organizations (see list of field instruction centers below) as well as for research with faculty members. 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. A limited number of tuition scholarships are available to qualified students.

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).

Scholarships may be available from the National Institute for Occupational Safety and Health (NIOSH) (EOHS Students) and other public and private sources. Contact the program office for further information.

Admission Requirements

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.

Academic Requirements

46 credits chosen as follows: All courses in Group A (15 credits) Public Health Core courses (see below under Course Distribution); Group B (19 credits) Specialization courses within environmental and occupational health sciences; Group C (6 credits) Elective courses; and Group D (6 credits) Supervised Fieldwork and Capstone Project.

The capstone project consists of a comprehensive examination, a professional portfolio and either: A seminar, and paper and oral presentation based on an aspect of the student's fieldwork; or, for student's with GPA's ≥ 3.7 and strong independent research and writing skills, a master's essay. The Capstone Project allows students to synthesize academic knowledge with practical skills and experiences. It is designed to assess student skills and competencies in public health and the specialty area. A list of these competencies is available through the CUNY School of Public Health at Hunter College.

Course Distribution

Group A - Public Health Core Courses required, 15 credits

PH 75100 - Principles of Biostatistics

This is a first-level requirement for students specializing in EPI-BIOS, who will take subsequent intermediate and advanced level biostatistics courses. It will introduce students to the theoretical basis for and practical application of common statistical methods and principles used in public health.

prereq: evidence of quantitative abilities, such as college-level algebra with a grade of B+ or better, GRE scores ≥ 550 and analytic scores ≥ 4.5 .

PH 75200 - Introduction to Epidemiology

An introduction to epidemiologic principles, methods and measures commonly used in public health. T

prereq: PH 75000

-or-

PH 75300 - Principles of Epidemiology

A first-level requirement for student specializing in EPI-BIOS, who will take subsequent intermediate and advanced level epidemiology courses. It will introduce students to epidemiologic theory, principles, methods and measures commonly used in public health.

prereq or coreq: PH 75100

Hours 3

Credits 3

PH 75400 - Environmental Health and Safety

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation and noise hazards; hazardous substances; solid wastes; food protection; natural and human-made disasters; and specific hazards such as lead, asbestos, mold and pesticides.

Hours 3

Credits 3

PH 75500 - Urban Health and Society

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.

Hours 3

Credits 3

PH 75600 - Public Health and Health Care Policy and Management

This course examines the organization, delivery and financing of health care in the United States with an understanding of the health policy-making process and a focus on issues related to the management of public health agencies.

Hours 3

Credits 3

Group B Specialization Courses required, 19 credits

EOHS 70200 - 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.

Credits 3

EOHS 74100 - Environmental and Industrial Hygiene Laboratory

Physical, chemical, and instrumental methods for measuring environmental and occupational contaminants.

prereq or coreq: EOHS 70500

Hours 90 hrs lec and lab,

Credits 4 cr

EOHS 75400 - Environment and Occupational Toxicology

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.

prereq: PH 75400 and EOHS 70500

Credits 3

EOHS 75500 - 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.

Credits 3

EOHS 75700 - Principles of Industrial Hygiene

Recognition, evaluation, and control of industrial hazards due to chemical and physical agents. Topics include occupational health standards, regulatory agency activities, effects of contaminants on human health, sampling and control of hazards, current issues.

prereq: EOHS 70200 and 70500

Credits 3

EOHS 76200 - Noise and Radiation Hazards and Controls

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.

prereq or coreq: EOHS 70500

Credits 3

Group C Elective Courses required, 6 credits

Group D Supervised Fieldwork and Culminating Experience, 6 credits

Supervised Fieldwork required, 3 credits

PH 73700 - Supervised Fieldwork

Students will carry out directed field experiences in public health agencies or programs. Placements are in relation to student's academic background, specialization and career expectations. Emphasis is on applying classroom-acquired concepts and skills. The content and scope of the fieldwork should be similar to work performed by an entry level public health professional.

prereq: Completion of 18 credits toward the master's degree, including at least 3 required core courses (biostatistics, epidemiology, and the course most relevant to your specialization) and at least 2 courses in students' specialization.

PH 73800 - Capstone Project

This course consists of a structured seminar aimed at allowing students to synthesize and reflect upon experiences gained during the MPH or MS program. Students will complete either a paper based on fieldwork, a research paper or a Master's Essay. The paper must be completed no sooner than during students' penultimate or final semester.

prereq: Completion of at least 36 credits of coursework toward the Master of Public Health (MPH) or Master of Science degree, including at least one course in each of the 5 core areas of public health (biostatistics, epidemiology,

social and behavioral sciences, public health policy and environmental health and safety); and at least 3 specialization courses.

Paper based on fieldwork, research paper or master's essay, 3 credits

Field Instruction Centers

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

Nursing: Adult Health/Med-Surg Nursing MS

(42 Credits)

Specialization Coordinator Dr. Christine Cutugno

ccutugno@hunter.cuny.edu

The program prepares nurses to assume an advanced practice nursing role as a Clinical Nurse Specialist in a variety of health care settings, from acute care to home care. Nurses who earn this degree are preparing themselves for advanced practice positions in medical-surgical specialties within acute care or community-based nursing services.

Through course work, practicums (500 hours), and carefully selected electives, students develop expertise in such specialties as cardiovascular nursing, oncology, rehabilitation, and critical care. The advanced practicums are offered in a variety of medical-surgical specialties. Students also have an opportunity to participate in community-based programs aimed at serving a selected target population and promoting policy changes in the health care delivery system. Graduates of the program meet educational requirements for specialty certification by the American Nurses Credentialing Center (ANCC).

Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

Advanced Practice Core: 9 credits

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies.

*prereq: NURS 74900
Hours 45 hrs practicum,
Credits 3 cr*

Advanced Practice Specialization Courses: 15 credits

NURS 76100 - Clinical Leadership in Nursing I

Principles of leadership, teaching and learning, health communication, clinical outcomes, resource and information management, and evidence-based nursing practice are applied to promote health, decrease risk, and eliminate health disparities in specific clinical settings.

*prereq: NURS 70000; NURS 70200, NURS 70400, NURS 74900
prereq or coreq: NURS 71700, NURS 75000, NURS 75100
Hours 30 hrs theory; 165 hrs clinical practicum, including 15 hrs clinical seminars,
Credits 5*

NURS 76600 - Advanced Medical Surgical Nursing I

Provides specialized knowledge and clinical experience in order to implement the diverse roles of the clinical nurse specialist (CNS) in a variety of settings and with patients of different age groups.

*prereq: NURS 76100
Hours 30 hours theory, 15 hours seminar, 167 hours clinical practicum
Credits 5*

NURS 76700 - Advanced Medical Surgical Nursing II

Builds on specialized knowledge and clinical experience in order to implement the diverse roles of the clinical nurse specialist (CNS) in a variety of settings and with patients of different age groups.

prereq: NURS 76600

Hours 30 hours theory, 15 hours seminar, 167 hours clinical practicum

Credits 5

Electives: 6 credits

Nursing: Clinical Nurse Leader MS

(42 Credits)

Specialization Coordinator Mattia Gilmartin

mgilmar@hunter.cuny.edu

The program prepares nurses to assume a Clinical Nurse Leader™ role 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 practica for a total of 500 hours. Nurses who earn this degree are preparing themselves for practice as advanced generalists with competence in providing clinical outcomes management, care environment management, and clinical leadership for setting specific practice throughout the healthcare delivery system. Graduates of the program meet educational requirements for specialty certification by the American Association of Colleges of Nursing (AACN).

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

Advanced Practice Core: 9 credits

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies.

prereq: NURS 74900

Hours 45 hrs practicum,

Credits 3 cr

Specialization Courses: 15 credits

NURS 76100 - Clinical Leadership in Nursing I

Principles of leadership, teaching and learning, health communication, clinical outcomes, resource and information management, and evidence-based nursing practice are applied to promote health, decrease risk, and eliminate health disparities in specific clinical settings.

prereq: NURS 70000; NURS 70200, NURS 70400, NURS 74900

prereq or coreq: NURS 71700, NURS 75000, NURS 75100

Hours 30 hrs theory; 165 hrs clinical practicum, including 15 hrs clinical seminars,

Credits 5

NURS 76200 - Clinical Leadership in Nursing II

Synthesis of all aspects of leadership, care, and information management. Guided learning opportunities and clinical immersion in a unit or setting specific area; facilitates the integration of the multiple CNL functions into a professional model of CNL practice.

prereq: NURS 76100

Hours 60 hrs theory; 335 hrs clinical practicum (immersion), including 30 hrs clinical seminars

Credits 10

Electives: 6 credits

Nursing: Community/Public Health Nursing MS

(42 credits)

Specialization Coordinator: Judith Aponte, jap@hunter.cuny.edu

The program prepares nurses as advanced public health nurses to assume leadership roles in community/public 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 for a total of 500 hours. Graduates of the program meet additional requirements for specialty certification by the American Nurses Credentialing Center.

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

Public Health Core Courses: 9 credits

PH 75000 - Introduction to Biostatistics

This course is designed to enable students to analyze, present and interpret population health data.

prereq: Elementary statistics or calculus or equivalent.

PH 75200 - Introduction to Epidemiology

An introduction to epidemiologic principles, methods and measures commonly used in public health. T

prereq: PH 75000

PH 75400 - Environmental Health and Safety

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation and noise hazards; hazardous substances; solid wastes; food protection; natural and human-made disasters; and specific hazards such as lead, asbestos, mold and pesticides.

Hours 3

Credits 3

Specialization Courses: 15 credits

NURS 77100 - Community/Public Health Nursing I

Analysis of how clinical specialists in community/public health nursing conduct a community health assessment and participate on multidisciplinary teams that work in partnership with culturally diverse communities.

prereq: NURS 700, PH 700

prereq or coreq: NURS 702, NURS 749

Hours 30 hrs theory, 166 hrs practicum, 15 hrs seminar,

Credits 5 cr

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100

prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,

Credits 5 cr

NURS 77300 - Community/Public Health Nursing III

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772

Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,

Credits 5 cr

Electives: 6 credits

Nursing: Gerontological/Adult Health Nurse Practitioner Program MS

42 credits

Specialization Coordinator: Steven Baumann, sbaumann@hunter.cuny.edu

This specialization prepares nurses to assume a leadership role in primary care for adults and older adults in the community and in a variety of health care settings. Students learn to apply select theories and research in 735 hours of preceptored practicums. Graduates of the program will be eligible for certification as adult nurse practitioners and gerontological nurse practitioners by the New York State Education Department and by the American Nurses Credentialing Center after passing the national certification examination.

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

Advanced Practice Core: 9 credits

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies.

prereq: NURS 74900

Hours 45 hrs practicum,

Credits 3 cr

Specialization Courses: 18 credits

NURS 75500 - Primary Care Nursing I

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are introduced.

prereq: NURS 70000, NURS 70200, NURS 71700, NURS 74900, NURS 75100

prereq or coreq: NURS 75000

Hours 30 hrs. theory, 15 hrs seminar, 210 hrs practicum

Credits 5 cr

NURS 75700 - Primary Care Nursing II

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are developed.

prereq: NURS 75500

prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 210 hrs practicum,

Credits 5

NURS 76800 - Primary Care Nursing III

Theories, research and strategies for primary care nursing of adolescent, adult, and older adults with complex multisystem health problems are analyzed and applied; role expectations of nurse practitioners are synthesized. Capstone project is finalized.

prereq: NURS 75700

Hours 30 hrs theory, 15 hrs seminar, 210 hrs practicum,

Credits 5 cr

NURS 76900 - Gerontological Nurse Practitioner Practicum

Preceptored practicum in gerontological nurse practitioner practice with seminar discussion of current theories, research and strategies for primary care of older adults with complex multisystem health problems are analyzed and applied.

coreq: NURS 755

Hours 15 hrs seminar, 105 hrs practicum,

Credits 3 cr

Electives: 3 credits

Select courses such as NURS 75400 - Psychosocial Behavioral Patterns of Older Adults

Nursing: Psychiatric Nurse Practitioner MS

42 credits

Specialization Coordinators: Anna Acee/Kunsook Bernstein, aacee@hunter.cuny.edu, kbernst@hunter.cuny.edu

This specialization prepares nurses to assume an independent and autonomous role in psychiatric nursing and primary care for the mentally ill population in the community and in a variety of health care settings. 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. Specialization courses provide advanced nursing content and guided learning experiences in a variety of settings and roles completing a total of 600 clinical hours. Graduates of the program are eligible for certification as psychiatric/mental health nurse practitioners by New York State Education Department, and meet educational requirements for specialty certification by the American Nurses Credentialing Center.

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

Advanced Practice Core: 9 credits

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies.

prereq: NURS 74900

Hours 45 hrs practicum,

Credits 3 cr

Specialization Courses: 15 credits

NURS 74200 - Advanced Practice Psychiatric-Mental Health Nursing I

Exploration of mental health problems, recovery-oriented services and promotion of mental health in individuals. Students learn to provide primary mental health care for individuals experiencing a range of complex problems.

prereq: NURS 70000

prereq or coreq: NURS 70200, NURS 71700, NURS 74900, NURS 75000, NURS 75100

Hours 30 hrs lecture, 15 hrs seminar, 166 hrs clinical,

Credits 5 cr

NURS 74300 - Advanced Practice Psychiatric-Mental Health Nursing II

Exploration of mental health of families. Students learn to provide primary mental healthcare for families experiencing a range of complex problems.

prereq: NURS 742

prereq or coreq: NURS 704

Hours 30 lecture hours, 15 hrs seminar, 167 hrs clinical,

Credits 5 cr

NURS 74400 - Advanced Practice Psychiatric-Mental Health Nursing III

An exploration of contemporary mental health issues from group and community perspectives. Students learn to develop advanced practice group and community interventions that reduce risk, promote resilience, and enhance mental health.

prereq: NURS 74300

Hours 30 hrs lecture, 15 hrs seminar, 167 hrs of clinical practicum,

Credits 5 cr

Electives: 6 credits

Selections may be from graduate offerings in nursing, health science or other disciplines as applicable.

Highly recommended elective 3 credits

NURS 71900 - Psychopharmacology

Course provides evidence-based guidelines of pharmacology in treating mentally ill individuals. Neuro-biology and psychopharmacology theories, current clinical practice of pharmacology for major psychiatric diagnoses, and practical clinical application of relevant pharmacotherapy will be explored.

Nutrition MS

The MS degree in Nutrition is designed for individuals seeking to attain the RD credential. The MS in Nutrition is an accredited didactic program in dietetics (DPD), completion of which certifies eligibility to apply for a dietetic internship. Graduates of the NUTR-MS program may work as nutritionists in a wide variety of health care facilities including hospitals and public health agencies.

Admission Requirements

1. General Admission Requirements to the graduate programs in arts and sciences are observed.
2. An undergraduate major in any field.
3. The aptitude section of the Graduate Record Examination or a master's degree from an accredited U.S. university.

4. At least 30 credits in the following undergraduate or graduate-level basic science and math courses: one semester each of undergraduate courses in introductory foods, introductory nutrition, general chemistry (with lab), organic chemistry (with lab), microbiology (with lab), and statistics or calculus, and two semesters of anatomy and physiology (with lab).

Academic Requirements and Course Distribution

41 credits as follows:

NUTR 70500 - Nutrition and Biochemistry

The structure and metabolism of macro- and micronutrients, kinetics and regulation of enzymes; energetic of biochemical reactions.

NUTR 71500 - Food Service and Management

An overview of food service operations and theories, functions and tasks of management

NUTR 72000 - Community Nutrition Education

Nutrition programs and materials for health promotion in the community.

NUTR 72500 - Nutrition Research

Understanding, evaluation and application of various research methodologies, research protocols, data analyses, and data presentations. Critical review of nutrition and public health literature.

NUTR 73100 - Human Nutrition and Metabolism

Comprehensive study and evaluation of current research on biochemical and metabolic significance of carbohydrates, lipids and proteins to human nutrition.

prereq: NUTR 70500

NUTR 73200 - Advanced Nutrition II

Comprehensive study and evaluation of current research on biochemical and metabolic significance of vitamins, minerals, and water to human nutrition.

prereq: NUTR 73100

NUTR 73300 - Nutrition and Human Development

Relation of nutrition to growth and development. Nutrition requirements throughout the lifecycle.

NUTR 73400 - Clinical Nutrition I

Modifications of the normal diet in the treatment of disease, food and drug interactions.

prereq: NUTR 73100

NUTR 73500 - Clinical Nutrition II

Modifications of the normal diet in the treatment of disease, food and drug interactions.

prereq: NUTR 73400

NUTR 74600 - Nutrition and Disease

Examine and relate nutrient function to the pathologic processes of disease and derive implications for medical nutrition therapy.

coreq: NUTR 74700

NUTR 74700 - Advanced Nutrition and Assessment Laboratory

Study and evaluation of anthropometric, biochemical, and other measurement methodologies as they relate to nutritional status of various population groups.

coreq: NUTR 74600

NUTR 75600 - Food Science and the Environment

Scientific principles of food and food ingredients: composition, function, regulation, safety, quality, testing, processing, packaging, formulation, production and evaluation of foods.

coreq: NUTR 75700

NUTR 75700 - Food Science and the Environment Laboratory

Laboratory experience with the chemical and physical properties of food components.

coreq: NUTR 75600

Credits 1

NUTR 76000 - Practicum

Nutrition and food science-related fieldwork in hospitals, schools, laboratories, and community-based organizations designed to provide opportunities to apply knowledge and skills gained from the classroom education to professional practice.

prereq: completion of 27 credits in NUTR

PH 75000 - Introduction to Biostatistics

This course is designed to enable students to analyze, present and interpret population health data.

prereq: Elementary statistics or calculus or equivalent.

Comprehensive Exam

All graduate students in the MS-Nutrition Program will be required to take a comprehensive exam to demonstrate understanding of the DPD course content. This exam will be given in the last semester of the program and will serve as the final exam in the Practicum course. The exam will be a multiple-choice exam that is similar in style to the ADA national registration exam for dietitians. In order to obtain the Verification Statement, a student must score at least 75% on the comprehensive exam and maintain good standing in the department. If a student scores < 75% on the exam, then the student will be allowed to retake the exam.

Social Research - MS

The Department of Sociology offers an intensive program in social research leading to the master of science degree. The program is designed for individuals who wish to pursue a career in applied social 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 business corporations, organizations involved with international development, government agencies and non-profit organizations.

The program offers four broad areas of research application: market research and consumer behavior; media research and analysis; research in international development; and research and policy analysis in the public and nonprofit sector. Students may focus on one of the program's areas of specialization or, with faculty guidance, develop a customized course of study if a student is interested in an area of research other than those given above.

Students train for careers in research through a combination of course work, research in their areas of specialization, and a supervised internship in a professional research setting. 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. Internship sites have included such companies and organizations as Community Service Society; CBS; Children's Television Workshop; numerous state and city agencies; Warnako Corp.; Time-Warner, Inc.; Lou Harris Interactive; Nielsen Corp. and the United Nations. Students who are already working in research positions may use on-the-job projects as the basis of an internship, with permission of the program director.

Students wishing to learn more about the program are encouraged to talk with the Program Director, **Professor Howard Lune**, who can be reached in the program office in 1601 Hunter West or by email at hlune@hunter.cuny.edu.

Admission Requirements

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 a background in sociology or other social science are desirable but not required. General admission requirements for arts and sciences graduate programs apply, including a minimum grade point average of 3.0 and the Graduate Record Exam (GRE) or the Graduate Management Admission Test (GMAT). Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit minimum scores on the Test of English as a Foreign Language (TOEFL) of 550 on the paper based test or 213 on the computer administered test or 60 (less speaking component) on the TOEFL IBT.

Applicants who do not meet these requirements in full may apply and request special permission to enter after a mandatory personal interview.

Degree Requirements

Completion of the graduate program in social research requires a minimum of 45 credits, which include:

1. Core Courses

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

prereq: SOC 24100 or equiv

Hours 45

Credits 3

fall only Students must consult the program advisers 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.

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

prereq: GSR 70800 with grade of B or better

Hours 45

Credits 3

spring only Students must consult the program advisers 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.

GSR 71000 - Research Methods I

Application of research techniques in qualitative research, field research, participant observation, library research, analysis of textual data.

prereq: SOC 24100 or equiv or perm instr

Hours 45 hrs,

Credits 3 cr

fall only Students must consult the program advisers 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.

GSR 71100 - Research Methods II

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

prereq: GSR 71000 or permission of instructor

Hours 45 hrs,

Credits 3 cr

spring only Students must consult the program advisers 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.

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 45

Credits 3

Students must consult the program advisers 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.

GSR 71600 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

prereq: GSR 70900, GSR 71000 and GSR 71100

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 45

Credits 3

Spring only. Students must consult the program advisers 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.

2. Electives

Fifteen credits are taken in courses according to the student's interests. Some may be taken in areas of specialization among GSR courses, some may be selected from courses in other Hunter departments or CUNY colleges. See advisers.

3. Internship Requirements

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.

GSR 71800 - Research Internship

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.

Credits 6 cr

Students must consult the program advisers 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.

Additional Information

The program can be completed in two years on a full-time basis, or seven semesters on a part-time basis (two courses per semester minimum).

Research Facilities and Affiliations

Graduate social research students have access to college-wide research and computing facilities and libraries of Hunter College, as well as to GSR program facilities, including a social sciences computer lab and a focus group facility.

Course Sequence

The following links provide a recommended model for timely completion of the program. Actual student schedules will depend on student interest and advisement.

- [Social Research Recommended Path for Full-Time Study, 2 years](#)
- [Social Research, Recommended Paths for Part-Time Study, 3 - 3 1/2 Years](#)

Note(s)

All courses offered by the program are open to students from other graduate programs provided the appropriate prerequisites are met.

Social Research Recommended Path for Full-Time Study, 2 years

[Return to Social Research - MS](#)

First Year

Fall Semester

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 45

Credits 3

Students must consult the program advisers 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.

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

prereq: SOC 24100 or equiv

Hours 45

Credits 3

fall only Students must consult the program advisers 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.

GSR 71000 - Research Methods I

Application of research techniques in qualitative research, field research, participant observation, library research, analysis of textual data.

prereq: SOC 24100 or equiv or perm instr

Hours 45 hrs,

Credits 3 cr

fall only Students must consult the program advisers 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.

- GSR Elective

Spring Semester

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

prereq: GSR 70800 with grade of B or better

Hours 45

Credits 3

spring only Students must consult the program advisers 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.

GSR 71100 - Research Methods II

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

prereq: GSR 71000 or permission of instructor

Hours 45 hrs,

Credits 3 cr

spring only Students must consult the program advisers 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.

- GSR Elective
- GSR Elective

Second Year

Fall Semester

GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

prereq: GSR 70900, GSR 71000 and GSR 71100

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 71800 - Research Internship

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.

Credits 6 cr

Students must consult the program advisers 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.

- GSR Elective

Spring Semester

GSR 71600 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 45

Credits 3

Spring only. Students must consult the program advisers 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.

- GSR Elective
- GSR Elective

Note

The fall/spring sequencing of courses may change. Check the online schedule of classes.

Social Research, Recommended Paths for Part-Time Study, 3 - 3 1/2 Years

Return to Social Research - MS

If Starting in the Fall

Fall Semester

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

prereq: SOC 24100 or equiv

Hours 45

Credits 3

fall only Students must consult the program advisers 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.

GSR 71000 - Research Methods I

Application of research techniques in qualitative research, field research, participant observation, library research, analysis of textual data.

prereq: SOC 24100 or equiv or perm instr

Hours 45 hrs,

Credits 3 cr

fall only Students must consult the program advisers 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.

Spring Semester

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

prereq: GSR 70800 with grade of B or better

Hours 45

Credits 3

spring only Students must consult the program advisers 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.

GSR 71100 - Research Methods II

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

prereq: GSR 71000 or permission of instructor

Hours 45 hrs,

Credits 3 cr

spring only Students must consult the program advisers 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.

Fall Semester

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 45

Credits 3

Students must consult the program advisers 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.

GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

prereq: GSR 70900, GSR 71000 and GSR 71100

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

- GSR Elective

Spring Semester

GSR 71600 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

- GSR Elective

Summer Semester

GSR 71800 - Research Internship

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.

Credits 6 cr

Students must consult the program advisers 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.

Fall Semester

- GSR Elective
- GSR Elective

Spring Semester

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 45

Credits 3

Spring only. Students must consult the program advisers 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.

- GSR Elective

If Starting in the Spring

Spring Semester

GSR 71100 - Research Methods II

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

prereq: GSR 71000 or permission of instructor

Hours 45 hrs,

Credits 3 cr

spring only Students must consult the program advisers 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.

- GSR Elective

Fall Semester

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

prereq: SOC 24100 or equiv

Hours 45

Credits 3

fall only Students must consult the program advisers 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.

GSR 71000 - Research Methods I

Application of research techniques in qualitative research, field research, participant observation, library research, analysis of textual data.

prereq: SOC 24100 or equiv or perm instr

Hours 45 hrs,

Credits 3 cr

fall only Students must consult the program advisers 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.

Spring Semester

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

prereq: GSR 70800 with grade of B or better

Hours 45

Credits 3

spring only Students must consult the program advisers 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.

GSR 71600 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

Fall Semester

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 45

Credits 3

Students must consult the program advisers 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.

GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

prereq: GSR 70900, GSR 71000 and GSR 71100

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

Spring Semester

GSR 71800 - Research Internship

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.

Credits 6 cr

Students must consult the program advisers 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.

- GSR Elective

Fall Semester

- GSR Elective
- GSR Elective

Spring Semester

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 45

Credits 3

Spring only. Students must consult the program advisers 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.

- GSR Elective

Note

The fall/spring sequencing of courses may change. Check the online schedule of classes.

Teachers of Students with Speech-Language Disabilities – Bilingual (English-Spanish Extension) MS

Requirements for Admission

In addition to all of the requirements for admission to the TSSLD curriculum, students applying for the bilingual (Spanish and English) extension must pass a Communication Sciences Program-administered evaluation of written and oral proficiency in Spanish and English.

Requirements for the Degree

In addition to all of the TSSLD requirements identified above, students must complete the following Extension requirements:

A. 12 additional credits of coursework:

EDESL 79620 - Methodology of Teaching English to Speakers of Other Languages

An overview of program types and classroom options for teaching English to speakers of other languages. The course covers basic language teaching methods, options for classroom management, and setting up optimal learning environments. Required of students in Programs 2 and 3.

Hours includes 20 hours fieldwork

Credits 4

20 hours fieldwork

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400

Hours 30 hrs plus 5 hrs of fieldwork and lab,

Credits 2 cr

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

B. School-based Language Practicum

A school-based language practicum (COMSC 72900 for 1 credit) must involve work with Spanish-speaking children eligible for bilingual education services.

C. NYSTCE Tests for English Language Proficiency

NYSTCE tests for English Language Proficiency Assessment (LPA) and the Target Language Proficiency Assessment (TLPA).

Urban Affairs - MS

The 36-credit MS in Urban Affairs program contains a flexible curriculum that launches students into the study of cities and the urban environment. The interdisciplinary nature of the program allows students to tailor their education to career aspirations and/or interests of their own choosing. The program is designed to accommodate both full and part time attendees. It can be completed in either two full semesters and a summer session or over a longer period of time. In combining both theory and practice, the program seeks to foster an understanding of urbanism while teaching practical skills to prepare students for the changing urban environment.

Our faculty specializes in a diverse range of urban disciplines with expertise and specializations that include: urban planning and history, governance, education, health, housing, immigration, comparative government, economic development, community advocacy, transportation, environment, law, and integrated technologies. The program boasts a distinguished part-time faculty, bringing years of practical experience and knowledge in both public and non-profit sectors. It is not uncommon to take courses from high level New York City professionals and practitioners.

In order to accommodate the needs and interests of an increasingly diverse student body, the faculty has recently redefined course requirements so that students have more choices in constructing their program. These changes are reflected in the distribution of the requirements listed below.

Our students are drawn from a diverse population locally, nationally and internationally. While most have been out of college for some time and many are already in the midst of their careers, an increasing number are arriving one or two years out of college. Most plan or are pursuing careers in the public and non-profit sectors. Students may substitute courses from other departments and/or CUNY schools that more appropriately address their substantive interest for the course listed in each of the Required Disciplines.

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 adviser, request admission with special conditions.

Requirements for the Master of Science in Urban Affairs Program

Core Requirements (12 credits)

URBG 79000 - Urban Development Workshop I

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.

prereq: permission of the adviser

Credits 6 cr

URBG 79200 - Urban Affairs Capstone

Review of contemporary urban issues and problems as the concluding course in the graduate program in urban affairs.

prereq: permission of the director/adviser

Hours 45 hrs,

Credits 3 cr

URBG 77500 - Urban Affairs Internship Seminar

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

prereq: permission of the adviser

Hours 45 hrs,

Credits 3 cr

Required Disciplines (6 credits)

One of each of the following is required:

Political Structure Requirement (3 credits)

URBG 70200 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75800 - Governing the City

This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constraints, suburbanization, and secession and ask, "Is it getting better?"

URBP 73400 - Environmental Planning

Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

Hours 45 hrs,

Credits 3 cr

URBG 78718 - Political Economy of the City

The course will explore the framework in which urban policy and development occurs in US urban areas. We will explore the 'anatomy' of the city, that is, to what extent is the physical shape of the city influenced by the interaction between the public and private sectors. Cities, of course, are embedded in larger economic and political settings. Indeed, some would argue that the forces generated in this larger context tend to

overwhelm the local political/economic theatre. To this end, the course will examine the extent to which greater national and international political and economic forces impact the shape of cities.

Methods/Skills Requirement (3 credits)

URBG 79100 - Grantwriting and Fundraising Practicum

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.

prereq: permission of the adviser

Hours 45 hrs,

Credits 3 cr

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

Hours 45 hrs,

Credits 3 cr

GTECH 71000 - Introduction to GIS

Thorough introduction to geographic information systems with an emphasis on spatial data handling and project management.

Hours 60 hrs including conference (2 lectures, 2 labs),

Credits 3 cr

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

URBG 71300 - Introduction to Qualitative Research Methods

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

Credits 3

Specializations (9 credits)

Students choose one area of specialization from among the three designated areas of specialization that include: urban policy, non-profits, neighborhood development from which nine credits of coursework must be taken. Students with approval of the program adviser may also develop their own specializations.

Urban Policy

URBG 70600 - Introduction to Policy Analysis

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

*Hours 45 hrs,
Credits 3 cr*

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

*Hours 45 hrs,
Credits 3 cr*

URBG 74100 - Employment Planning and Policies

Examination of structural changes in American economy and the implications for public policy and planning.

*Hours 45 hrs,
Credits 3 cr*

URBG 74300 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBP 74700 - Planning in the Budget Process

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

*Hours 45 hrs,
Credits 3 cr*

URBG 74800 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 75000 - Social Planning and Policy

Examination of major social problems facing urban planners. Review of social planning theories and methods.

*Hours 45 hrs,
Credits 3 cr*

URBG 75100 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG/URBP 78700 special topics course can be taken to fill the concentration

Neighborhood Development

URBG 70700 - Graphical Communication for Urban Planners

Introduction to graphical techniques commonly used to facilitate communication of ideas and information among planners and planning-related professionals.

*Hours 45 hrs,
Credits 3 cr*

URBG 72700 - Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

*Hours 45 hrs,
Credits 3 cr*

URBG 72800 - Housing and Community Development Seminar

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.

*prereq: URBG 72700 or permission of the adviser
Hours 45 hrs,
Credits 3 cr*

URBG 74000 - Planning for Economic Development

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

Hours 45 hrs,

Credits 3 cr

Open only to graduate students matriculated in Department of Urban Affairs and Planning

URBG 74800 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 74900 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75000 - Social Planning and Policy

Examination of major social problems facing urban planners. Review of social planning theories and methods.

Hours 45 hrs,

Credits 3 cr

URBG 75500 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

Hours 45 hrs,

Credits 3 cr

URBG/URBP 78700 special topics course can be taken to fill the concentration

Non-Profit Sector

URBG 70600 - Introduction to Policy Analysis

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

*Hours 45 hrs,
Credits 3 cr*

URBP 74700 - Planning in the Budget Process

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

*Hours 45 hrs,
Credits 3 cr*

URBG 74800 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 74900 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 75500 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

*Hours 45 hrs,
Credits 3 cr*

URBG/URBP 787 Special topics course can be taken to fill the concentration

Unrestricted Electives (9 credits)

In addition, students must complete an additional 9 credits in unrestricted electives.

Additional Courses

A wide variety of courses are offered each semester in the department, including special topics courses to meet the requirements. Students are encouraged to consult course listings in other departments within Hunter in which to take classes that are in line with their course of study. Up to 9 credits can be taken outside the Department of Urban Affairs and Planning in other departments at Hunter or within the CUNY system.

Master of Science in Education - MSED

Advanced Preparation in Special Education - MSED

This is a 30-credit program leading to a master's degree in Special Education: Advanced Preparation in Special Education as well as NYS Professional Certification in Childhood Special Education or Early Childhood Special Education. The program offers three tracks, each designed for teachers certified in special education who are seeking advanced preparation related to Special Education: Learning Disabilities (LD), Behavior Disorders (BD) or Early Childhood Special Education. The program is designed for those with initial NYS teacher certification in special education who are in need of graduate work leading to a master's degree and Professional Certification in Childhood Special Education or Early Childhood Special Education. It is also designed for those who hold NYS teacher certification in Special Education and a master's degree (e.g., those with permanent or professional certification at any age-level of special education) who are seeking to further their knowledge/skills, gain additional graduate credits, and, at the same time, add an extension, annotation, or additional age-level certificate.

The purpose of this program is to provide an advanced master's program that encourages practicing teachers to continue their professional development via individually tailored and highly practical graduate preparation focused on effective practices and specially designed instruction in Special Education.

Admission Requirements

1. New York State initial or professional teacher certification in Students with Disabilities grades 1-6 or birth to grade 2 or New York State permanent certification in special education, K-12.
2. An undergraduate BA or BS degree with a GPA of 2.8 or higher from an approved college **or** a graduate degree in special education (any age-level) with a GPA of 3.5 or higher.
3. Two professional references to be included with the application for admission.
4. A personal statement to be included as part of the application for admission.

Progress Standards

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.

3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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. It is recommended that students with two or more INs take an official leave of absence while they are completing their IN courses.

Advanced Preparation in Special Education Course of Study

Total Credits: 30 credits

Learning Disabilities (Track 1)

16-Credit Core of Courses

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 78251 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use. Advanced students must complete individually-tailored assignments.

Hours 15 hrs seminar, plus 20 hrs lab

Credits 2

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 78451 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2

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. Advanced students must complete individually-tailored assignments.

Hours 15 hrs seminar, plus 20 hrs lab

Credits 2

SPED 70151 - Advanced Preparation in Educational Assessment

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge, curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

Hours 45

Credits 3

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45

Credits 3

Plus

14 credits of electives from coursework related to—other special education topics, behavioral disorders, autism spectrum disorders, early childhood special education (could qualify for additional age level), blind/VI, deaf/HH, gifted and talented (could apply for a NYS extension), and severe/multiple disabilities (could apply for a NYS annotation)—

to be determined jointly in mandatory consultation with a program adviser. (Note: written approval of a student's plan is required.)

Representative of the spectrum of choices, but not an exhaustive list of the elective options.

Behavior Disorders (Track 2)

Total Credits: 30 credits

18-credit Core of Courses

SPED 75051 - The Study of Behavior Disorders

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 75151 - Methods and Materials for Teaching Students with Behavior Disorders

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. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPED 75000

Hours 45

Credits 3

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 70151 - Advanced Preparation in Educational Assessment

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge, curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

Hours 45

Credits 3

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45

Credits 3

Plus

12 credits of electives from coursework related to—other special education topics, behavioral disorders, autism spectrum disorders, early childhood special education (could qualify for additional age level), blind/VI, deaf/HH, gifted and talented (could apply for a NYS extension), and severe/multiple disabilities (could apply for a NYS annotation)—to be determined jointly with mandatory consultation with a program adviser. (Note: written approval of a student's plan is required.)

Representative of the spectrum of choices, but not an exhaustive list of the elective options.

Early Childhood Special Education (Track 3)

Total Credits: 30 credits

17-Credit Core of Courses

SPEDE 77151 - Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies

Special learning and behavioral issues in educating infants/toddlers, preschoolers, and elementary age students with autism spectrum disorders; instructional strategies of particular value in working with children who have autism, PDD-NOS, and Asperger's syndrome. Advanced students must complete individually-tailored assignments.

Hours includes 5 hrs of field experience.
Credits 3

SPEDE 77251 - Behavioral Theory and Its Applications to Young Children with Special Needs

The major tenets of behavioral theory; variations in approaches to applied behavior analysis; how to do and use functional behavioral analysis with young children who have special needs. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPEDE 76900 or SPED 79000
Hours includes 5 hrs of field experience
Credits 3

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45
Credits 3

SPEDE 77951 - Practicum in Early Childhood Special Education

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPEDE 776

Hours 30 hrs seminar plus conferences
Credits 2

Plus

SPEDE 77051 - Curriculum Models and Methods in Early Intervention and Early Childhood Special Education

Major approaches in early intervention and early childhood special education; instructional sequences and methods for use in different settings such as inclusion programs and the natural environment of the home; team and collaborativeteaching models; the process of using assessment data to create IFSP and IEP goals and objectives and match them to teaching strategies; program evaluation. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPEDE 71400 and SPEDE 76900 or SPED 79100
Hours includes 5 hrs field experience
Credits 3

SPED 79251 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

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. Advanced students must complete individually-tailored assignments.

Hours includes 15 hrs of field experience
Credits 3

Or

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1

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. Advanced students must complete individually-tailored assignments.

Hours 45
Credits 3

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

Plus

13 credits of electives from coursework related to—other special education topics, behavioral disorders, autism spectrum disorders, early childhood special education (could qualify for additional age level), blind/VI, deaf/HH, gifted and talented (could apply for a NYS extension), and severe/multiple disabilities (could apply for a NYS annotation)—to be determined jointly with mandatory consultation with a program adviser. (Note: written approval of a student's plan is required.)

Representative of the spectrum of choices, but not an exhaustive list of the elective options.

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student teaching , Supervised Practicum, and Clinical Teaching Lab:
 - A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.
 - B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.
4. Culminating Activity—Students must perform satisfactorily on a two-part culminating activity:
A comprehensive research-based oral presentation on a current special education issue
and either an original written research proposal
or a written proposal for competitive grant funding.
5. Students must pass the School of Education technology assessment.

Blind and Visually Impaired - MSEd

Blind and Visually Impaired Program Coordinator: Rosanne K. Silberman; 911 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu, Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

Admission Requirements

Program 1

For applicants who do not hold New York State Certification

1. 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. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
3. 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 (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 2

For applicants who hold early childhood, childhood, PreK-grade 6, middle school or adolescent education New York State teacher certification

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher

or

A graduate degree from an approved college with a GPA of 3.5 or better

plus

2. New York State initial, professional, or permanent teacher certification in early childhood, childhood, PreK-grade 6, middle school or adolescent education. Those holding permanent certification 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 HED 715, a 1-credit course covering these topics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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. Any student who receives an F will not be allowed to continue.
5. Program 1 students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the School's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 782, SPED 784, CEDC 729; ECC 712; SPEDE 776 or SPEDE 767). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once.

C. A student with two or more INs is prohibited from registering for any course.

Note: It is recommended that when not enrolled in any course students take an official leave of absence to complete their INs.

D. In order to enroll in student teaching or supervised practicum, all students must:

Have an overall GPA of at least 3.0

Have no outstanding INs.

Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 700, 701 or 791 and 702 or 702.50 Have taken or be registered concurrently for one methods course (e.g., SPED 706, 706.50, 731, 741, 751, 781, 781.50) Students in early childhood special education must complete SPEDE 776 or 767.

Blind and Visually Impaired Course of Study

Program 2

Total Credits: 40-41 credits

Cross-Categorical Core Courses (12 cr)

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience
Credits 3

SPED 70250 - Classroom Management in Special Education and Inclusive Settings

Develops skills 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. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000, SPED 79000, SPED 79100, or SPED 74000, SPED 74100
Hours Includes 20 hrs of field experience, 45 hrs,
Credits 3 cr

SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000 and SPED 74200 or SPED 79100
Hours (includes 10 hours of field experience),
Credits 3 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,
Credits 3 cr

Blind and Visually Impaired Specialization

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000
Hours includes 10 hrs of field experience
Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000
Hours Includes 10 hrs of field experience

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities

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.

prereq or coreq: SPED 70000, SPED 79000
Hours Includes 15 hrs of field experience

SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000, SPED 74100
Hours Includes 15 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200
Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000, 74100, 74200, 74300

Hours 15 hrs,

Credits 1 cr

SPED 74600 - Educational Implications of Learners Who Are Deafblind

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.

prereq: SPED 70000, SPED 79000 or SPED 74100

Hours Includes 10 hrs of field experience

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

Take either

SPED 74800 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 12

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,

Credits 4 cr

Or one of the following:

SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 74851 - Student Teaching: Blindness and Visual Impairment, Grades 7–12

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in either middle adolescent or adolescent, 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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 74852 - Supervised Practicum: Blindness and Visual Impairment, Preschool–Grade 6

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 74853 - Supervised Practicum: Blindness and Visual Impairment, Grades 7–12

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, 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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

Plus one of the following:

SPED 74854 - Student Teaching 2: Blindness and Visual Impairment, Preschool–Grade 6

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 plan, writing functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours structured conferences, plus 20 days student teaching,

Credits 1

SPED 74855 - Student Teaching 2: Blindness and Visual Impairment, Grade 7–12

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnership with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences, plus 20 days student teaching

Credits 1 cr

SPED 74856 - Supervised Practicum 2: Blind and Visual Impairment Preschool–Grade 6

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 placement. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences

Credits 1 cr

SPED 74857 - Supervised Practicum 2: Blind and Visual Impairment, Grades 7–12

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placement. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences

Credits 1 cr

Additional Requirements for Program 1

Program 1

Total Credits: 47-60 credits

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork must apply to the chairperson for permission to preregister 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.

prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,
Credits 1 cr

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student Teaching, Supervised Practicum, and Clinical Teaching Lab

A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. 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 repeat that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

4. Culminating Activity. Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 707, Research Seminar: Issues in Special Education):

a comprehensive research-based oral

presentation on a current special education issue

- and either
an original written research proposal
or
a written proposal for competitive grant funding.

5. Students must pass the School of Education technology assessment.

Childhood Education, Grades 1-6 - MEd

Program Coordinator Jason Riffaterre; 1001 West; (212) 772-4638; jriffate@hunter.cuny.edu

Hunter College's program in childhood education has been nationally recognized by the Association for Childhood Education International (ACEI). This program, which focuses on preparing teachers for New York City public schools is designed for students who do not have New York State 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; Childhood Special Education, Grades 1-6; TESOL (pre-K - 12); Early Childhood Education, Birth through Grade 2; or the Childhood Education Math/Science Specialist program. 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.

Admission Requirements

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.
3. A liberal arts core to include the following: 6 credits in English, including one course in English composition in with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better); 6 credits in social studies (one course in must be in history or geography); 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 3 credits in the arts; 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement); and 3 credits in information retrieval (library studies, research, computer literacy or educational technology).
4. A personal statement to be completed as part of the application for admission.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.

3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any additional courses.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

Students must receive a grade of at least B in fieldwork CEDC 715. Any student who receives a grade of B-, C+ or C must apply to the Chairperson of the Department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU will not be allowed to continue in the program.

Childhood Education Course of Study

Total Credits: 36 - 49 credits

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.

Initial Core:

CEDF 71500 - Diversity in the American School

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.

*Hours 45 hrs,
Credits 3 cr*

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 70500 - Mathematics Curriculum and Methods

An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 70400 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

Literacy Core:

CEDC 73000 - Perspectives on Literacy Across the Content Areas

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.

prereq: CEDF 70900 and CEDC 70400
coreq: CEDC 71500 and 72200
Hours 30 hrs,
Credits 2 cr

CEDC 72200 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq: CEDF 70900
coreq: CEDC 71500 and CEDC 73000
Hours 30 hrs,
Credits 2

CEDC 71500 - Fieldwork: Reading and Social Studies

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.

prereq: CEDF 70900

coreq: CEDC 73000 and 72200

Hours 75 hrs of fieldwork,

Credits 1 cr

Extended Core:

CEDF 71000 - Educational Psychology

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.

prereq: CEDF 70900

Hours includes 5 hrs of field work

CEDC 70000 - The Art of Effective Teaching

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.

prereq or coreq: CEDF 70900

Hours includes 5 hrs of fieldwork

CEDC 70300 - Teaching Science in the Elementary School

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900 and CEDC 70000

CEDC 71300 - Health Education for the Classroom Teacher

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDC 70700 - The Arts: An Interdisciplinary Learning Experience

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 71600 - Assessment of Teaching and Learning

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.

prereq: CEDF 70900 and CEDF 71000

CEDF 70600 - 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.

prereq: CEDF 70900 and CEDF 71500

Hours 45 hrs,

Credits 3 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

Culminating Core

CEDF 79200 - Integrative Seminar: Research in Childhood Education

Students prepare research proposals on topics which summarize and apply previous learnings. Written and oral presentations.

prereq: completion of 31 credits of course work including CEDC 73000 and CEDF 71600 or permission of the childhood education adviser

Hours 45 hrs,

Credits 3 cr

Choose either:

CEDC 72400 - Student Teaching in Grades 1–3 and 4–6

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 preregister 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.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus a minimum of 60 days of student teaching,

Credits 5 cr

Or one of the following:

CEDC 72500 - Student Teaching in Grades 1–3

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800 . Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 728: Practicum in grades 4–6. 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 preregister 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 CEDC 72400 or 72700.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus 30 days of student Teaching

CEDC 72700 - Practicum in Grades 1–3

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800 . Note: Applications for spring semester student teaching are due in October; applications for fall semester practicum are due in March. Students who receive a grade of C+ or C in practicum must apply to the department chairperson for permission to preregister 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 CEDC 72400 or 72500.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus supervision and conferences,

Credits 2 cr

Plus either

CEDC 72600 - Student Teaching in Grades 4–6

Teacher candidates who take this course must also take CEDC 72500 or CEDC 72700 . Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 72700 Practicum in grades 1–3.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus 30 days of student teaching

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 preregister 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 CEDC 72400 or 72800.

Or

CEDC 72800 - Practicum in Grades 4–6

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72700 .

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus supervision and conferences,

Credits 2 cr

Note: Applications for spring semester practicum are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in practicum must apply to the department chairperson for permission to preregister 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 CEDC 72400 or 72600.

Exit Standards

1. An 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, which may be repeated only once. 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 (CEDF 792) with a grade of B or better.
4. Students must pass the School of Education technology assessment.

Childhood Education, Grades 1-6 Bilingual (French/English)-MSEd

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 49 credits. Master's candidates who have completed some pedagogical coursework 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 the 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.

Admission 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 27 credits, distributed as follows: 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement); 6 credits in English including one course in English composition with a grade of at least B plus a writing intensive course in any discipline with a grade of B or better; 6 credits in social studies (of which one course must be in history or geography); 3 credits in the arts; and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).
4. Completion of a satisfactory writing sample in English and in French as part of the application process.
5. An on-site writing sample in English and in French and an interview conducted with at least two professors.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.

2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Course of Study

Total Credits: 37–49

(Master's candidates who have completed some pedagogical coursework 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 37.)

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

CEDCF 70050 - The Art and Science of Effective Teaching

This course is designed to introduce pre-service bilingual and TESOL 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.

Hours includes 5 hrs of fieldwork

CEDC 70400 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

CEDC 72950 - Fieldwork in Childhood Education for Bilingual Educators

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 preregister 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.

prereq: CEDF 70900; BILED 70100. Observing and assisting teaching in an elementary school setting

Hours 15 hrs of seminar plus 50 hrs fieldwork,

Credits 1 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400

Hours 30 hrs plus 5 hrs of fieldwork and lab,

Credits 2 cr

CEDF 70800 - Social, Historical, Philosophical Foundations of Education: The American School

For students pursuing certification in childhood education with a bilingual extension or in TESOL. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education

Hours 30

Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100

Hours 75 hrs,

Credits 1 cr

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70500 - Mathematics Curriculum and Methods

An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 70300 - Teaching Science in the Elementary School

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900 and CEDC 70000

CEDC 71400 - Advanced Educational Technology for Elementary School Teachers

Students will link prior knowledge of instructional technology with curriculum development strategies to design integrated learning events.

prereq: CEDF 70900, 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)
Hours 45 hrs,
Credits 3 cr

BILED 71700 - Language Assessment for English Language Learners

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.

prereq: BILED 77100, CEDCF 70050
Hours 45 hrs,
Credits 3 cr

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MEd/Childhood Education Grades 1-6 with bilingual extension; for the MEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100
Hours 45
Credits 3

BILED 78000 - Bilingual Research Seminar

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.

prereq or coreq: 39 credits or permission of program coordinator

Hours 30 hrs plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

Take Either

BILED 78200 - Supervised Student Teaching Grades 1–3 and 4–6

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 preregister 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.

prereq or coreq: completion of 39 cr of course work or permission of the program coordinator

Hours 60 days (30 in grades 1-3, 30 in grades 4-6) plus 15 hrs of seminar

Credits 4

Or One of the Following

BILED 78300 - Practicum in Grades 1–3

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 preregister 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 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 15 hrs of seminar plus conferences
Credits 2 cr

BILED 78500 - Student Teaching in Grades 1–3

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 preregister 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 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 30 days student teaching, 15 hrs of seminar plus conferences,
Credits 2 cr

Plus One of the Following

BILED 78400 - Practicum in Grades 4–6

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 preregister 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 78300 or BILED 78500

prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 15 hrs of seminar plus conferences,
Credits 2 cr

BILED 78600 - Student Teaching in Grades 4–6

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 preregister 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 78300 or BILED 78500.

prereq: completion of 39 credits of course work or permission of the program coordinator
Hours 30 days student teaching, 15 hrs of seminar plus conferences,
Credits 2 cr

Exit Standards

1. 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 or WU 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 days.

3. Completion of the culminating experience BILED 780 (Bilingual Research Seminar), with a grade of B or better.

4. Students must pass the School of Education technology assessment.

Childhood Education, Grades 1-6 Bilingual (Spanish/English) - MSEd

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.

Admission 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 27 credits, distributed as follows: 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement); 6 credits in English including one course in English composition with a grade of B plus a writing intensive course in any discipline with a grade of B or better; 6 credits in social studies (of which one course must be in history or geography); 3 credits in the arts; and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).
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.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Childhood Education With a Bilingual Extension: Course of Study

Total Credits: 37-49 credits

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

CEDCF 70050 - The Art and Science of Effective Teaching

This course is designed to introduce pre-service bilingual and TESOL 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.

Hours includes 5 hrs of fieldwork

CEDC 70400 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900
Hours includes 5 hrs of fieldwork
Credits 3 cr

CEDC 72950 - Fieldwork in Childhood Education for Bilingual Educators

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 preregister 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.

prereq: CEDF 70900; BILED 70100. Observing and assisting teaching in an elementary school setting
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400
Hours 30 hrs plus 5 hrs of fieldwork and lab,
Credits 2 cr

CEDF 70800 - Social, Historical, Philosophical Foundations of Education: The American School

For students pursuing certification in childhood education with a bilingual extension or in TESOL. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.

prereq or coreq: CEDF 70900
Hours 45 hrs,
Credits 3 cr

BILED 71100 - Bilingual Literacy-Spanish

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.

coreq: BILED 71150
prereq or coreq: BILED 77100
Hours 30
Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100
Hours 75 hrs,
Credits 1 cr

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70500 - Mathematics Curriculum and Methods

An exploration of 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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 70300 - Teaching Science in the Elementary School

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900 and CEDC 70000

CEDC 71300 - Health Education for the Classroom Teacher

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

BILED 71700 - Language Assessment for English Language Learners

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.

prereq: BILED 77100, CEDCF 70050

Hours 45 hrs,

Credits 3 cr

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

BILED 78000 - Bilingual Research Seminar

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.

prereq or coreq: 39 credits or permission of program coordinator

Hours 30 hrs plus lab,

Credits 2 cr

Take Either

BILED 78200 - Supervised Student Teaching Grades 1–3 and 4–6

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 preregister 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.

prereq or coreq: completion of 39 cr of course work or permission of the program coordinator

Hours 60 days (30 in grades 1-3, 30 in grades 4-6) plus 15 hrs of seminar

Credits 4

Or One of the Following

BILED 78500 - Student Teaching in Grades 1–3

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 preregister 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 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator

Hours 30 days student teaching, 15 hrs of seminar plus conferences,

Credits 2 cr

BILED 78300 - Practicum in Grades 1–3

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 preregister 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 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator

Hours 15 hrs of seminar plus conferences

Credits 2 cr

Plus One of the Following

BILED 78600 - Student Teaching in Grades 4–6

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 preregister 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 78300 or BILED 78500.

prereq: completion of 39 credits of course work or permission of the program coordinator

Hours 30 days student teaching, 15 hrs of seminar plus conferences,

Credits 2 cr

BILED 78400 - Practicum in Grades 4–6

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 preregister 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 78300 or BILED 78500

prereq: completion of 39 cr of course work or permission of the program coordinator

Hours 15 hrs of seminar plus conferences,

Credits 2 cr

* Master's candidates who have completed some pedagogical courses may be exempted from up to 12 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained.

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.
4. Students must pass the School of Education technology assessment.

Childhood Education: Mathematics/Science Specialization - MSEd

Program Coordinator Patrick Burke; 1138 West Building; (212) 772-4728; patrick.burke@hunter.cuny.edu

This is a 33-credit program that prepares students with NYS initial/permanent certification in childhood education to become better qualified in the teaching of mathematics and science in the elementary grades. This program leads to professional certification in childhood education.

Admission Requirements

1. Undergraduate degree with a GPA of at least 2.8.
2. New York State initial professional or permanent certification in childhood education.
3. Completion of a satisfactory writing sample as part of the application process.
4. Two letters of recommendation including one from a supervisor.
5. Successful completion with a grade of C or better of college level mathematics course and a lab science course. Those who do not meet the mathematics requirement must successfully complete MATH 104 and MATH 105 in the School of Arts and Sciences. Those who do not meet the science requirement must take a one semester course in a lab science (biology, chemistry, physics or geology.)

Course Waivers

1. Master's candidates may transfer in and/or waive up to three required courses in the master's in mathematics and science education by providing evidence of prior equivalent coursework.
2. An elective course must be substituted for a waived course with adviser'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

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue the program.

2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

Childhood Education Mathematics/Science Specialization Course of Study

Total Credits: 33 credits

CEDC 71600 - Educational Technology in Mathematics and Science Teaching/Learning

An advanced educational technology course for students concentrating in mathematics and science at the elementary school level. Students will link prior knowledge of instructional technology to curriculum development creating the strategies to design integrated learning materials in mathematics and science.

*Hours 45 hrs,
Credits 3 cr*

CEDC 73800 - The English Language: Theories and Pedagogical Implications

An overview of the acquisition, structure and use of English. Its goal is to provide Pre-K thru 6 teachers who already have prior certification in childhood education with the awareness and understanding of the aspects of the English language they will need in order to teach a variety of content area in grades Pre-K thru 6.

*Hours 45 hrs,
Credits 3 cr*

CEDC 74000 - Contemporary Mathematics in the Elementary School

A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

*Hours 45 hrs,
Credits 3 cr*

CEDC 74200 - Workshop Seminar in Elementary School Mathematics/Science

The major course goals are to continue to develop a foundation for the growth of the professional mathematics/science educator and to increase the effectiveness as a curriculum decision-maker. Through selective experiences, the course will focus on instructional styles and strategies.

prereq: CEDC 74400, CEDC 77600 and CEDC 777000

*Hours 45 hrs,
Credits 3 cr*

CEDC 74300 - Research Seminar in Mathematics/Science Education

An examination of the current research in mathematics and science education. Includes the evaluation of selected mathematics and science education research studies. Students will prepare a comparative, evaluative paper of research related to a specific curriculum topic or problem in the learning/teaching of mathematics and/or science.

prereq or coreq: CEDC 71600 and CEDC 73800 and CEDC 74000 and CEDC 74400 and CEDC 77600 and CEDC 77700 and CEDF 71600

*Hours 45 hrs,
Credits 3 cr*

CEDC 74400 - Development of Mathematical/Scientific Concepts in Children

Exposure to the development theories and school-based practices which allow children to develop the concepts in mathematical and science which underpin the learning in these areas. Appropriate learning activities for particular developmental levels will be addressed. Individual projects with children will be carried out.

prereq: all program courses except CEDC 74200 and CEDC 74300

prereq or coreq: None

*Hours 45 hrs,
Credits 3 cr*

CEDC 77600 - Planet Earth: Life Science, Environmental and Earth Science for Elementary School Teachers

Concepts in the biological sciences, ecological and earth sciences necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided.

*Hours 45 hrs,
Credits 3 cr*

CEDC 77700 - Physical Science for Elementary Teachers

Concepts in the physical sciences, chemistry and physics necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided.

*Hours 45 hrs,
Credits 3 cr*

CEDF 71600 - Assessment of Teaching and Learning

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.

prereq: CEDF 70900 and CEDF 71000

CEDC 74600 - Geographic Perspectives in Elementary Education

Geographic principles and practices; development of pedagogic skills to teach geography at the elementary school level; development of skills in teaching geography of New York City and New York State; development of understanding of global issues and of geographic factors affecting historical events.

Hours 45

Credits 3

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

CEDC 71700 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 1

CEDC 71800 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 2

CEDC 71900 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 3

** Note: Students who have already completed an introductory special education course may enroll in SPED 783.50 Math, Organizational and Social Strategies for Students with Learning Disabilities (for those not in the LD specialization).*

*** Independent study may be taken in lieu of a required course with permission of the program coordinator.*

Exit Standards

1. Overall GPA of 3.0 or better.
2. Students must pass the School of Education technology assessment.

Childhood Special Education: Behavior Disorders - MSEd

Behavior Disorders Program Coordinator: Tom McIntyre; 914 West Building; (212) 772-4706;
thomas.mcintyre@hunter.cuny.edu

Childhood Special Education: Admission Requirements

Program 1

For applicants who do not hold New York State Childhood or PreK-6 Certification.

Admission Requirements

1. 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. A liberal arts or science major or interdisciplinary concentration of at least 30.
3. A general education core in liberal arts and sciences to include 6 credits in English including a course in English composition with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement) and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 2

Admission Requirements

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher

or

A graduate degree from an approved college with a GPA of 3.5 or better

plus
2. New York State initial or professional teacher certification in Childhood or PreK-grade 6. Those holding permanent certification 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 HED 71500, a one credit course covering these topics.

Childhood Special Education: Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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 when not enrolled in any course students take an official leave of absence to complete their INs.

5. Program 1 students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the School's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmark

- All field experiences and student teaching will take place in New York City public schools.
- Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 78200, SPED 78400, CEDC 72900; ECC 71200; SPEDE 77600 or SPEDE 76700). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once.

C. Students with a grade of F will not be allowed to continue.

D. In order to enroll in student teaching or supervised practicum all students must:

- Have an overall GPA of at least 3.0.
- Have no outstanding INs.
- Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 70000, 70100 or 79100 and 70200 or 70250 and have taken or be registered concurrently for one methods course (e.g., SPED 70600, 70650, 73100, 74100, 75100, 78150).

Childhood Special Education: Behavior Disorders Course of Study

Program 2: 36 Credits

Cross-Categorical Core Courses (20 cr)

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 70100 - Assessment of Students with Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 10 hrs of field experience

Credits 3

SPED 70200 - Classroom Management in Special Education and Inclusive Settings

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 15 hrs of field experience

Credits 3

SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders

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.

prereq: SPED 70000

coreq: current employment as a teacher or enrollment in student teaching

Hours Includes 10 hrs of field experience, 45 hrs,

Credits 3 cr

SPED 70400 - Issues in Teaching English Second Language Learners with Special Education Needs

Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education 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.

prereq or coreq: SPED 70000

Hours 15 hrs,

Credits 1 cr

SPED 70500 - Use of Instructional Technology in Special Education

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.

prereq or coreq: SPED 70000

Hours 30 hrs lab,

Credits 1 cr

SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPEDE 76800

Hours Includes 10 hours of field experience, 45 hrs,

Credits 3 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,

Credits 3 cr

Behavior Disorders Specialization (16 cr)

SPED 75000 - The Study of Behavior Disorders

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.

prereq or coreq: SPED 70000

Hours Includes 20 hrs of field experience

SPED 75100 - Methods and Materials for Teaching Students with Behavior Disorders

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.

prereq or coreq: SPED 75000

Hours Includes 20 hrs of field experience

Credits 3

SPED 78150 - Reading and Writing for Students with Learning Disabilities: Methods I (for those not in LD Specialization)

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.

prereq or coreq: SPED 70000

Hours Includes 10 hrs of field experience

SPED 78350 - Math, Organizational and Social Strategies for Students with Learning Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hrs,

Credits 3 cr

Plus Either:

SPED 75200 - Student Teaching: Behavior Disorders, Grades 1–3 and 4–6

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar, plus conferences, plus 40 hours student teaching at two age levels,

Credits 4 cr

Or two of the following (must include two different grade levels):

SPED 75250 - Student Teaching: Behavior Disorders, Grades 1–3

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 75251 - Student Teaching: Behavior Disorders, Grades 4–6

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 75252 - Supervised Practicum: Behavior Disorders, Grades 1–3

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 75253 - Supervised Practicum: Behavior Disorders, Grades 4–6

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar plus conferences,

Credits 2 cr

Additional Course Requirements

Program 1: 43-55 Credits

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or the undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork

must apply to the chairperson for permission to preregister 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.

prereq: CEDF 70900, CEDC 70450 and 70550

Hours 15 hrs of seminar plus 50 hrs fieldwork,

Credits 1 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,

Credits 1 cr

Special Education: Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student teaching , Supervised Practicum, and Clinical Teaching Lab:
 - A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.
 - B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.
4. Culminating Activity—Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education):

A comprehensive research-based oral presentation on a current special education issue

and either an original written research proposal **or** a written proposal for competitive grant funding.
5. Students must pass the School of Education technology assessment.

Childhood Special Education: Learning Disabilities - MSED

Learning Disabilities Program Coordinators:

Kate Garnett; 910 West Building; (212) 772-4700; kgarnett@hunter.cuny.edu

Sara Hines; 915 West Building; (212) 772-5667; shine@hunter.cuny.edu

Jennifer Samson; 949B West Building; (212) 772-4663; jennifer.samson@hunter.cuny.edu

Childhood Special Education: Admission Requirements

Program 1

For applicants who do not hold New York State Childhood or PreK-6 Certification.

Admission Requirements

1. 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. A liberal arts or science major or interdisciplinary concentration of at least 30.
3. A general education core in liberal arts and sciences to include 6 credits in English including a course in English composition with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement) and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 2

Admission Requirements

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher

or

A graduate degree from an approved college with a GPA of 3.5 or better

plus
2. New York State initial or professional teacher certification in Childhood or PreK-grade 6. Those holding permanent certification 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 HED 71500, a one credit course covering these topics.

Childhood Special Education: Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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 when not enrolled in any course students take an official leave of absence to complete their INs.

5. Program 1 students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the School's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmark

- All field experiences and student teaching will take place in New York City public schools.
- Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 78200, SPED 78400, CEDC 72900; ECC 71200; SPEDE 77600 or SPEDE 76700). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once.

C. Students with a grade of F will not be allowed to continue.

D. In order to enroll in student teaching or supervised practicum all students must:

- Have an overall GPA of at least 3.0.
- Have no outstanding INs.
- Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 70000, 70100 or 79100 and 70200 or 70250 and have taken or be registered concurrently for one methods course (e.g., SPED 70600, 70650, 73100, 74100, 75100, 78150).

Learning Disabilities Course of Study

Program 2: 35-37 Credits

Cross-Categorical Core Courses (20 cr)

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 70100 - Assessment of Students with Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 10 hrs of field experience

Credits 3

SPED 70200 - Classroom Management in Special Education and Inclusive Settings

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 15 hrs of field experience

Credits 3

SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders

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.

prereq: SPED 70000

coreq: current employment as a teacher or enrollment in student teaching

Hours Includes 10 hrs of field experience, 45 hrs,

Credits 3 cr

SPED 70400 - Issues in Teaching English Second Language Learners with Special Education Needs

Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education 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.

prereq or coreq: SPED 70000

Hours 15 hrs,

Credits 1 cr

SPED 70500 - Use of Instructional Technology in Special Education

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.

prereq or coreq: SPED 70000

Hours 30 hrs lab,

Credits 1 cr

SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPEDE 76800

Hours Includes 10 hours of field experience, 45 hrs,

Credits 3 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,

Credits 3 cr

Learning Disabilities Specialization (15-17 cr)

SPED 78000 - The Study of Learning Disabilities in Children and Adolescents

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.

prereq or coreq: SPED 70000

Hours 45

Credits 3

SPED 78100 - Reading and Writing for Students with Learning Disabilities: Methods 1

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.

coreq: SPED 78200

prereq or coreq: SPED 70000

Hours Includes 10 hrs of field experience

Credits 3

Only in the fall semester (note: must take concurrently with SPED 78200 and must take SPED 78300/78400 in semester immediately following)

SPED 78200 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1

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, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 78100

prereq or coreq: SPED 70000

Hours 15 hrs seminar, plus 20 hrs lab,

Credits 2 cr

Fall only (note: must take concurrently with SPED 78100 and must take SPED 78300/78400 in semester immediately following)

SPED 78300 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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.

prereq: SPED 78100/78200

coreq: SPED 78400

Hours 45

Credits 3

Spring only (note: must take concurrently with SPED 78400 and have taken SPED 78100/78200 in preceding semester)

SPED 78400 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2

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

prereq: SPED 781/ 782

coreq: SPED 783

Hours 15 hrs seminar, plus 20 hrs lab,

Credits 2 cr

Spring only

Either:

SPED 78500 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

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.

prereq or coreq: SPED 70000

Hours 30 hrs seminar, plus conferences, plus 40 days student teaching,

Credits 4 cr

Or:

SPED 78550 - Supervised Practicum: Learning Disabilities, Grades 1–3 or 4–6

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.

prereq or coreq: SPED 70000

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

Or both of the following:

SPED 78551 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

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 78552.

prereq or coreq: SPED 70000

Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,

Credits 2 cr

SPED 78552 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

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 78551.

prereq or coreq: SPED 700

Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,

Credits 2 cr

Additional Course Requirements

Program 1: 42-56 Credits

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork

must apply to the chairperson for permission to preregister 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.

prereq: CEDF 70900, CEDC 70450 and 70550

Hours 15 hrs of seminar plus 50 hrs fieldwork,

Credits 1 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,

Credits 1 cr

Special Education: Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student teaching , Supervised Practicum, and Clinical Teaching Lab:
 - A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.
 - B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.
4. Culminating Activity—Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education):

A comprehensive research-based oral presentation on a current special education issue

and either an original written research proposal **or** a written proposal for competitive grant funding.
5. Students must pass the School of Education technology assessment.

Childhood Special Education: Severe/Multiple Disabilities (including Deafblindness) - MSeD

Severe/Multiple Disabilities (including Deafblindness) Program Coordinators:

Rosanne K.Silberman; 916 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu

Childhood Special Education: Admission Requirements

Program 1

For applicants who do not hold New York State Childhood or PreK-6 Certification.

Admission Requirements

1. 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. A liberal arts or science major or interdisciplinary concentration of at least 30.
3. A general education core in liberal arts and sciences to include 6 credits in English including a course in English composition with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement) and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 2

Admission Requirements

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher

or

A graduate degree from an approved college with a GPA of 3.5 or better

plus
2. New York State initial or professional teacher certification in Childhood or PreK-grade 6. Those holding permanent certification 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 HED 71500, a one credit course covering these topics.

Childhood Special Education: Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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 when not enrolled in any course students take an official leave of absence to complete their INs.

5. Program 1 students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the School's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmark

- All field experiences and student teaching will take place in New York City public schools.
- Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 78200, SPED 78400, CEDC 72900; ECC 71200; SPEDE 77600 or SPEDE 76700). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once.

C. Students with a grade of F will not be allowed to continue.

D. In order to enroll in student teaching or supervised practicum all students must:

- Have an overall GPA of at least 3.0.
- Have no outstanding INs.
- Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 70000, 70100 or 79100 and 70200 or 70250 and have taken or be registered concurrently for one methods course (e.g., SPED 70600, 70650, 73100, 74100, 75100, 78150).

Severe/Multiple Disabilities (Including Deafblindness) Course of Study

Program 2: 37 Credits

Cross-Categorical Core Courses (12 cr)

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 70250 - Classroom Management in Special Education and Inclusive Settings

Develops skills 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. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000, SPED 79000, SPED 79100, or SPED 74000, SPED 74100

Hours Includes 20 hrs of field experience, 45 hrs,

Credits 3 cr

SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000 and SPED 74200 or SPED 79100

Hours (includes 10 hours of field experience),

Credits 3 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,

Credits 3 cr

Severe/Multiple Disabilities (including Deafblindness) Specialization (25 cr)

SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hrs,

Credits 3 cr

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities

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.

prereq or coreq: SPED 70000, SPED 79000

Hours Includes 15 hrs of field experience

SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

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.

prereq or coreq: SPED 70000 or SPEDE 76800 or SPEDE 76900

Hours Includes 15 hrs of field experience

SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities

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.

prereq: SPED 70000

Hours includes 10 hrs of field experience, 30 hrs

Credits 2 cr

SPED 79400 - Functional Language and Culture of Learners with Low Incidence Disabilities

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.

prereq: SPED 70600

Hours Includes 5 hrs of field experience,

Credits 1 cr

SPED 74600 - Educational Implications of Learners Who Are Deafblind

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.

prereq: SPED 70000, SPED 79000 or SPED 74100

Hours Includes 10 hrs of field experience

SPED 78150 - Reading and Writing for Students with Learning Disabilities: Methods I (for those not in LD Specialization)

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.

prereq or coreq: SPED 70000

Hours Includes 10 hrs of field experience

SPED 78350 - Math, Organizational and Social Strategies for Students with Learning Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hrs,

Credits 3 cr

Either:

SPED 79500 - Student Teaching: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–6

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness in grades 1–3 and 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus 40 days of student teaching at two grade levels,

Credits 4 cr

Or two of the following (must include two different grade levels):

SPED 79550 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 1–3

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.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,

Credits 2 cr

SPED 79551 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 4–6

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.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus 20 days of student teaching,

Credits 2 cr

SPED 79552 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–3

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.

prereq or coreq: SPED 79000, 79100
Hours 30 hrs seminar, plus conferences,
Credits 2 cr

SPED 79553 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 4–6

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.

prereq or coreq: SPED 79000, 79100
Hours 30 hours seminar, plus conferences,
Credits 2 cr

Additional Course Requirements

Program 1: 44-56 Credits

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

prereq or coreq: CEDF 70900
Hours 45 hrs,
Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork must apply to the chairperson for permission to preregister 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.

prereq: CEDF 70900, CEDC 70450 and 70550

Hours 15 hrs of seminar plus 50 hrs fieldwork,

Credits 1 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,

Credits 1 cr

Special Education: Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student teaching , Supervised Practicum, and Clinical Teaching Lab:
 - A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.
 - B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.
4. Culminating Activity—Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education):

A comprehensive research-based oral presentation on a current special education issue

and either an original written research proposal **or** a written proposal for competitive grant funding.
5. Students must pass the School of Education technology assessment.

Deaf and Hard-of-Hearing - MEd

Deaf and Hard-of-Hearing Program Coordinator: Elaine Gale; 918 West Building; (212) 772-4702;
egale@hunter.cuny.edu

Admission Requirements

Program 1

For applicants who do not hold New York State Certification

1. 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. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.

3. 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 (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 2

For applicants who hold early childhood, childhood, PreK-grade 6, middle school or adolescent education New York State teacher certification

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher

or

A graduate degree from an approved college with a GPA of 3.5 or better

plus

2. New York State initial, professional, or permanent teacher certification in early childhood, childhood, PreK-grade 6, middle school or adolescent education. Those holding permanent certification 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 HED 715, a 1-credit course covering these topics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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. Any student who receives an F will not be allowed to continue.
5. Program 1 students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the School's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 782, SPED 784, CEDC 729; ECC 712; SPEDE 776 or SPEDE 767). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once.

C. A student with two or more INs is prohibited from registering for any course.

Note: It is recommended that when not enrolled in any course students take an official leave of absence to complete their INs.

D. In order to enroll in student teaching or supervised practicum, all students must:

Have an overall GPA of at least 3.0

Have no outstanding INs.

Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 700, 701 or 791 and 702 or 702.50 Have taken or be registered concurrently for one methods course (e.g., SPED 706, 706.50, 731, 741, 751, 781, 781.50) Students in early childhood special education must complete SPEDE 776 or 767.

Deaf and Hard of Hearing Course of Study

Program 2

Total Credits: 33-39 credits

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 70100 - Assessment of Students with Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 10 hrs of field experience

Credits 3

SPED 70200 - Classroom Management in Special Education and Inclusive Settings

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 15 hrs of field experience

Credits 3

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,

Credits 3 cr

SPED 72000 - American Sign Language I

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, fingerspelling, numbers, and spatial and pronominal reference.

prereq or coreq: SPED 70000

Hours Includes 10 hrs of field experience, 90 hrs lab,

Credits 3 cr

SPED 72100 - American Sign Language II

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.

prereq: SPED 72000

Hours Includes 10 hrs of field experience 90 hrs lab,

Credits 3 cr

SPED 72200 - The Study of ASL Educational Linguistics

Focus on the linguistic structure of ASL: phonology, morphology, syntax, pragmatics, and discourse rules. Traces acquisition of ASL during infancy, childhood and adolescent. 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.

prereq: SPED 72100

Hours 60 hrs lab,

Credits 2 cr

SPED 73000 - Education of Students Who Are Deaf and Hard-of-Hearing

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.

Hours Includes 10 hours of field experience 45 hrs,

Credits 3 cr

SPED 73300 - Math and Across-the Curriculum Adaptations for Students who are Deaf and Hard-of Hearing: Methods 2

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.

prereq: SPED 70000 and in the immediate preceding semester SPED 73100

Hours Includes 15 hrs of field experience

Spring only

SPED 73100 - Reading and Writing Development for Students Who Are Deaf and Hard-of Hearing: Methods 1

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.

prereq or coreq: SPED 73000

Hours Includes 15 hrs of field experience 45 hrs,

Credits 3 cr

Fall only

Must take SPED 73300 in semester immediately following.

SPED 73600 - Aural Rehabilitation of Students who are Deaf and Hard-of-Hearing

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.

prereq or coreq: SPED 70000

Hours Includes 5 hrs of field experience

SPED 73500 - Speech Development and Remediation of Students who are Deaf and Hard-of-Hearing

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.

prereq or coreq: SPED 70000

Hours Includes 5 hrs of field experience

Credits 3

Notes(s)

** 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 24 or 21 credits.*

Take either:

SPED 73700 - Student Teaching: Deaf and Hard-of- Hearing, Preschool–Grade 12

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. Weekly seminar and conferencing to integrate knowledge and skills prerequisite 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.

prereq or coreq: SPED 72100, SPED 73300

Hours 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,

Credits 4 cr

Or two of the following (must include two different grade levels):

SPED 73750 - Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 6

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student-teaching field experience. 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.

prereq or coreq: SPED 721, SPED 733

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 73751 - Student Teaching: Deaf and Hard-of-Hearing, Grades 7–12

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. 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.

prereq or coreq: SPED 721, SPED 733

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 73760 - Supervised Practicum: Deaf and Hard-of-Hearing, Preschool–2nd Grade

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. 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.

prereq or coreq: SPED 72100, SPED 73300

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2

SPED 73761 - Supervised Practicum: Deaf and Hard-of-Hearing, Grades 1-6

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. 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.

prereq or coreq: SPED 72100, SPED 73300

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching
Credits 2

SPED 73762 - Supervised Practicum: Deaf and Hard-of- Hearing, Grades 5-9

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised. 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.

prereq or coreq: SPED 72100, SPED 73300
Hours 30 hrs seminar, plus conferences,
Credits 2

SPED 73763 - Supervised Practicum: Deaf and Hard-of- Hearing, Grade 7–12

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised clinical teaching experience. 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.

prereq or coreq: SPED 7210, SPED 73300
Hours 30 hrs seminar, plus conferences,
Credits 2

Additional Course Requirements for Program 1

Program 1

Total Credits: 40-58 Credits

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

prereq or coreq: CEDF 70900
Hours 45 hrs,
Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork must apply to the chairperson for permission to preregister 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.

prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,
Credits 1 cr

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student Teaching, Supervised Practicum, and Clinical Teaching Lab

A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. 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 repeat that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

4. Culminating Activity. Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 707, Research Seminar: Issues in Special Education):

a comprehensive research-based oral

presentation on a current special education issue

and either
 an original written research proposal
or
 a written proposal for competitive grant funding.

5. Students must pass the School of Education technology assessment.

Early Childhood Education, Birth - Grade 2 Bilingual (Spanish/English or French/English) - MEd

There are three master's degree programs in Early Childhood Education with a Bilingual Extension.

- Program 1 is for students without prior NYS certification.
- Program 2 is for students with initial certification in childhood education or with provisional certification in elementary education, special education, or TESOL.
- Program 3 is for students who have initial certification in early childhood education.

Program 1

The number of credits required to complete Program 1 of the master's degree in Early 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 52 credits. Master's candidate who have completed some pedagogical courses may be exempted from up to 12 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained. No one may be exempted from student teaching or practicum.

Program 2

The number of credits required to complete Program 2 of the master's degree in Early 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 45 credits. Master's candidate who have completed some pedagogical courses may be exempted from up to 12 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained. No one may be exempted from student teaching or practicum.

Program 3

The number of credits required to complete Program 3 of the master's degree in Early 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 36 credits. Master's candidate who have completed some pedagogical courses may be exempted from up to 6 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained. No one may be exempted from student teaching or practicum.

Admission Standards

Program 1

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 distributed as follows: 9 credits in math and science (a college course in calculus meets 6 credits of this requirement); 6 credits in English; 6 credits in social studies (of which one course must be in history or geography); 3 credits in the arts; and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).
4. Completion of a satisfactory on-site writing sample in English and in Spanish or French as part of the application process.
5. Demonstration of satisfactory oral English and Spanish or French through an interview.

Program 2

1. Undergraduate degree with GPA of 2.8 or master's degree with GPA of 3.5 or better.
2. NYS initial/professional/permanent teacher certification in childhood education, elementary education Pre-K-6, special education, or TESOL.
3. Completion of a satisfactory writing sample in English and in Spanish or French as part of the application process.
4. An on-site writing sample in English and in Spanish or French and an interview.

Program 3

1. Undergraduate degree with GPA of 2.8 or master's degree with GPA of 3.5 or better.
2. NYS initial teacher certification in early childhood education.
3. Completion of a satisfactory writing sample in English and in Spanish or French as part of the application process.
4. An on-site writing sample in English and in Spanish or French and an interview.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All Program 1 students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of coursework. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any additional courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Students must receive a grade of at least B in fieldwork BILED 71150. Any student who receives a grade of B-, C+ or C must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU will not be allowed to continue in the program.

Early Childhood Bilingual Education Birth through Grade 2, with a Bilingual Extension Course of Study

Total Credits: Program 1: 40-52 credits Program 2: 33-45 credits Program 3: 30-36 credits

Program 1

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

prereq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 70500 - Language and Literacy: Birth through Kindergarten

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.)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70600 - Language and Literacy: K through Grade 2

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.)

prereq or coreq: ECC 70500 (early childhood students only)

Hours 45 hrs,

Credits 3 cr

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

Hours 15 hrs,

Credits 1 cr

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork
Credits 3 cr

BILED 71100 - Bilingual Literacy-Spanish

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.

coreq: BILED 71150
prereq or coreq: BILED 77100
Hours 30
Credits 2

OR

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education
Hours 30
Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100
Hours 75 hrs,
Credits 1 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400

Hours 30 hrs plus 5 hrs of fieldwork and lab,

Credits 2 cr

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MEd/Childhood Education Grades 1-6 with bilingual extension; for the MEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

Hours 45

Credits 3

OR

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71650 - Student Teaching in Early Childhood Bilingual Settings

Two student teaching placements of 20 days each at different age/grade levels (Pre-K–K and 1–2).

prereq: prereqs: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

Hours 30 hrs of seminar plus 40 days of student teaching

Or

ECC 71750 - Supervised Practicum in Early Childhood Bilingual Setting

Teaching practicum for students in early childhood bilingual education. Students who take ECC 71750 must also complete ECC 71850. (Not for students who have completed ECC 71650.)

Hours 15 hrs of seminar plus conferences,

Credits 1 cr

Plus

ECC 71850 - Early Childhood Bilingual Student Teaching

Student teaching for 20 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 71850 must also complete ECC 71750. (Not for students who have completed ECC 71650.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

Hours 15 hrs of seminar plus 20 days of student teaching,

Credits 2 cr

Program 2

33-45 credits

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

*prereq or coreq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

Hours 15 hrs,

Credits 1 cr

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 71100 - Bilingual Literacy-Spanish

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.

coreq: BILED 71150

prereq or coreq: BILED 77100

Hours 30

Credits 2

OR

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education

Hours 30

Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100

Hours 75 hrs,

Credits 1 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400

Hours 30 hrs plus 5 hrs of fieldwork and lab,

Credits 2 cr

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MEd/Childhood Education Grades 1-6 with bilingual extension; for the MEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

Hours 45

Credits 3

OR

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71650 - Student Teaching in Early Childhood Bilingual Settings

Two student teaching placements of 20 days each at different age/grade levels (Pre-K–K and 1–2).

prereq: prereqs: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800;

ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)
Hours 30 hrs of seminar plus 40 days of student teaching

Or

ECC 71750 - Supervised Practicum in Early Childhood Bilingual Setting

Teaching practicum for students in early childhood bilingual education. Students who take ECC 71750 must also complete ECC 71850. (Not for students who have completed ECC 71650.)

Hours 15 hrs of seminar plus conferences,
Credits 1 cr

Plus

ECC 71850 - Early Childhood Bilingual Student Teaching

Student teaching for 20 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 71850 must also complete ECC 71750. (Not for students who have completed ECC 71650.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr

Program 3

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork
Credits 3 cr

BILED 71100 - Bilingual Literacy-Spanish

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.

coreq: BILED 71150

prereq or coreq: BILED 77100

Hours 30

Credits 2

OR

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education

Hours 30

Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100

Hours 75 hrs,

Credits 1 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400

Hours 30 hrs plus 5 hrs of fieldwork and lab,

Credits 2 cr

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MEd/Childhood Education Grades 1-6 with bilingual extension; for the MEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

Hours 45

Credits 3

OR

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71650 - Student Teaching in Early Childhood Bilingual Settings

Two student teaching placements of 20 days each at different age/grade levels (Pre-K–K and 1–2).

prereq: prereqs: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)
Hours 30 hrs of seminar plus 40 days of student teaching

Or

ECC 71750 - Supervised Practicum in Early Childhood Bilingual Setting

Teaching practicum for students in early childhood bilingual education. Students who take ECC 71750 must also complete ECC 71850. (Not for students who have completed ECC 71650.)

Hours 15 hrs of seminar plus conferences,
Credits 1 cr

Plus

ECC 71850 - Early Childhood Bilingual Student Teaching

Student teaching for 20 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 71850 must also complete ECC 71750 . (Not for students who have completed ECC 71650.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr

Plus 7-13 credits from the courses below based on a transcript review of prior coursework in early childhood education

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

Hours 15 hrs,

Credits 1 cr

Master's candidates who have completed some pedagogical courses may be exempted from up to 12 credits (Program 2) or 6 credits (program 3) of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained.

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 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 obtains a grade of F in Student Teaching and/or Practicum will not be allowed to continue in the program.
3. Completion of ECC 72000 (Integrative Seminar in Early Childhood Education) with a grade of B or better.
4. Students must pass the School of Education technology assessment.

Early Childhood Education, Birth through Grade 2 - MEd

Coordinator Christina Taharally; (212) 772-4679; 1103 West Building; christina.taharally@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 NYS initial, professional, or permanent 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). 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. The programs in early childhood education have been recognized by the National Association for the Education of Young Children.

Admission Requirements

PROGRAM 1

(For applicants who do not hold New York State Certification)

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 distributed as follows: 9 credits in math, and science with at least one course in math and one course in science (a course in calculus meets 6 credits of this requirements); 6 credits in English; 6 credits in social studies (of which at least one course must be in history or geography); 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement); 3 credits in the arts; and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).
4. A personal statement to be completed as part of the application for admission.
5. Two letters of recommendation.

PROGRAM 2:

(For applicants who hold New York State Certification in childhood education, preK-6 education, childhood or early childhood special education, or TESOL)

1. Undergraduate degree with GPA of 2.8 or master's degree with GPA of 3.5 or better.
2. New York State initial, professional, or permanent teacher certification in childhood education, elementary education Pre-K-6, special education, or TESOL.
3. A personal statement.
4. Two letters of recommendation.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. Program 1 students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any additional courses.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

Program 1 students must receive a grade of at least B in fieldwork ECC 71200. Any student who receives a grade of B-, C+ or C must apply to the Chairperson of the Department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU will not be allowed to continue in the program.

Early Childhood Education Course of Study - Program 1

Total Credits: 36-42 credits

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*

ECC 70500 - Language and Literacy: Birth through Kindergarten

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.)

*prereq or coreq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70600 - Language and Literacy: K through Grade 2

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.)

prereq or coreq: ECC 70500 (early childhood students only)

Hours 45 hrs,

Credits 3 cr

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400

prereq or coreq: 70500 or 70600

Hours 15 hrs,

Credits 1 cr

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 71000 - Early Childhood Mathematics: Birth through Grade 2

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.)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71100 - Science in Early Childhood Education: Birth through Grade 2

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.)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

Hours 15 hrs,

Credits 1 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71600 - Student Teaching in Early Childhood Settings

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.(Birth– 3, preK–2)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only))

Hours 30 hrs of seminar plus 40 days of student teaching for students who are not teaching in an early childhood program

Or

ECC 71700 - Supervised Practicum in Early Childhood

Teaching practicum for students in early childhood education. Students who take ECC 717 must also complete ECC 71800 . (Not for students who have completed ECC 716.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1)

*Hours 15 hrs of seminar plus conferences,
Credits 1 cr*

Plus

ECC 71800 - Early Childhood Student Teaching

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 71700 . (Also offered during the summer.) (Not for students who have completed ECC 716.)

prereq: prereqs: ECF 702; ECC 703, 704 (program 2) or 705 and 706 (program 1), 707, 708, 709 (program 2) or 710 and 711 (program 1), 712 (program 1)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

Note(s)

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. Students may be exempted from up to 6 credits (Program 1) or 5 credits (Program 2) based on prior equivalent course work.

Early Childhood Education Course of Study - Program 2

Total Credits: 30-35 credits

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

*prereq or coreq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400

prereq or coreq: 70500 or 70600

Hours 15 hrs,

Credits 1 cr

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

prereq or coreq: ECF 70000

*Hours 45 hrs,
Credits 3 cr*

ECC 71500 - Educational Technology in Early Childhood

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.

*Hours 15 hrs,
Credits 1 cr*

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71600 - Student Teaching in Early Childhood Settings

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.(Birth– 3, preK–2)

*prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only))
Hours 30 hrs of seminar plus 40 days of student teaching for students who are not teaching in an early childhood program*

Or

ECC 71700 - Supervised Practicum in Early Childhood

Teaching practicum for students in early childhood education. Students who take ECC 717 must also complete ECC 71800 . (Not for students who have completed ECC 716.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1)

*Hours 15 hrs of seminar plus conferences,
Credits 1 cr*

Plus

ECC 71800 - Early Childhood Student Teaching

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 71700 . (Also offered during the summer.) (Not for students who have completed ECC 716.)

prereq: prereqs: ECF 702; ECC 703, 704 (program 2) or 705 and 706 (program 1), 707, 708, 709 (program 2) or 710 and 711 (program 1), 712 (program 1)

Hours 15 hrs of seminar plus 20 days of student teaching,

Credits 2 cr

Note(s)

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. Students may be exempted from up to 6 credits (Program 1) or 5 credits (Program 2) based on prior equivalent course work.

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 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).
4. Students must pass the School of Education technology assessment.

Early Childhood Education, Birth through Grade 2: Program 1

(For applicants who do not hold New York State Certification)

Admission 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: 9 credits in math and science with at least one course in math and one course in science (a course in calculus meets 6 credits of this requirements); 6 credits in English; 6 credits in social studies (of which at least one course must be in history or geography); 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement); 3 credits in the arts; and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).
4. A personal statement as part of the application for admission.
5. Two letters of recommendation.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. Program 1 students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any additional courses.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

Program 1 students must receive a grade of at least B in fieldwork (ECC 712). Any student who receives a grade of B-, C+ or C must apply to the Chairperson of the Department for permission to repeat the course, 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. 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).
4. Students must pass the School of Education technology assessment.

Early Childhood Course of Study — Program 1:

36-42 credits

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 70500 - Language and Literacy: Birth through Kindergarten

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.)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70600 - Language and Literacy: K through Grade 2

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.)

prereq or coreq: ECC 70500 (early childhood students only)

Hours 45 hrs,

Credits 3 cr

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400

prereq or coreq: 70500 or 70600

Hours 15 hrs,

Credits 1 cr

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 71000 - Early Childhood Mathematics: Birth through Grade 2

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.)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71100 - Science in Early Childhood Education: Birth through Grade 2

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.)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

Hours 15 hrs,

Credits 1 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71600 - Student Teaching in Early Childhood Settings

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.(Birth– 3, preK–2)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only))

Hours 30 hrs of seminar plus 40 days of student teaching for students who are not teaching in an early childhood program

Or

ECC 71700 - Supervised Practicum in Early Childhood

Teaching practicum for students in early childhood education. Students who take ECC 717 must also complete ECC 71800 . (Not for students who have completed ECC 716.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1)

Hours 15 hrs of seminar plus conferences,

Credits 1 cr

Plus

ECC 71800 - Early Childhood Student Teaching

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 71700 . (Also offered during the summer.) (Not for students who have completed ECC 716.)

prereq: prereqs: ECF 702; ECC 703, 704 (program 2) or 705 and 706 (program 1), 707, 708, 709 (program 2) or 710 and 711 (program 1), 712 (program 1)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

Total credits: 36-42

Note(s)

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 71951 , ECC 71952 , ECC 71953 (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. Students may be exempted from up to 6 credits (Program 1) or 5 credits (Program 2) based on prior equivalent course work.

Early Childhood Education, Birth through Grade 2: Program 2

Admission Requirements: Program 2

(For students with New York State teacher certification.)

1. Undergraduate degree with GPA of 2.8 or master's degree with GPA of 3.5 or better.
2. New York State initial, professional, or permanent teacher certification in childhood education, elementary education Pre-K-6, special education, or TESOL.
3. A personal statement.
4. Two letters of recommendation.

Progress Standards

A. 12 Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

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).
4. Students must pass the School of Education technology assessment.

Early Childhood Course of Study — Program 2:

ECC 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECC 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

*prereq or coreq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

*coreq: ECC 70400
prereq or coreq: 70500 or 70600
Hours 15 hrs,
Credits 1 cr*

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

Hours 15 hrs,

Credits 1 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71600 - Student Teaching in Early Childhood Settings

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.(Birth– 3, preK–2)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only))
Hours 30 hrs of seminar plus 40 days of student teaching for students who are not teaching in an early childhood program

Or

ECC 71700 - Supervised Practicum in Early Childhood

Teaching practicum for students in early childhood education. Students who take ECC 717 must also complete ECC 71800 . (Not for students who have completed ECC 716.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1)

Hours 15 hrs of seminar plus conferences,
Credits 1 cr

Plus

ECC 71800 - Early Childhood Student Teaching

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 71700 . (Also offered during the summer.) (Not for students who have completed ECC 716.)

prereq: prereqs: ECF 702; ECC 703, 704 (program 2) or 705 and 706 (program 1), 707, 708, 709 (program 2) or 710 and 711 (program 1), 712 (program 1)

Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr

Total credits: 30-35

Note(s)

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 71951 , ECC 71952 , ECC 71953 (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. Students may be exempted from up to 6 credits (Program 1) or 5 credits (Program 2) based on prior equivalent course work.

Early Childhood Special Education - MEd

Early Childhood Special Education Program Coordinators:

Jamie Bleiweiss; 929 West Building; (212) 772-4229; jbleiwei@hunter.cuny.edu

Donia Fahim; 919 West Building; (212) 772-4745; dfahim@hunter.cuny.edu

Angela Mouzakitis; 929 West Building; (212) 772-4709; amouzak@hunter.cuny.edu

Admission Requirements: Program 1

Program 1A

For applicants who do not hold New York State Certification.

Admission Requirements

1. 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
2. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
3. A general education core in liberal arts and sciences to include 6 credits in English including a course in English composition with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement) and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 1B

This program is for applicants who hold New York State Certification in an area other than early childhood. Those with a childhood or preK-6 certificate complete 36-40 credits. Those with certification in an area other than childhood complete 40-50 credits.

1. Any New York State teacher certificate other than early childhood education.
2. An undergraduate BA or BS from an approved college with a GPA of 2.8 or a graduate degree from an approved college with a GPA of 3.5 or better.

Admission Requirements: Program 2

Admission Requirements

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher or a graduate degree from an approved college with a GPA of 3.5 or better
2. New York State initial/permanent teacher certification in early childhood or preK-grade 6. Those holding permanent certification 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 HED 71500, a one credit course covering these topics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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 while they are completing their IN courses.

5. Program 1A students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) 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 test of written analysis and expression must enroll in a college writing course or workshop series approved by an adviser, before being permitted to register for any courses.

B. Fieldwork Benchmark

Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 782, SPED 784, CEDC 729; ECC 712; SPEDE 776 or SPEDE 767). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

C. In order to enroll in student teaching or supervised practicum, all students must:

1. Have an overall GPA of at least 3.0; and

2. Have no outstanding INs.

Early Childhood Special Education Course of Study

Program 2

Total Credits: 36 credits

SPEDE 71400 - History and Context of Early Intervention and Early Childhood Special Education

Historical and current views of infants and young children with developmental delays and disorders; “War on Poverty” antecedents of current early childhood special education services; federal, state, and city regulations covering intervention services to young children with disabilities.

*Hours 15 hrs,
Credits 1 cr*

SPEDE 76800 - Characteristics and Developmental Problems of Infants and Young Children with Special Needs

Definition of populations; effects of disabilities on cognitive, social/emotional, language, and motor development; implications for early intervention and education.

*Hours Includes 2.5 hrs field experience,
Credits 3*

SPEDE 76900 - Assessment of Development and Learning in Infants and Young Children with Special Needs

Processes and procedures appropriate for assessing the development and learning of children from infancy through age 7 (second grade), including multidisciplinary screening and assessment; uses and limitations of assessment measures; practice in the use of selected assessment tools

*prereq or coreq: G SPEDE 76800
Hours Includes 5 hrs field experience,
Credits 3*

SPEDE 77000 - Curriculum Models and Methods in Early Intervention and Early Childhood Special Education

Major approaches in early intervention and early childhood special education; instructional sequences and methods for use in different settings such as inclusion programs and the natural environment of the home; team and collaborative teaching models; the process of using assessment data to create IFSP and IEP goals and objectives and match them to teaching strategies; program evaluation.

prereq or coreq: SPEDE 71400 and SPEDE 76900 or SPED 79100

Hours Includes 5 hrs field experience,

Credits 3

SPEDE 77100 - Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies

Special learning and behavioral issues in educating infants/toddlers, preschoolers, and elementary age students with autism spectrum disorders; instructional strategies of particular value in working with children who have autism, PDD-NOS, and Asperger's syndrome.

prereq or coreq: SPEDE 776 and one of the following: SPED 70600, 70650, 73000, 74000, 75000, 77000, 78000, 78100, 79000, or permission of the early childhood special education program coordinator

Hours Includes 5 hrs of field experience

Credits 3

SPEDE 77200 - Behavioral Theory and Its Applications to Young Children with Special Needs

The major tenets of behavioral theory; variations in approaches to applied behavior analysis; how to do and use functional behavioral analysis with young children who have special needs.

prereq or coreq: SPEDE 77100 or permission of the coordinator of the early childhood special education program

Hours Includes 5 hrs of field experience

Credits 3

SPEDE 77300 - Developing Partnerships with Families for Their Child's Development and Learning

The roles of parents in the development and education of infants and young children with special needs; communicating and relating appropriately and effectively with parents of diverse educational, language, economic, and ethnic backgrounds; including parents in the intervention team; resources for parents.

prereq or coreq: SPEDE 76800 or SPED 79000

Hours 15 hrs includes 2.5 hrs field experience
Credits 1

SPEDE 77400 - Reading and Writing for Students with Special Education Needs, Grades K–2

Methods for developing reading and writing in students with disabilities and special education needs, grades K–2; instructional approaches and specific methodologies effective with young children who have a variety of learning disorders. From this instructional base, teachers can make informed decisions regarding the importance and propriety of special teaching strategies for use with particular students.

prereq or coreq: SPEDE 76800 or SPEDE 76900 or SPED 79000
Hours Includes 5 hrs field experience
Credits 3

SPEDE 77500 - Mathematics for Students with Special Education Needs, Grades K–2

Principles, methods, and specially-designed mathematics instruction for students with disabilities and special education needs, grades K–2; focus on concept development, concrete materials, the counting substrate and strategies, and verbal memory supports, as well as on differentiating kinds and degrees of math learning and disability.

prereq or coreq: SPEDE 76700 and SPEDE 77100 and SPEDE 77200 and SPEDE 77300
Hours 15 hrs,
Credits 1 cr

SPEDE 77600 - Field Experiences in Early Childhood Special Education

Two field placements of 30 hours each, with the placements at different age/grade levels: Pre–K (Birth–five), Kindergarten, grades 1 or 2; one of these experiences must be in a program using an ABA approach with children who have autistic spectrum disorders, while the other experience must be in a program with a different approach.

prereq or coreq: SPEDE 77000 or SPEDE 76900
Hours 30 hr seminar plus 60 hrs of field experience,
Credits 2 cr

SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPEDE 76800

*Hours Includes 10 hours of field experience, 45 hrs,
Credits 3 cr*

SPED 70700 - Research Seminar: Issues 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.

*Hours 45 hrs,
Credits 3 cr*

SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

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.

*prereq or coreq: SPED 70000 or SPEDE 76800 or SPEDE 76900
Hours Includes 15 hrs of field experience*

Take either:

SPEDE 77700 - Student Teaching: Early Childhood Special Education

Supervised student teaching in two settings with 20 days in each placement; placements must be at different age/grade levels: Pre-K (Birth–five); Kindergarten; grades 1–2; practice in the implementation of skills developed through coursework and field experiences.

*prereq: SPEDE 77600, ECC 71200
prereq or coreq: SPEDE 77100, SPEDE 77200, SPEDE 77300
Hours 30 hrs seminar plus 40 days,
Credits 4*

Or:

SPEDE 77800 - Student Teaching in Early Childhood Special Education

Supervised student teaching for 20 days at one of the following age/grade levels: Pre-K (Birth–5), Kindergarten, grades 1–2; practice in implementation of skills developed through coursework and field experiences.

*prereq: SPEDE 77600, ECC 71200
prereq or coreq: SPEDE 77100*

Hours 30 hrs seminar plus 20 days,

Credits 2

(Note that students who take SPEDE 77800 must also take SPEDE 77900 and the placements must be at different age/grade levels.)

Plus*:

SPEDE 77900 - Practicum in Early Childhood Special Education

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100

Hours 30 hrs seminar plus conferences,

Credits 2

(Note that students who take SPEDE 77900 must also take SPEDE 77800 and the two experiences must be at different age/grade levels. Pre-K [Birth–five], Kindergarten, grades 1–2. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)

Note(s)

** or a second semester of SPEDE 778. Students on Internship Certificates may complete a second semester of SPEDE 779. Students may also be exempted from the second semester of student teaching or practicum. Please see the program adviser for the criteria.*

Additional Course Requirements for Program 1

Program 1A

Program 1A (47-54 credits) is for students who do not have any teaching certificate. Students must take between 11-18 credits of early education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 7 credits of the coursework listed below on the basis of equivalent courses taken at the graduate or undergraduate level.

ECF 70000 - Child Development: Birth to Age Eight

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.

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,

Credits 3 cr

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECC 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 70600 - Language and Literacy: K through Grade 2

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.)

prereq or coreq: ECC 70500 (early childhood students only)

Hours 45 hrs,

Credits 3 cr

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400

prereq or coreq: 70500 or 70600

Hours 15 hrs,

Credits 1 cr

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,

Credits 1 cr

Program 1B

Program 1B (36-40 credits) is for students who have a teaching certificate in an age level or area other than early childhood education. Students in Program 1B who have teacher certification in childhood education or in elementary preK-grade 6 will complete the 36-credit special education sequence plus the two early childhood courses listed below (unless a student is exempted from one or both of those courses based on an analysis of the applicant's prior coursework).

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student Teaching, Supervised Practicum, and Clinical Teaching Lab.

A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. 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 retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

4. Culminating Activity. Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 707, Research Seminar: Issues in Special Education): a comprehensive research-based oral presentation on a current special education issue

and either

an original written research proposal

or

a written proposal for competitive grant funding.

5. Students must pass the School of Education technology assessment.

Early Childhood Special Education: Severe/Multiple Disabilities - MSED

Early Childhood Special Education Program Coordinators:

Jamie Bleiweiss; 929 West Building; (212) 772-4229; jbleiwei@hunter.cuny.edu

Donia Fahim; 919 West Building; (212) 772-4745; dfahim@hunter.cuny.edu

Angela Mouzakitis; 929 West Building; (212) 772-4709; amouzak@hunter.cuny.edu

Admission Requirements: Program 1

Program 1A

For applicants who do not hold New York State Certification.

Admission Requirements

1. 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
2. A liberal arts or science major or interdisciplinary concentration of at least 30.
3. A general education core in liberal arts and sciences to include 6 credits in English including a course in English composition with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement) and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 1B

This program is for applicants who hold New York State Certification in an area other than early childhood. Those with a childhood or preK-6 certificate complete 36-40 credits. Those with certification in an area other than childhood complete 40-50 credits.

1. Any New York State teacher certificate other than early childhood education.
2. An undergraduate BA or BS from an approved college with a GPA of 2.8 or a graduate degree from an approved college with a GPA of 3.5 or better.

Admission Requirements: Program 2

For applicants who hold early childhood New York State Certification

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher or a graduate degree from an approved college with a GPA of 3.5 or better
2. New York State initial/permanent teacher certification in early childhood or preK-grade 6. Those holding permanent certification 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 HED 71500, a one credit course covering these topics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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 while they are completing their IN courses.

5. Program 1A students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) 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 test of written analysis and expression must enroll in a college writing course or workshop series approved by an adviser, before being permitted to register for any courses.

B. Fieldwork Benchmark

Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 782, SPED 784, CEDC 729; ECC 712; SPEDE 776 or SPEDE 767). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

C. In order to enroll in student teaching or supervised practicum, all students must:

1. Have an overall GPA of at least 3.0; and
2. Have no outstanding INs.

Early Childhood Special Education with an Annotation in Severe/Multiple Disabilities Course of Study

Program 2

Total Credits: 41 credits

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000 and SPED 74200 or SPED 79100

Hours (includes 10 hours of field experience),

Credits 3 cr

SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hrs,

Credits 3 cr

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities

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.

prereq or coreq: SPED 70000, SPED 79000

Hours Includes 15 hrs of field experience

SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

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.

prereq or coreq: SPED 70000 or SPEDE 76800 or SPEDE 76900

Hours Includes 15 hrs of field experience

SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities

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.

prereq: SPED 70000

Hours includes 10 hrs of field experience, 30 hrs

Credits 2 cr

SPED 74600 - Educational Implications of Learners Who Are Deafblind

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.

prereq: SPED 70000, SPED 79000 or SPED 74100

Hours Includes 10 hrs of field experience

SPEDE 77000 - Curriculum Models and Methods in Early Intervention and Early Childhood Special Education

Major approaches in early intervention and early childhood special education; instructional sequences and methods for use in different settings such as inclusion programs and the natural environment of the home; team and collaborative teaching models; the process of using assessment data to create IFSP and IEP goals and objectives and match them to teaching strategies; program evaluation.

prereq or coreq: SPEDE 71400 and SPEDE 76900 or SPED 79100

Hours Includes 5 hrs field experience,

Credits 3

SPEDE 77100 - Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies

Special learning and behavioral issues in educating infants/toddlers, preschoolers, and elementary age students with autism spectrum disorders; instructional strategies of particular value in working with children who have autism, PDD-NOS, and Asperger's syndrome.

prereq or coreq: SPEDE 776 and one of the following: SPED 70600, 70650, 73000, 74000, 75000, 77000, 78000, 78100, 79000, or permission of the early childhood special education program coordinator

Hours Includes 5 hrs of field experience

Credits 3

SPEDE 77200 - Behavioral Theory and Its Applications to Young Children with Special Needs

The major tenets of behavioral theory; variations in approaches to applied behavior analysis; how to do and use functional behavioral analysis with young children who have special needs.

prereq or coreq: SPEDE 77100 or permission of the coordinator of the early childhood special education program

Hours Includes 5 hrs of field experience

Credits 3

SPEDE 77300 - Developing Partnerships with Families for Their Child's Development and Learning

The roles of parents in the development and education of infants and young children with special needs; communicating and relating appropriately and effectively with parents of diverse educational, language, economic, and ethnic backgrounds; including parents in the intervention team; resources for parents.

prereq or coreq: SPEDE 76800 or SPED 79000

Hours 15 hrs includes 2.5 hrs field experience

Credits 1

SPEDE 77400 - Reading and Writing for Students with Special Education Needs, Grades K–2

Methods for developing reading and writing in students with disabilities and special education needs, grades K–2; instructional approaches and specific methodologies effective with young children who have a variety of learning disorders. From this instructional base, teachers can make informed decisions regarding the importance and propriety of special teaching strategies for use with particular students.

prereq or coreq: SPEDE 76800 or SPEDE 76900 or SPED 79000

Hours Includes 5 hrs field experience

Credits 3

SPEDE 77500 - Mathematics for Students with Special Education Needs, Grades K–2

Principles, methods, and specially-designed mathematics instruction for students with disabilities and special education needs, grades K–2; focus on concept development, concrete materials, the counting substrate and strategies, and verbal memory supports, as well as on differentiating kinds and degrees of math learning and disability.

prereq or coreq: SPEDE 76700 and SPEDE 77100 and SPEDE 77200 and SPEDE 77300

Hours 15 hrs,

Credits 1 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,

Credits 3 cr

Take Two of the Following (Must Include Two Different Grade Levels)

SPEDE 79550 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar plus 36 days pre-K) plus conferences

Or

SPEDE 79552 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised practicum in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar, pre-K), plus conferences

Credits 2

And

SPEDE 79551 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar plus 36 days student teaching K-2) , plus conferences

Credits 2

Or

SPEDE 79553 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised practicum in a disability-specific or inclusive school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar, K-2), plus conferences

Credits 2

Additional Course Requirements for Program 1

Program 1A

Total Credits: 52-59 credits students must take between 11-18 credits of early childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 7 credits of the coursework listed below on the basis of equivalent courses taken at the graduate or undergraduate level.

ECF 70000 - Child Development: Birth to Age Eight

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.

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,

Credits 3 cr

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 70600 - Language and Literacy: K through Grade 2

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.)

prereq or coreq: ECC 70500 (early childhood students only)

Hours 45 hrs,

Credits 3 cr

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400

prereq or coreq: 70500 or 70600

Hours 15 hrs,

Credits 1 cr

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,

Credits 1 cr

Program 1B

Total Credits: 41-45 credits Students in Program 1B who have teacher certification in childhood education or preK-grade 6 will complete the 41-credit special education sequence plus the two early childhood courses listed below (unless a student is exempted from one or both of these courses on the basis of an analysis of the applicant's prior coursework).

Students whose prior certification is in an area other than childhood or elementary education (e.g., adolescent education, middle school education, music, dance, TESOL) may need to do additional coursework in early childhood education. The additional required number of credits and specific courses will be determined by an analysis of the applicant's prior coursework.

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student Teaching, Supervised Practicum, and Clinical Teaching Lab.
 - A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. 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 retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.
 - B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

4. Culminating Activity. Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 707, Research Seminar: Issues in Special Education): a comprehensive research-based oral presentation on a current special education issue

and either

an original written research proposal

or

a written proposal for competitive grant funding.

5. Students must pass the School of Education technology assessment.

Literacy Education: Birth - Grade 6 - MEd

Program Coordinator Yang Hu; 901 West Building; (212) 772-4753; yang.hu@hunter.cuny.edu

This is a 31-37 credit program that prepares teachers with NYS initial, professional, or permanent certification to meet New York State requirements for permanent certification as a teacher of literacy-birth through grade 6. The program has been nationally recognized by the International Reading Association (IRA).

Admission Requirements

1. Undergraduate degree with a GPA of at least 2.8.
2. New York State initial, professional, or permanent teacher certification in early childhood education, childhood education, elementary education, TESOL or special education.
3. Submission of a letter of recommendation from a supervisor as one of the two letters of recommendation to be included in the graduate application.
4. Completion of a satisfactory on-site writing sample after the application is reviewed.
5. Completion of a satisfactory interview.

Progress Standards

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 EDLIT 736, EDLIT 737, EDLIT 742 and EDLIT 740 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 more than one course. Those with two or more grades of Incomplete are prohibited from registering for any more courses until the Incomplete grades are removed.

Note: It is recommended that students with two or more INs take an official leave of absence.

Literacy Education: Birth through Grade 6 Course of Study

Total Credits: 31-37 credits

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

EDLIT 73200 - 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.

Hours Includes 5 hrs in a classroom-based dramatic demonstration

Credits 3 cr

EDLIT 73300 - Theories and Process of Teaching Writing: Pre-K–Grade 6

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.

Hours Includes 15 hours in the field observing and analyzing writing development

Credits 3 cr

EDLIT 73500 - Survey of Instructional Approaches for Language and Literacy Development: Grades K-12

Critically examine instructional approaches appropriate for language and literacy development in literacy education informed by current research. Course participants examine, select, design and organize linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of elementary, middle and high school students with varying developmental abilities.

Hours Includes 5 hours fieldwork

Credits 3 cr

EDLIT 73000 - Language, Literacy and Culture, Grades 1-12

Study linguistic knowledge base, as well as the interrelationship between language, literacy and learning in a pluralistic society. Topics include the structure of English language and its role in reading and writing; the nature of language acquisition; English language proficiency for academic purposes; strategies for meeting English language learners' needs and for promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools.

prereq or coreq: ECC 70400 (for Birth-Grade 6 students only) and EDLIT 73500

Hours includes 10 hrs in the field analyzing language use of ESL learners

Credits 3 cr

EDLIT 73100 - Literacy Assessment: Birth-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.

prereq or coreq: ECC 70400 and EDLIT 73500

Hours Includes 15 hrs in the field assessing diverse learners 45 hrs,

Credits 3 cr

EDLIT 73400 - Literacies within the Disciplines: K-Grade 6

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.

prereq or coreq: ECC 70400 and EDLIT 73500

Hours Includes 10 hrs in a classroom focused on older learners (grades 3-6) and content area literacy

Credits 3 cr

EDLIT 73600 - Diagnosis of Reading Difficulties

A study of factors related to students who are experiencing difficulty acquiring literacy. Procedures for diagnosing reading achievement and related language skills.

prereq: EDLIT 73100

Hours Includes 15 hours of diagnosis, under supervision, of students with reading difficulties

Credits 3 cr

EDLIT 73700 - Practicum in Remedial Reading

Theoretical consideration and procedures in the instruction of students with reading difficulties.

prereq: EDLIT 73600

Hours Includes 20 hrs of supervised remedial sessions with individual students on-site at Hunter College

Credits 3 cr

EDLIT 73800 - Literacy Programs: Organization and Resources

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.

prereq: EDLIT 73100 (for Birth-Grade 6 students only)

Hours Includes 15 hours of survey for the enhancement of literacy programs

Credits 3 cr

EDLIT 73900 - Literacy Instruction for Struggling Readers and Writers, PreK-6

prereq or coreq: None

Credits 3

EDLIT 74000 - Leadership in Literacy

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.

prereq: minimum of 27 cr. in the literacy program

Hours 45 hrs,

Credits 3 cr

EDLIT 74200 - Practicum in Literacy

Fifty-hour college-supervised practicum divided into two 25-hour placements; one at early childhood level and one at the childhood level.

prereq: 15 credit hours in the literacy master's program

Hours 15 hr seminar plus 50 hrs in the field,

Credits 1 cr

Students may be exempted from up to 6 credits on the basis of prior or equivalent coursework.

Exit Standards

1. Overall GPA of 3.0 or better.

2. An "achieved the standard" rating, or better, on the Professional Teaching Portfolio during final presentation to the Master's in Literacy Portfolio Review Committee.
3. A grade of B or better in literacy courses EDLIT 736, EDLIT 737, EDLIT 742, and EDLIT 740.
4. Students must pass the School of Education technology assessment.

Literacy Education: Grades 5-12 - MEd

Program Coordinator Yang Hu; 901 West Building; (212) 772-4753; yang.hu@hunter.cuny.edu

This is a 27-30 credit program that prepares teachers with NYS initial, professional, or permanent certification to meet New York State requirements for certification as a teacher of adolescent literacy. The program has been nationally recognized by the International Reading Association (IRA).

Admission Requirements

1. A cumulative undergraduate GPA of at least 2.8 from an accredited bachelor's degree program or a GPA of at least 3.5 from a master's program.
2. New York State initial, professional, or permanent teacher certification as a middle childhood (5-9) or adolescent (7-12) content teacher.
3. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample, after the application is reviewed.
4. Submission of a letter of recommendation from a supervisor to be included in the application as one of two required recommendations.

Progress Standards

1. Master's candidates must maintain an overall GPA of at least 3.0.
2. Master's candidates with more than one course grade 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. Those with two or more grades of Incomplete are prohibited from registering for any courses.

Note: It is recommended that students with two or more IN's take an official leave of absence.

Literacy Education: Adolescent Grades 5-12 Course of Study

Total Credits: 27-30 credits

Content Core (15 Credits)

EDLIT 73000 - Language, Literacy and Culture, Grades 1-12

Study linguistic knowledge base, as well as the interrelationship between language, literacy and learning in a pluralistic society. Topics include the structure of English language and its role in reading and writing; the nature of language acquisition; English language proficiency for academic purposes; strategies for meeting English language learners' needs and for promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools.

prereq or coreq: ECC 70400 (for Birth-Grade 6 students only) and EDLIT 73500

Hours includes 10 hrs in the field analyzing language use of ESL learners

Credits 3 cr

SEDC 71100 - Advanced Study of Young Adult Literature in Our Diverse Society

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

EDLIT 75300 - Methods of Teaching Writing: Grades 5-12

Development and assessment of writing skills and methods for teaching writing including analysis of techniques and environments that foster writing development, and writing across the disciplines, in all students at middle childhood and adolescent levels (ELL, gifted, special needs). State writing standards and technology are integrated.

Hours includes 15 hours fieldwork

Credits 3

EDLIT 75400 - Literacies within the Disciplines: Grades 5-12

Exploration into the literacy demands and challenges inherent in the academic subjects of math, science, history and social studies, as well as media, health, technology and the arts.

Hours includes 10 hours in classrooms focused on literacies within the disciplines

Credits 3

EDLIT 73500 - Survey of Instructional Approaches for Language and Literacy Development: Grades K-12

Critically examine instructional approaches appropriate for language and literacy development in literacy education informed by current research. Course participants examine, select, design and organize linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of elementary, middle and high school students with varying developmental abilities.

Hours Includes 5 hours fieldwork

Credits 3 cr

Intervention Core (9 Credits)

EDLIT 75500 - Literacy Instruction for Struggling Readers and Writers: Grades 5-12

Exploration of historical, theoretical and research-based teaching practice issues related to overcoming reading/writing difficulties. Assessment and intervention strategies, adaptation and modification of instructional strategies, technology and curriculum to improve foundational skills and learning outcome of middle and high school struggling readers and writers.

Hours includes 15 hours fieldwork

Credits 3

EDLIT 75600 - Literacy Assessment: Grades 5-12

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 instruction planning and meeting NYS English Language Arts performance standards.

prereq: 9 credits in the content core

Hours includes 15 hours in the field assessing diverse learners

EDLIT 75700 - Practicum in Literacy Assessment and Intervention: Grades 5-12

A study of factors related to middle and high school students who are experiencing difficulty acquiring literacy. Implement, design and use a variety of procedures for diagnosing reading achievement and related language skills. Use assessment data to plan and implement intervention activities for students with literacy difficulties.

prereq: EDLIT 75600

Hours includes 25 hours of supervised assessment and intervention sessions with individual middle school students on-site at Hunter College Literacy Space and 25 hours of supervised assessment/intervention sessions off site with high school students

Credits 3

Leadership Core (6 Credits)

EDLIT 73800 - Literacy Programs: Organization and Resources

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.

prereq: EDLIT 73100 (for Birth-Grade 6 students only)

Hours Includes 15 hours of survey for the enhancement of literacy programs

Credits 3 cr

EDLIT 74000 - Leadership in Literacy

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.

prereq: minimum of 27 cr. in the literacy program

Hours 45 hrs,

Credits 3 cr

Students may be exempted from up to 3 credits based on prior equivalent coursework.

Exit Standards

1. An overall GPA of 3.0.
2. A grade of B or better in EDLIT 740, in which a culminating project is completed.
3. A grade of B or better in EDLIT 756.
4. An "achieved the standard" rating, or better, on the Professional Teaching Portfolio during final presentation to the Master's in Literacy Portfolio Review Committee.
5. Students must pass the School of Education technology assessment.

Mental Health Counseling - MSED

Program Coordinator Markus Bidell; 1114 West Building; (212) 772-4714; mbidell@hunter.cuny.edu

The curriculum at Hunter includes basic core courses for the three counseling programs and specialization courses. Mental Health Counseling students select one elective from a sequence of predetermined courses. School Counseling students do not take electives. The curriculum integrates theory and practice through a carefully sequenced series of courses with emphasis on fieldwork in urban settings.

The **Mental Health Counseling Program** prepares graduates to work as mental health counselors in hospital, agency and community settings as well as in private practice. This program leads to professional licensure in New York State; professional licensure is required to practice mental health counseling.

Students in the mental health counseling program are eligible for licensure by New York State. Students in rehabilitation counseling may take the national certification examination for the Certified Rehabilitation Counselor (CRC) status after completing 75% of their course work.

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.

Admission Standards

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 references to aid in determining potential for work as a professional counselor.
6. Meeting these minimum requirements does not guarantee acceptance to the program. 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.

Progress Standards

1. Students must maintain a 3.0 GPA to remain in the program and must complete the total number of 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 below B, including WU, in any of the following courses cannot continue in the programs: COCO 70100, COCO 70600, COCO 71800, COCO 71900, COCO 72500 and COCO 72600.
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. Seven courses – COCO 701, 706, 707, 718, 719, 725, 726 – cannot be taken at other colleges or universities. These courses must be taken in the Hunter College Counselor Education program.

Mental Health Counseling Course of Study

Total Credits: 60 credits

COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

*Hours 45 hrs,
Credits 3 cr*

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs,
Credits 3 cr*

COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

*Hours 45 hrs,
Credits 3 cr*

COCO 70300 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70600 - Group Counseling

Theory and principles of group counseling. Developing group-counseling skills through practice.

*prereq: COCO 70100 and COCO 70200
Hours 45 hrs,
Credits 3 cr*

COCO 70700 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70800 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70900 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 71100 - 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.

*prereq: COCO 70600 and COCO 71800
Hours 45 hrs,
Credits 3 cr*

COCO 71200 - Career Counseling, Assessment and Placement

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site 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.

*Hours 60 hrs,
Credits 4 cr*

COCO 71500 - 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 in interaction with the family unit.

*Hours 45 hrs,
Credits 3 cr*

COCO 71800 - Practicum in Counseling

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.

prereq: COCO 70000 and COUNS 71700 or COUNM 71600 or COUNR 71600

coreq: COCO 71900

prereq or coreq: COCO 70600

Hours 100

COCO 71900 - Individual Supervision

Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student's proficiency and competence as a professional counselor.

coreq: COCO 71800

Hours 45

Credits 3

COCO 72500 - Internship in Counseling I

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.

prereq: COCO 71800 and COCO 71900

prereq or coreq: COUNM 71700 or COUNR 72000 or COUNS 72100

Hours Each 300 hrs to be arranged in selected field settings

Credits 4 cr each semester

COCO 72600 - Internship in Counseling II

The second part of the internship: follows COCO 72500 Internship in Counseling I.

prereq: COCO 72500

Hours 45

Credits 3

COUNM 71600 - Foundations of Mental Health Counseling

This course provides an overview of mental health counseling. The course will address the following: professional identity, functions and issues facing mental health practitioners; disparities in mental health services across culturally and linguistically diverse communities; principles, theories and practice of community interventions; public policy and governmental relations impacting mental health.

pre- or coreq: DSM-IV Workshop

COUNM 71700 - Psychopathology: Diagnosis and Treatment

This course provides a framework for understanding the range of personality and behavioral conditions that are presented in the Diagnosis and Statistical Manual of Mental Disorders of the American Psychiatric Association (DSM-IV). The class focuses on the description, etiology, assessment, diagnosis, treatment and prevention of these disorders within diverse urban settings.

prereq or coreq: COUNM 71600

Hours 45

Credits 3

Electives (Select One Course)

COCO 71000 - 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.

Hours 45 hrs,

Credits 3 cr

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs,

Credits 3 cr

COUNS 72100 - Counseling Interventions for Children and Adolescents

This course focuses on prevention and intervention of mental health disorders of children and adolescents.

prereq: COCO 70800

Hours 45

Credits 3

Exit Standards

1. An overall GPA of 3.0.
2. Students must pass the School of Education technology assessment.

Rehabilitation Counseling - MEd

Program Coordinator Arnold Wolf; 1127 West Building; (212) 772-4616; awo@hunter.cuny.edu

The curriculum at Hunter includes basic core courses for the three counseling programs and specialization courses. Rehabilitation Counseling students select two electives from a sequence of predetermined courses. The curriculum integrates theory and practice through a carefully sequenced series of courses with emphasis on fieldwork in urban settings.

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.

Students in rehabilitation counseling may take the national certification examination for the Certified Rehabilitation Counselor (CRC) status after completing 75% of their course work.

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.

Admission Requirements

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 references to aid in determining potential for work as a professional counselor.
6. Meeting these minimum requirements does not guarantee acceptance to the program. 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.

Progress Standards

1. Students must maintain a 3.0 GPA to remain in the program and must complete the total number of 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 below B including WU, in any of the following courses cannot continue in the programs: COCO 70100, COCO 70600, COCO 71800, COCO 71900, COCO 72500 and COCO 72600.
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. Seven courses – COCO 701, 706, 707, 718, 719, 725, 726 – cannot be taken at other colleges or universities. These courses must be taken in the Hunter College Counselor Education program.

Rehabilitation Counseling Sequence of Courses

COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

Hours 45 hrs,

Credits 3 cr

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

Hours 45 hrs,

Credits 3 cr

COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

Hours 45 hrs,

Credits 3 cr

COCO 70300 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 70600 - Group Counseling

Theory and principles of group counseling. Developing group-counseling skills through practice.

prereq: COCO 70100 and COCO 70200

Hours 45 hrs,

Credits 3 cr

COCO 70700 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 70800 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 70900 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 71100 - 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.

prereq: COCO 70600 and COCO 71800

Hours 45 hrs,

Credits 3 cr

COCO 71200 - Career Counseling, Assessment and Placement

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site 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.

Hours 60 hrs,

Credits 4 cr

COCO 71500 - 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 in interaction with the family unit.

Hours 45 hrs,

Credits 3 cr

COCO 71800 - Practicum in Counseling

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.

prereq: COCO 70000 and COUNS 71700 or COUNM 71600 or COUNR 71600

coreq: COCO 71900

prereq or coreq: COCO 70600

Hours 100

COCO 71900 - Individual Supervision

Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student's proficiency and competence as a professional counselor.

coreq: COCO 71800

Hours 45

Credits 3

COCO 72500 - Internship in Counseling I

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.

prereq: COCO 71800 and COCO 71900

prereq or coreq: COUNM 71700 or COUNR 72000 or COUNS 72100

Hours Each 300 hrs to be arranged in selected field settings

Credits 4 cr each semester

COCO 72600 - Internship in Counseling II

The second part of the internship: follows COCO 72500 Internship in Counseling I.

prereq: COCO 72500

Hours 45

Credits 3

COUNR 71600 - 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.

Hours 45 hrs,

Credits 3 cr

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

*Hours 45 hrs,
Credits 3 cr*

Electives (select two courses)

COCO 71000 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 72300 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 72700 - Special Topics in Counseling

Study of significant issues, problems, and emerging trends in counseling.

*Hours 45 hrs,
Credits 3 cr*

Total 54 credits

Exit Standards

1. An overall GPA of 3.0.
2. Students must pass the School of Education technology assessment.

School Counseling - MSED

Program Coordinator Cynthia Walley; 1148 West Building; (212) 650-3983; cwalley@hunter.cuny.edu

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

The School Counseling 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.

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

In addition, school counseling students fluent in Spanish and English have the option of obtaining a New York 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.

Admission Requirements

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 references to aid in determining potential for work as a professional counselor.
6. Meeting these minimum requirements does not guarantee acceptance to the program. 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.

Progress Standards

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 below B including WU in any of the following courses cannot continue in the programs. COCO 70100, COCO 70600, COCO 71800, COCO 71900, COCO 72500, COCO 72600

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. Seven courses – COCO 701, 706, 707, 718, 719, 725, 726 – cannot be taken at other colleges or universities. These courses must be taken in the Hunter College Counselor Education program.

School Counseling Course of Study

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs,
Credits 3 cr*

COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

*Hours 45 hrs,
Credits 3 cr*

COCO 70300 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70600 - Group Counseling

Theory and principles of group counseling. Developing group-counseling skills through practice.

*prereq: COCO 70100 and COCO 70200
Hours 45 hrs,
Credits 3 cr*

COCO 70700 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70800 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70900 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 71100 - 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.

*prereq: COCO 70600 and COCO 71800
Hours 45 hrs,
Credits 3 cr*

COCO 71200 - Career Counseling, Assessment and Placement

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site 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.

*Hours 60 hrs,
Credits 4 cr*

COCO 71800 - Practicum in Counseling

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.

*prereq: COCO 70000 and COUNS 71700 or COUNM 71600 or COUNR 71600
coreq: COCO 71900
prereq or coreq: COCO 70600
Hours 100*

COCO 71900 - Individual Supervision

Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student's proficiency and competence as a professional counselor.

coreq: COCO 71800

Hours 45

Credits 3

COCO 72500 - Internship in Counseling I

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.

prereq: COCO 71800 and COCO 71900

prereq or coreq: COUNM 71700 or COUNR 72000 or COUNS 72100

Hours Each 300 hrs to be arranged in selected field settings

Credits 4 cr each semester

COCO 72600 - Internship in Counseling II

The second part of the internship: follows COCO 72500 Internship in Counseling I.

prereq: COCO 72500

Hours 45

Credits 3

COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

Hours 45 hrs,

Credits 3 cr

COCO 71500 - 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 in interaction with the family unit.

Hours 45 hrs,

Credits 3 cr

COUNS 71700 - Foundations of School Counseling

History, philosophy, legal, and ethical considerations in school counseling. The school context and professional issues in school counseling will be emphasized, including the school counselor's role, developmental programming, counseling interventions, consultation and liaison, and advocacy.

Hours 45

Credits 3

COUNS 72000 - 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. (Taken last semester prior to graduation)

prereq: COCO 70900
prereq or coreq: COCO 72600
Hours 45
Credits 3

COUNS 72100 - Counseling Interventions for Children and Adolescents

This course focuses on prevention and intervention of mental health disorders of children and adolescents.

prereq: COCO 70800
Hours 45
Credits 3

COUNS 72200 - School Based Consultation

This upper level course provides counselors with the knowledge and skills necessary to engage in consultation, collaborative problem solving, and systems level intervention in educational settings. Theories, models, and processes of consultation of change will be examined.

prereq or coreq: COCO 72500
Hours 45
Credits 3

Total 60 credits

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 two courses in addition to the Counseling Programs Sequence of Courses:

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork
Credits 3 cr

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

Total 66 credits

Exit Standards

1. An overall GPA of 3.0.
2. Students must pass the School of Education technology assessment.

Special Education - MEd

Department Office: 909 West Building; (212) 772-4700

Secretary Jean Leung; 909 West Building; (212) 772-4700; fax (212) 650-3542; jleung@hunter.cuny.edu

Acting Chairperson Tim Lackaye; 920 West Building; (212) 772-4777; tlackaye@hunter.cuny.edu

Advisers:

Learning Disabilities

- **Kate Garnett;** 910 West Building (212) 772-4700; kgarnett@hunter.cuny.edu
- **David Connor;** 917 West Building (212) 772-4746; dconnor@hunter.cuny.edu
- **Sara Hines;** 915 West Building; (212) 772-5667; shine@hunter.cuny.edu

Behavior Disorders

- **Tom McIntyre;** 914 West Building; (212) 772-4706; thomas.mcintyre@hunter.cuny.edu

Severe/Multiple Disabilities (including Deafblindness)

- **Rosanne K. Silberman;** 916 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu
- **Ellen Trief;** 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

Early Childhood Special Education

- **Jamie Bleiweiss;** 929 West Building; (212) 772-4229; jbleiwei@hunter.cuny.edu
- **Shirley Cohen;** 915 West Building; (212) 772-4708; shirley.cohen@hunter.cuny.edu
- **Donia Fahim;** 919 West Building; (212) 772-4745; dfahim@hunter.cuny.edu

Deaf and Hard-of-Hearing

- **Elaine Gale;** 918 West Building; (212) 772-4702; egale@hunter.cuny.edu

Blind and Visually Impaired

- **Rosanne K. Silberman;** 916 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu

- **Ellen Trief**; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

Gifted Education

- **Razel Solow**; 909 West Building; (212) 650-3599; rsolow@hunter.cuny.edu

Hunter's graduate programs in special education prepare teachers to provide specially designed instruction for students with disabilities and to work across a variety of educational settings, including: special school, special classes, resource rooms, pre-schools, early intervention programs, supported general education classrooms in public and private schools, hospitals, clinics, health agencies, home programs, and residential facilities. Special education programs at Hunter have been nationally recognized by the Council for Exceptional Children.

Completion of any one of Hunter's for the master's degree in special education leads to New York State teacher certification. Hunter's specializations are:

- childhood special education: learning disabilities
- childhood special education: behavior disorders
- childhood special education with an annotation in severe/multiple disabilities (including deafblindness)
- early childhood special education
- early childhood with an annotation in severe/multiple disabilities (including deafblindness)
- deaf and hard-of-hearing
- blind and visually impaired

Students who enter the programs with no previous certification and subsequently complete the master's degree will meet the education requirements for New York State initial and professional certification in either childhood special education or early childhood special education and either childhood general education or early childhood general education. Students without prior teacher certification enter the Program 1 track.

Students who enter the childhood special education program with initial certification in grades 1-6 and subsequently complete the master's degree, will meet the education requirements for New York State professional certification in childhood/elementary education as well as for professional certification in childhood special education grades 1-6. Students with prior childhood certification enter the program 2 track.

Similarly, students who enter the early childhood special education program with initial certification in early childhood Birth to Grade 2 and subsequently complete the master's degree, will meet the education requirements for New York State professional certification in early childhood education as well as for professional certification in early childhood special education Birth to Grade 2. Students who hold early childhood certification enter the Program 2 track in early childhood special education.

The early childhood master's programs are designed for students whose primary interest is in teaching children from infancy through kindergarten. While students in the early childhood special education programs will also be prepared to teach grades 1 and 2, applicants whose primary interest is in these grades should apply to the childhood special education program, which encompasses grades 1-6.

The programs (with the exception of early childhood special education) are organized into a set of cross-categorical core courses and disability-specific specializations. Core courses develop knowledge and skills across a range of education 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 theory to effective instruction.

Special Education: Visual Impairment: Rehabilitation Teaching

40 cr in total or 55 cr with optional sequence in O&M

Cross-Categorical Core Courses (3 cr)

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

Visual Impairment: Rehabilitation Teaching Specialization (37 cr)

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000

Hours Includes 10 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 76000 - Skills and Techniques for Rehabilitation Teaching I

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.

prereq: SPED 74000, 74100

Hours Includes 10 hrs field experience

Credits 3

SPED 76100 - Skills and Techniques for Rehabilitation Teaching II

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.

prereq: SPED 76000

Hours includes 10 hrs field experience

Credits 3 cr

SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100

Hours 45 hrs,

Credits 3 cr

SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs,

Credits 3 cr

COUNR 73000 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs,
Credits 3 cr*

Optional Sequence in Orientation and Mobility (15 cr)

SPED 76500 - Intermediate Orientation and Mobility

Theories related to perception, learning and development of individuals who are blind or visually impaired, and /or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

*prereq or coreq: SPED 76800
Hours includes 50 hrs of lab plus 15 hrs field experience
Credits 3 cr*

SPED 76600 - Advanced Orientation and Mobility

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

*prereq: G SPED 76500
Hours includes 50 hrs of lab plus 15 hrs field experience
Credits 3 cr*

SPED 76700 - Orientation and Mobility: Internship/Seminar

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

*prereq: G SPEDE 77000 and G SPED 79000 and G SPED 79100
Hours 30 hrs seminar, plus conferences plus 340 hours of internship,
Credits 2 cr*

SPED 74900 - Orientation and Mobility for Students with Visual Impairments and Additional Disabilities

An advanced orientation and mobility course on specialized instructional strategies that address the special travel difficulties of learners (infants to older adults) who are blind or visually impaired with additional disabilities. Topics include deafness, deafblindness, multiple impairments, motoric, cognitive and affective impairments. This course also addresses instructional strategies for persons in unique living situations or environments.

*Hours includes 10 hrs field experience, 45 hrs,
Credits 3 cr*

SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar

This course teaches assessment of the systems of mobility used by persons who are visually impaired and develops competencies in teaching indoor travel techniques used by persons with visual impairments. Two week summer course.

*prereq: SPED 74700
Credits 2 cr
Two week summer course.*

SPED 76900 - Advanced Orientation and Mobility Lab and Seminar

This course demonstrates practical application of Orientation and Mobility instructional techniques as they are applied in outdoor settings under blindfold and with low vision simulators. Content related to instructional strategies will be provided during the in-class seminar. Two week summer course.

*prereq: G SPED 76800 and G SPED 76500
Credits 2
Two week summer course.*

Note(s)

** The Rehabilitation Teaching program alone does not lead to New York State teacher certification.*

Visual Impairment: Rehabilitation Teaching - MSED

Visual Impairment: Rehabilitation Teaching Program Coordinators: Rosanne K. Silberman; 911 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu, Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

The Hunter College's master's degree program in Rehabilitation Teaching (RT) prepares professionals in vision rehabilitation therapy (VRT) to work with individuals with visual impairments. Upon completion of the program, candidates will be eligible for national certification from the Academy for Certification of Vision Rehabilitation and Education Professionals. This Program does not lead to New York State Teacher Certification.

Admission Requirements

An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher **or** a graduate degree from an approved college with a GPA of 3.5 or better.

Progress Standards

12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

Visual Impairment: Rehabilitation Teaching Course of Study

Total Credits: 40 credits

The Rehabilitation Teaching program alone does not lead to New York State teacher certification.

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000

Hours Includes 10 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 76000 - Skills and Techniques for Rehabilitation Teaching I

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.

prereq: SPED 74000, 74100

Hours Includes 10 hrs field experience

Credits 3

SPED 76100 - Skills and Techniques for Rehabilitation Teaching II

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.

prereq: SPED 76000

Hours includes 10 hrs field experience

Credits 3 cr

SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100

Hours 45 hrs,

Credits 3 cr

SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs,

Credits 3 cr

COUNR 73000 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

Hours 45 hrs,

Credits 3 cr

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student teaching , Supervised Practicum, and Clinical Teaching Lab:
 - A. Students are required to attain a minimum grade of B in the internship courses (SPED 76300 and 76400). Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once.

Any student who receives a grade of F will not be allowed to continue.
 - B. Students must complete all required days and hours for each of the internship courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

Visual Impairment: Rehabilitation Teaching and Orientation and Mobility - MSeD

Blind and Visually Impaired Program Coordinator: Rosanne K. Silberman; 911 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu, Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

The Hunter College's master's degree program in Rehabilitation Teaching (RT) prepares professionals in vision rehabilitation therapy (VRT) to work with individuals with visual impairments. Upon completion of the program, candidates will be eligible for national certification from the Academy for Certification of Vision Rehabilitation and Education Professionals. Those completing the combined program are also eligible to become Orientation and Mobility specialists. The Combined Master's Degree in Rehabilitation Teaching and Orientation and Mobility includes 40 credits of the RT Master's Degree and 12 credits in Orientation and Mobility.

Admission Standards

1. Undergraduate BA or BS degree from an accredited institution, with a GPA 2.8 or better, plus teacher of the blind and visually impaired teaching certificate.

OR

- Master's degree from an approved college in rehabilitation teaching or teacher of the blind and visually impaired with a GPA of 3.5 or better,
2. Evidence of acceptable written languages skills,
3. Three letters of recommendation,
4. Evidence of work, volunteer or personal experience with individuals with visual impairments,
5. An interview with a special education faculty member.

Progress Standards

1. Students must maintain an overall GPA of at least 3.0 in order to continue the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (incomplete) within the first 12 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.

Rehabilitation Teaching and Orientation and Mobility Course of Study

Total Credits: 52 credits

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000

Hours Includes 10 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 76000 - Skills and Techniques for Rehabilitation Teaching I

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.

prereq: SPED 74000, 74100

Hours Includes 10 hrs field experience

Credits 3

SPED 76100 - Skills and Techniques for Rehabilitation Teaching II

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.

prereq: SPED 76000

Hours includes 10 hrs field experience

Credits 3 cr

SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100

Hours 45 hrs,

Credits 3 cr

SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

SPED 76500 - Intermediate Orientation and Mobility

Theories related to perception, learning and development of individuals who are blind or visually impaired, and /or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

prereq or coreq: SPED 76800

Hours includes 50 hrs of lab plus 15 hrs field experience

Credits 3 cr

SPED 76600 - Advanced Orientation and Mobility

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

prereq: G SPED 76500

Hours includes 50 hrs of lab plus 15 hrs field experience

Credits 3 cr

SPED 76700 - Orientation and Mobility: Internship/Seminar

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

prereq: G SPEDE 77000 and G SPED 79000 and G SPED 79100

Hours 30 hrs seminar, plus conferences plus 340 hours of internship,

Credits 2 cr

SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar

This course teaches assessment of the systems of mobility used by persons who are visually impaired and develops competencies in teaching indoor travel techniques used by persons with visual impairments. Two week summer course.

prereq: SPED 74700

Credits 2 cr

Two week summer course.

SPED 76900 - Advanced Orientation and Mobility Lab and Seminar

This course demonstrates practical application of Orientation and Mobility instructional techniques as they are applied in outdoor settings under blindfold and with low vision simulators. Content related to instructional strategies will be provided during the in-class seminar. Two week summer course.

prereq: G SPED 76800 and G SPED 76500

Credits 2

Two week summer course.

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs,

Credits 3 cr

COUNR 73000 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs,
Credits 3 cr*

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student Teaching, Supervised Practicum, and Clinical Teaching Lab

A. Students are required to attain a minimum grade of B in the internship courses (SPED 763 and 764). Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once.

Any student who receives an F will not be allowed to continue.

B. Students must complete all required days and hours for each of the internship courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

Master of Science/Master of Public Administration - MS/MPA

Nursing: Nursing Administration/Public Administration MS/MPA Dual Degree with Baruch College

57 credits

Specialization Coordinator: David Keepnews, dkeepnew@hunter.cuny.edu

This specialization prepares nurses to assume positions of leadership in nursing in a variety of health care settings, systems and agencies. The program emphasizes multidisciplinary approaches to management and policy in nursing and health care including practicum experiences (500 hours). Graduates of the program meet the educational requirements for specialty certification by the American Nurses Credentialing Center.

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

Advanced Core Courses: 18 credits

PAF 91000 - Introduction to Public Affairs

Systematic study of the institutions Americans have developed to pursue the public interest; government, markets, nonprofit organizations, the family. Overview of political economy, institutions, and culture; the policy process; role of values and ethics.

PAF 91720 - Applying Information, Research, and Analysis II

This course is the second in a two-course sequence that provides an introduction to research and analytical methods as applied to public policy and management. Students will develop expertise as consumers of research findings and learn methods for designing and conducting research.

PAF 91200 - Managing Organizations in the Public and Not-for-Profit Sectors

Fundamental concepts and techniques for managing government and not-for-profit agencies, including schools. This course focuses on structural models, individual behavior, including group dynamics and leadership, and political and cultural frameworks. Questions of effectiveness, responsibility, and professional relations are considered.

PAF 91300 - Economic Analysis and Public Policy

Introduction to concepts and analytic tools necessary to economic examination of individual and firm behavior; analysis of causes and consequences of public sector intervention in the economy.

PAF 91400 - Budgeting, Accounting and Financial Analysis

Introduction to budgeting, accounting and financial analysis. Overview of the context of budgeting in the government decision process and analysis of the fiscal cycle through budget development, implementation, and review. Incorporates basic accounting concepts and information presentation and retrieval skills.

PAF 91030 - Communication in Public Settings

Introduces students to communication in public settings and provides extensive opportunities for practice with basic written and oral forms. Interrelationships among communicative activities and organizational goals. Internal and external messages are given equal weight. Argumentative structures necessary for constructing sound policy and persuasive techniques relevant to funding, regulation, client, and public constituencies. Topics will vary somewhat from semester to semester depending on the instructor's and students' interests. The course follows a workshop/laboratory format with intensive attention to student work as a fulcrum for the application of theory and refinement of skills.

Specialization Courses: 15 credits

NURS 73500 - Leadership and Management in Health Care I

Analyses of how nurse leaders and other health professionals in integrated managed care networks and community-based organizations understand and apply leadership and management theories and principles.

prereq: NURS 70000, NURS 70200, NURS 74900

coreq: PAF 91000, PAF 91030

Hours 30 hours theory, 15 hours seminar, 166 hours practicum,

Credits 5 cr

NURS 74000 - Leadership and Management in Health Care II

Analysis of how nurse leaders and other professional in health care agencies interact at local, regional, and national levels, conduct policy assessment, identify health needs of culturally diverse aggregates, and develop culturally focused policies and programs to address the needs.

prereq: NURS 70400, NURS 73500, PAF 91200, PAF 91720

coreq: PAF 91400, PAF 91300

Hours 30 hours theory, 15 hours seminar, 167 hours practicum,

Credits 5 cr

NURS 74500 - Capstone Seminar for the MS/MPA in Nursing Administration

An integrative experience in the field of public affairs as it relates to health care generally and nursing specifically. Students will prepare a professional work in policy analysis or an organizational assessment.

Cross-listed (Cross-listed with PAF 97930)

prereq: NURS 74000

Hours 30 hours theory, 15 hours seminar, 167 hours practicum,

Credits 5 cr

Nursing Electives: 3 credits

Public Affairs Electives: 9 credits

PAF 91700 - Research and Analysis I

The first course in a two-course sequence (the second course is PAF 91720) that provides an introduction to research and analytical methods as applied to public policy and management. Students will develop expertise as consumers of research findings and learn methods for designing and conducting research. This first course provides an introduction to data analysis and statistical inference, with an emphasis on policy and management applications. Topics include graphing and numerical summaries, normal distributions, descriptive correlation and regression, basic probability and sampling distributions, confidence intervals, significance tests, chi-square tests, and inference for regression. Students learn these techniques through hands-on work with real data and statistical software.

Plus two additional electives, including (for example)

PAF 91800 - Policy Analysis

Overview of the use of analytic techniques in solving public sector problems and designing government programs. Topics include agenda setting, approaches to problem solving, the role of values in policy making and policy analysis, policy-relevant data collection and analysis, principles of benefit-cost analysis, techniques of policy analysis (e.g., queuing, simulations, formal modeling), strategies for policy adoption and implementation, and the politics of policy analysis.

Hours 2 hours plus conference

Credits 3

PAF 97350 - Health Politics and Policymaking

This course examines the evolution of the major governmental programs involved with health insurance and health care in the United States. The goal is an understanding of the political dynamics that lead to successes and failures in health policymaking, and the development of strategies that can be used by governmental and non-governmental actors to accomplish policy change.

Hours 3

Credits 3

PAF 91230 - Program Evaluation

Examination of the process and techniques of program evaluation and the assessment of effectiveness of public sector policies. Various performance assessment criteria, problems of evaluation research, and the politics of program evaluation are reviewed.

Hours 2 hours plus conference

Credits 3

Master of Science/Master of Public Health - MS/MPH

Nursing: Community/Public Health Nursing/Urban Public Health MS/MPH Dual Degree

57 credits

Specialization Coordinator: Judith Aponte, jap@hunter.cuny.edu

The program prepares nurses as advanced public health nurses to assume leadership roles in community/public 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 for a total of 500 hours. Students who select the dual degree option attain additional knowledge of public health sciences with the option of either environmental and occupational health or community health education. Graduates of the program meet educational requirements for specialty certification by the American Nurses Credentialing Center.

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

Advanced Practice Core: 9 credits

PH 75000 - Introduction to Biostatistics

This course is designed to enable students to analyze, present and interpret population health data.

prereq: Elementary statistics or calculus or equivalent.

PH 75200 - Introduction to Epidemiology

An introduction to epidemiologic principles, methods and measures commonly used in public health. T

prereq: PH 75000

PH 75400 - Environmental Health and Safety

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation and noise hazards; hazardous substances; solid wastes; food protection; natural and human-made disasters; and specific hazards such as lead, asbestos, mold and pesticides.

Hours 3

Credits 3

Specialization Courses: 15 credits

NURS 77100 - Community/Public Health Nursing I

Analysis of how clinical specialists in community/public health nursing conduct a community health assessment and participate on multidisciplinary teams that work in partnership with culturally diverse communities.

prereq: NURS 700, PH 700

prereq or coreq: NURS 702, NURS 749

Hours 30 hrs theory, 166 hrs practicum, 15 hrs seminar,

Credits 5 cr

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100

prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,

Credits 5 cr

NURS 77300 - Community/Public Health Nursing III

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772

Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,

Credits 5 cr

Public Health Core Courses: 9 credits

PH 75500 - Urban Health and Society

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.

Hours 3

Credits 3

PH 75600 - Public Health and Health Care Policy and Management

This course examines the organization, delivery and financing of health care in the United States with an understanding of the health policy-making process and a focus on issues related to the management of public health agencies.

Hours 3

Credits 3

Choice of:

Community Health Education Courses: 9 credits

COMHE 75100 - Community Health Interventions

An introduction to community-level interventions as explained by theories of individual, organizational and community change from the disciplines of psychology, sociology and health education.

prereq: PH 75500, COMHE 75000
Credits 3

COMHE 75300 - Health Program Planning and Funding

This course will engage students in identifying or designing a health program, finding funding sources, and developing a proposal covering program need, program objectives, a management and quality assurance plan, preliminary work, evaluation, budget, and a plan for funding support.

prereq: completion of 15 cr incl PH 75000 or 75100, PH 75500 and either COMHE 75000, COMHE 75100, COMHE 75200 or COMHE 75000 and NUTR 71000 or NURS 77100, COMHE 75100 and COMHE 75200.

Credits 3 cr

COMHE 75200 - Community Organizing and Development for Health

Prepares students to work in communities by presenting the theory and practice of organizing for social justice, skills for promoting leadership development within communities, and the tools to create and sustain healthy organizations.

prereq: PH 75500, COMHE 75000, COMHE 75100
Credits 3

-or-

Environmental and Occupational Health Sciences Courses: 9 credits

EOHS 70200 - 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.

Credits 3

EOHS 75700 - Principles of Industrial Hygiene

Recognition, evaluation, and control of industrial hazards due to chemical and physical agents. Topics include occupational health standards, regulatory agency activities, effects of contaminants on human health, sampling and control of hazards, current issues.

prereq: EOHS 70200 and 70500
Credits 3

EOHS 75400 - Environment and Occupational Toxicology

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.

prereq: PH 75400 and EOHS 70500

Credits 3

Electives: 3 credits

Master of Social Work - MSW

Social Work - MSW

The MSW curriculum reflects a commitment to social justice, diversity and practice in the urban environment. The school offers several program tracks leading to the master of social work (MSW) degree. These include the full-time Two-Year, the One-Year Residency (work study), the Accelerated Program, the Advanced Standing Program for those possessing a BSW, and the Dual Degree program with the Bank Street College of Education.

The social work curriculum is designed to assure that graduates master the core competencies and practice behaviors identified as essential for all social workers by the Council on Social Work Education, our accrediting body. The curriculum assures that students also acquire advanced practice behaviors in their practice concentration and a field of practice. Please see http://www.hunter.cuny.edu/socwork/download/Competencies_and_Practice_Behaviors.pdf for a listing of these competencies and advanced practice behaviors.

The curriculum includes courses in human behavior and the social environment, social welfare policy and services, social work research, social work practice, including four practice concentrations: clinical practice with individuals and families; group work; community organizing, planning and development; organizational management and leadership. In addition to course work, all students are expected to complete at least one field practicum that is an internship in an approved field agency. All two year program students and accelerated full time students are expected to have two fieldwork placements of two semesters each, which involve three days per week in a field agency. Students accepted into the work-study program (OYR) complete only one year of fieldwork with four day per week assignments. All students enroll in a year long Social Work Practice Learning Lab. All students are required to take three courses in one of four practice concentrations. The field practicum must be taken concurrently with a practice course. In addition, students must select advanced courses which focus on a field of practice: a specific social problem, population or institutional auspice. The fields of practice offered are: children, youth and families; gerontology; world of work; health and mental health; global social work and practice with immigrants and refugees. Elective courses in these areas and in specialized skills and problem areas such as family treatment, treatment of trauma, and substance abuse are also offered.

Admission Requirements

Successful performance in graduate social work education requires emotional maturity and stability, interest in working with people and readiness to assume professional responsibilities. The applicant's knowledge of professional social work and/or experience in social work settings is an important consideration for admission. The criteria for admission are as follows:

- Applicants must hold a bachelor's degree from an accredited college or university. Undergraduate preparation should demonstrate a liberal arts background and intellectual capacity for graduate study.
- Records of international students require special evaluation and should be submitted as early as possible. All applicants whose prior language of instruction was not English are required to take the TOEFL and achieve a minimum score of 213; 80 IBT (internet-based test).

- Good undergraduate preparation along with tested understanding of the profession gained through voluntary, internship and/or paid experience are the keys to a successful application for admission.
- Advanced Standing applicants, in addition, must have an overall GPA of 3.0 and GPA of 3.2 in the social work major and must have received the BSW degree within the last 5 years. Advanced Standing students must submit Core Competency forms from their faculty advisor and senior placement field instructor which rate the applicant on the core (foundational) practice behaviors identified by SSSW.
- One Year Residency (OYR) applicants, in addition, must have a minimum of two years full time work experience as a social service worker or supervisor of social service workers. OYR applicants must provide a letter from their agency executive documenting full time employment, and the Agency Executive Agreement Form which commits the agency to provide schedule flexibility for the student for classes and to collaborate with the school to develop meaningful learning assignments as part of the student's work assignment. The agency also commits to provide the student with a new field instructor during Time Frame II, the residency year.
- All applicants must submit an application, transcripts from all previous academic study, three professional letters of reference, and application fees. 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. Applications for admission into the MSW program must be submitted online.

Applicants may be required to participate in a group discussion as part of the admissions process.

For further information on admissions, e-mail admissions:grad.socworkadvisor@hunter.cuny.edu or swapp@hunter.cuny.edu or see the School's website at www.hunter.cuny.edu/socwork

Transfer

Up to 12 non-matriculated credits of graduate social work courses, with a grade of B or better, completed within five years of MSW degree completion may be transferred from a social work program accredited by the Council on Social Work Education.

Students must complete a **Transfer of Credit Form** and supply a course description and syllabus for each course for which they are requesting transfer credit. Once all the documentation has been collected, the packet should be sent to the Admissions Office (for new students) or to the Student Affairs Office (for continuing students). The associate dean for academic and faculty affairs reviews all requests for transfer of credit. The maximum number of transfer credits is waived in the cases of applicants who apply and enter the program as transfer students. Once an applicant is accepted into the program and their documentation packet is collected, their transfer credits will be assessed, a course of study outlined, and the credits added to your Hunter College transcript as appropriate. Unfortunately, no academic credit can be given for life experience or previous work experience.

Professional Liability Insurance

As a condition of registration for fieldwork, students must have professional liability insurance. Professional liability insurance is provided through a school group policy, and payment for this policy is made at the time of registration. Cost of liability insurance does not exceed \$20 per year. Fieldwork agencies may also require that students undergo a background check and pay for fingerprinting. The cost of fingerprinting varies.

MSW Degree Program

Degree Requirements

All students in the MSW Program must complete 60 credits composed of 16 three-credit courses and a requirement for a field practicum designed to ensure that students master the core (foundation) and advanced practice behaviors. The curriculum is organized into content areas; each area includes one to three courses required for degree completion. These areas are:

Human Behavior and the Social Environment

Social Welfare Policy and Services

Social Work Ways of Knowing and Communicating

Social Work Practice Learning Lab

Research

Practice Methods

Professional Seminar

Field Education

All work must be completed within a five-year period with grades of "Credit" or "Honors".

Degree Program Tracks

Two-Year Full-time Program

The two-year full-time program is for qualified students who can 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, for two academic years.

One-Year Residence (OYR) Work-Study Program

The one-year residence (OYR) program is a work-study program designed to provide graduate social work education for experienced students whose personal responsibilities make the two year full-time program impractical. In this work-study model of social work education, the student's field work requirements are met at the agency of employment. As a result, the student is able to remain employed while earning MSW degree credits through all phases of the program until completion of the degree.

At the time of application OYR applicants must have completed at least two years of full-time employment in a recognized social welfare organization or agency and their current social welfare employer must agree to sponsor them. Sponsorship requires the agency to agree to provide the student with an educationally sound field work assignment. The field placement could expand on the student's current work assignment, incorporating new opportunities for learning in a social work capacity: for example, the addition of new cases, groups or projects. The agency must also provide a field instructor who is a licensed social worker as well as flexible scheduling for the student to attend classes during the residency year.

The program is organized around three "time frames," which include both part-time and full-time study. In total, in the standard OYR program students enroll in course work for five semesters and two summers. Students are permitted to take up to 30 hours of course work on a part-time basis while remaining in full-time employment. The program offers opportunity for acceleration for students who are in good academic standing.

Time Frame I is completed in evening or day classes over two semesters and one summer. Most students complete the first time frame in one year, earning 21 credits.

Time Frame II, also known as the “residency” year, occurs during the second year of matriculation. Students enroll in three courses while completing their single 900 hour field work requirement in their chosen method of practice. The requirement for a single practicum is based on the student's prior knowledge of social service organizations and the delivery of social services on a pre-professional level. The practicum requirement can be completed in four days a week (28 hours per week) during the fall and spring including January when classes may not be in session or three days a week in fall, spring, and summer. Students can take classes all on one day during the day, late afternoon and evening and/or Saturday.

Time Frame III represents the culmination of course work requirements. Classes are held in the evening.

The Accelerated OYR program takes 24 months to complete. Students enter in the spring and complete Time Frame I with intensive study in the evenings during spring and summer. Time Frame II is essentially the same as in the standard OYR program (see above) with additional study required in the winter session. Students complete their remaining requirements in their second summer and the following fall. Because of its acceleration, this program is intense and requires a significant commitment of time and energy.

Accelerated Full-Time and Accelerated OYR Programs

The Accelerated Programs are designed for outstanding students prepared to participate in an intensive, year-round learning experience beginning in January. The Accelerated Program option is available only to those students wishing to specialize in Clinical Practice with Individuals and Families. Full-time students complete the program in three semesters plus two summers of study. Availability for class in the afternoon and evening during the first semester and summer of enrollment is essential. These students are assigned field placements and complete their first year requirements by the end of the summer in their first 8 months of enrollment. They start their third semester in the fall and graduate in the following August.

Students who are already working in the human service field and meet the entry criteria for the One-Year Residency Program described above, complete the program in four semesters and two summers of study. They enter the Accelerated OYR program beginning with evening study in January through the summer and complete their Time Frame II studies in the following fall and spring. They are eligible to graduate in their second summer or the following December. Winter session study is also required.

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 students either begin in the summer and continue through the following academic year of full-time study or start in the fall and complete their work the following summer..

Dual Degree Program: Silberman School of Social Work at Hunter College 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 curriculum design incorporates theoretical and

practice aspects of each degree into a cohesive educational and professional program. Applicants apply to each institution separately. The program requirements satisfy the accreditation standards for each degree.

In the first two years, students attend the two institutions sequentially, pursuing an intensive program at each of them. In the third year, students move between 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.

Program for Non-matriculated Students

The School has learning opportunities for both pre- and post-masters students. Taking courses as a non-matriculated 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 nine credits is allowed and may be credited toward the degree upon matriculation. Only one course may be taken per semester.

Those students who already have completed their MSW may seek additional clinical learning to meet licensing requirements. Such students should contact the Associate Dean for Academic and Faculty Affairs at ssw.office@hunter.cuny.edu.

Inquiries for pre-masters non-matriculation should be directed to the Admissions Office at the main campus (68th Street) of Hunter College. See <http://www.hunter.cuny.edu/graduateadmissions>.

Field Practicum

The Silberman 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 members 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. Approval criteria include field learning opportunities and availability of qualified agency-based field instructors. Students are expected to follow agency policies, including conducting home visits.

MSW Curriculum

The School of Social Work holds that social work education must integrate core social work values and knowledge with practical application in the field. Professional, academic and field learning experiences must satisfy the highest standards of excellence. The curriculum is designed to instill a sense of respect for human integrity, a concern for social conditions and a commitment to service within the value system of the profession.

The curriculum is developed according to the standards of the Commission on Accreditation of the Council on Social Work Education. Copies of these standards and the Educational Policy Statement are available in the reserve section of the Social Work Library, and in the office of the dean. These are also available online at <http://www.cswe.org/File.aspx?id=13780>. Consistent with CSWE standards our curriculum is designed to assure that graduates master the core competencies and practice behaviors identified as essential for all social workers. The curriculum assures that students also acquire advanced practice behaviors in their practice concentration and a field of practice. Please see http://www.hunter.cuny.edu/socwork/download/Competencies_and_Practice_Behaviors.pdf for a listing of these competencies and advanced practice behaviors.

The orienting knowledge courses at the core of the curriculum are related to human needs, particularly to the problems of the more vulnerable and disadvantaged populations of New York City. The required courses, electives and majors are all constructed to teach the social work approach to meeting the needs of society.

In addition to courses offered for credit, the school provides workshops on topics such as child abuse and neglect, cultural diversity, ethics, and government benefits, as required by the New York State Department of Education, Division of Professional Licensing. Course work is augmented and reinforced by the all-important field practicum.

Agencies and service organizations in the various areas of social work practice, with their qualified agency supervisors and field instructors, provide the vital training and experience for students. The curriculum is organized into five professional curriculum areas and five fields of practice that reflect human needs and values and their associated social institutions and services. The curriculum includes foundation and advanced courses in:

Human Behavior and the Social Environment
Social Welfare Policy and Services
Social Work Ways of Knowing and Communicating
Practice including Social Work Practice Learning Lab
Practice Method Concentrations
Social Work Research
Professional Seminar
Field Education

Human Behavior and the Social Environment

This three-course sequence SSW 71100 SSW 71200 SSW 71300 and its related electives address the person-in-situation matrix with a specific focus of attention on issues of diversity (culture, class, ethnicity, race, age, sexual orientation, spirituality, ability, and gender). Stages of development across the life span define one axis, while critical contexts (individual, family, function and role-based groups, communities, organizations, and society) define the other axis of environmental forces that may impinge on social functioning.

Social Welfare Policy and Services

This two-course sequence SSW 70100 and one course in the 70200 series explores the history, planning, intent and operations of the US social welfare system. The courses identify key ideological frameworks that shape the current public debates over social welfare policy, analyze the structure of the social welfare system, and explore issues of poverty in the context of oppression, diversity and social justice. The 70200 courses each focus on a selected social welfare issue or special population.

Social Work Ways of Knowing and Communicating

This single course Special Topics in Social Work Ways of Knowing and Communicating SSW 77500 builds students' capacity to acquire critical thinking skills, information literacy and to communicate both orally and in writing. Taken in the first semester, a menu of sections is available to students, each with a different topical focus.

- Ways of Knowing and Communicating series course must be taken in the first semester for those students in the Two-Year Program and within the first year or enrollment for OYR students.

SSW 77501 - Ways of Knowing: Theories and Perspectives on Aging

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77502 - Ways of Knowing: Theories and Perspectives on Child Welfare

Credits 3

This is an example of a required Ways of Knowing topics class. More than

10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77503 - Ways of Knowing: Theories and Perspectives on Health

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77504 - Ways of Knowing: Theories and Perspectives on Domestic Violence

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77505 - Ways of Knowing: Theories and Perspectives on Mental Health

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77506 - Ways of Knowing: Theories and Perspectives on Criminal Justice

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77507 - Ways of Knowing: Theories and Perspectives on Authority Settings

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77508 - Ways of Knowing: Theories and Perspectives on Trauma

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77509 - Ways of Knowing: Theories and Perspectives on Immigrant Experience

Credits 3

This is an example of a required Ways of Knowing topics class. More than

10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77510 - Ways of Knowing: Theories and Perspectives on Trauma and Co-Occurring Disorders

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77511 - Ways of Knowing: Theories and Perspectives on Social Work and the Arts

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77512 - Ways of Knowing: Theories and Perspectives on Drugs and Alcohol

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77513 - Ways of Knowing: Theories and Perspectives on Schools

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77514 - Ways of Knowing: Theories and Perspectives: Early Development

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77515 - Ways of Knowing: Theories and Perspectives: Youth Development

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

Social Work Practice Learning Lab

The development of foundation competence is required in cross methods practice. This is achieved through enrollment in the Social Work Practice Learning Lab 1 & 2 and related field practicum skill workshops.

In the first year all students take SSW 71700 and SSW 71800 Social Work Practice Learning Lab. This course explores the institutional and social context of social work practice, the problem areas and populations served by social workers, and the differential use of practice methods and builds foundation competencies in professional social work. After successful completion of SSW 71700 students commence courses in their concentration.

SSW 71700 - Social Work Practice Learning Lab 1

This course sequence introduces core frameworks and approaches to practice as well as skills for practice. Assures that students develop foundation competencies in social work practice including key knowledge and skills from all methods: clinical practice with individuals and families, group work, community organization and administration.

Credits 3

*SSW 71700 and 71800 are required. Please consult the School of Social Work website:
<http://www.hunter.cuny.edu/socwork/> for additional information.*

SSW 71800 - Social Work Practice Learning Lab 2

This course sequence introduces core frameworks and approaches to practice as well as skills for practice. Assures that students develop foundation competencies in social work practice including key knowledge and skills from all methods: clinical practice with individuals and families, group work, community organization and administration.

prereq: SSW 71700

Credits 3

*SSW 71700 and 71800 are required. Please consult the School of Social Work website:
<http://www.hunter.cuny.edu/socwork/> for additional information.*

Social Work Research

SSW 75100 - Social Work Research I

Principles of social research methods in the context of social work practice. Problem formulation, research design and role of research in social work, ethical issues, sampling, measurement and data collection.

Credits 3

*SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website:
<http://www.hunter.cuny.edu/socwork/> for additional information.*

SSW 75200 - Social Work Research II

Measurement strategies, qualitative data analysis, descriptive and inferential statistics, and methods of quantitative data analysis; data management. Data collected by students from their research projects is analyzed.

prereq: SSW 75100 or equivalent

Credits 3

*SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website:
<http://www.hunter.cuny.edu/socwork/> for additional information.*

Practice Methods Concentrations

Development of advanced competence in one of the following practice method concentrations: clinical practice with individuals and families; group work; community organization, planning, and development; and organizational management and leadership is required. Every student majors in one of these concentrations and must take three sequential courses in that concentration or (with permission) two sequential courses in that concentration and an approved multi-method practice elective. Additional method and practice courses are offered; sequencing of requirements varies according to the various programs.

Clinical Practice with Individuals and Families

The clinical practice with individuals and families concentration prepares students for agency-based clinical practice in the urban environment. Students in this concentration are prepared to counsel individuals, pairs and families in order to help with a variety of personal, interactional and social problems. Concepts of clinical assessment and intervention are taught from a biopsychosocial perspective. Students are exposed to a variety of theoretical modalities that are augmented by evidence-based-practice perspectives. Issues of diversity and oppression are integrated into the study of assessment, treatment planning and intervention as well as the professional relationship. Emphasis is placed on differential assessment and intervention with a variety of diverse client groups. Clinical services are offered in a wide range of practice settings, such as child and family agencies, unions, industries, hospitals, mental health and substance abuse clinics, courts and settlement houses. The setting of the service makes possible in-depth teaching about specific populations and problems, managing service needs and styles and such specific intervention models as crisis intervention, advocacy, and various brief and long-term treatment modalities.

SSW 72100 - Social Casework I

Development and use of casework theory, practice and process. Integration and application of the values that underpin social work practice.

prereq: SSW 71700

Credits 3

NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72200 - Social Casework II

Application of casework principles. Knowledge from human behavior and the social environment and social welfare policy and services areas and research findings is applied to the assessment of clients and their situations.

prereq: SSW 72100

Credits 3

NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72300 - Social Casework III

Expands and deepens knowledge and skills for professional practice. Intervention modes, based on biopsychosocial assessment, are presented. Dealing with problem assessment and intervention; cultural specificity.

prereq: SSW 72100 and 72200

Credits 3

NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Group Work

Students are prepared to provide in-depth work with individuals in small groups. Groups may be formed around commonality of need or problem ranging from socialization to social action. The curriculum emphasizes group formation within a psycho-socio-political context and uses group-development theory as the primary paradigm for shaping practice with diverse populations in widely varied clinical and community settings. Concepts central to practice are contextual assessment, planning, group stage theory, group development, mutuality, mutual aid, common ground, roles, dual focus, decentralized authority, and problem solving.

Field practicum settings in group work include mental health clinics, hospitals, settlement houses, schools, community centers, senior centers, and day treatment and substance abuse programs. Social group work practice is used with a variety of populations from children to older adults, for meeting a range of needs from normal development to managing acute crisis situations and for dealing with all types of problems ranging from interpersonal to social action.

SSW 73100 - Social Group Work I

Prepares students for working with groups in community-based and clinical settings. Understanding social group work as a problem-solving method in widely varied settings and fields of practice.

prereq: SSW 71700

Credits 3

NOTE: SSW 731, 732 and 733 are required for all Group Work majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 73200 - Social Group Work II

Role of the worker in the middle and ending stages of group development; interventions; dealing with problematic roles; dealing with group conflict.

prereq: SSW 73100

Credits 3

NOTE: SSW 73100, 73200 and 73300 are required for all Group Work majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 73300 - Social Group Work III

Application of practice principles. Advocate, develop and deliver ethical and effective group work services in current agency settings.

prereq: SSW 73200

Credits 3

NOTE: SSW 73100, 73200 and 73300 are required for all Group Work majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/> for additional information.

Community Organization, Planning and Development

This concentration develops students' competence for community-based practice. It stresses the skills, techniques and strategies needed to mobilize people and resources to solve basic social problems at either the neighborhood or city-

wide level. The social planning and social reform aspects of social work practice are underscored in seeking change to alleviate individual and family problems. Education and training are developed in collective action, advocacy, program evaluation, proposal writing, community outreach, legislative advocacy and other vital organizing roles. Field practicums occur in a number of settings in international organizations, city and state planning agencies, legislative offices, community engagement arms of human service organizations, and a wide variety of grassroots organizations. Students in these placements work on everything from local economic development issues, food and hunger projects, and tenant advocacy to LGBTQ issues and women's rights.

SSW 74100 - Community Organization and Planning-I

Theory and practice of community organization and planning. Models and strategies for professional practice for community and client participation and empowerment. Community needs and resources; practice dynamics; dilemmas.

prereq: SSW 71700

Credits 3

SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 74200 - Community Organization and Planning-II

Development of community organization skills in relation to group structure and development. Group dynamics, role theory and reference group theory. Community power and influence on problem solving structures.

prereq: SSW 74100

Credits 3

SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information .

SSW 74300 - Community Organization and Planning-III

Role of the social worker and social planner; theoretical and practice aspects of program development and community planning within a political system. Concepts and techniques in management of social service programs.

prereq: SSW 74100 and 74200

Credits 3

SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Organizational Management and Leadership

Students who elect to concentrate in Organizational Management and Leadership (OML) are prepared to assume varied management positions in social agencies, including the traditional supervisory, middle management, and executive positions as well as jobs as program planner and analyst, staff trainer, program director, or budget analyst. Those focusing on OML develop conscious and strategic use of self in managing the complex tasks of program managers. Students seeking to concentrate in OML should have some prior experience either in management and/or social work or human services line work. Field practicums are available in a wide range of public and private social agencies. Many students entering OML are in our One-Year Residency Program. A wide variety of placements are available for two-year OML students with the many graduates of SSSW in leadership roles around the city.

SSW 78100 - Social Welfare Administration I

Theoretical understanding of the operation of social agencies. Organizational structure, authority, goal setting and service implementation, interorganizational positioning, stability and survival, and staff and administrative functioning.

Credits 3

SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78200 - Social Welfare Administration II

Personnel management, staff training, volunteers and paraprofessionals, decision-making processes, budgeting, boards and committees, public relations and marketing, and methods of accountability.

prereq: SSW 78100 or dept perm

Credits 3

SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78300 - Social Welfare Administration III

Program design in social agencies. Emphasis on assuring access, consistency, continuity and comprehensiveness of services, as well as client feedback mechanisms. Financial management, budgeting, strategic planning.

prereq: SSW 78100 and 78200

Credits 3

SSW 781, 782 and 783 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Professional Seminar

The Professional Seminar is a capstone seminar that requires students to identify an emerging practice issue or concern, examine the known evidence, and design a study that better addresses the issue at hand. The course is designed as an integrating and synthesizing experience, wherein students consult with one another in addressing a specific concern. The course launches students into the profession with a keen sense that they can influence the context in which they will practice as social workers.

SSW 79000 - Professional Seminar

Utilization and integration of practice, research and policy to determine how an issue may be ameliorated or resolved. Taken in the final semester.

Credits 3

This is a required course for all students.

Field Education

This two-to-four-term sequence of on-site work in social service agencies is an integral component of all pathways to the MSW degree. Students in field placement must be concurrently enrolled in a practice course: Social Work Practice Learning Lab, methods course or other practice course. Training is provided by a field instructor; it is monitored by the instructional faculty and the student's adviser.

Two-Year and Advanced Standing Programs

SSW 76100 - Field Instruction I

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: Material Fee: \$15

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information and full course descriptions.

SSW 76200 - Field Instruction II

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76300 - Field Instruction III

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76100 and 76200. Advanced standing program students enroll without prereq.

Credits 3

Material Fee: \$15

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76400 - Field Instruction IV

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76200 and 76300

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

One-Year Residency and Dual Degree Programs

SSW 76700 - Field Instruction I

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: Material Fee: \$15

Credits 6

OYR and Dual Degree students only. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76800 - Field Instruction II

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76700

Credits 6

OYR and Dual Degree students only

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Electives

Students may choose from a menu of courses within each curriculum area.

Fields of Practice Specializations

Students are, expected to specialize in one of the following Fields of Practice. This includes an appropriate field practicum, enrollment in two pre-designated courses, and a specialization focus in research or professional seminar. Students should consult their faculty adviser for details.

Children, Youth and Families

This field of practice is designed for students interested in working in public and/or private child welfare agencies, schools, or children, youth, and family organizations in direct service, supervisory, or administrative capacities. The developmental needs of children, youth and families; crises and disruptions in family life (broadly defined); conflicts and violence; child placement issues are a focus of attention. It prepares social workers to provide a broad range of services to individuals, groups and families in all phases of the family life cycle.

Gerontology

This specialization explores the aging process and the variety of issues affecting older adults and their family systems. It is guided by the principle that older adults are individuals and members of a family and community with rights and responsibilities—who must be afforded the necessary protection and assistance to participate fully in family, cultural and social life.

Health and Mental Health

This field of practice is designed for students interesting in meeting the changing needs of people with medical and psychiatric problems; addressing patients' rights, delivering services in hospitals, ambulatory care or primary care facilities, community-based clinics; chronic and long-term care settings.

World of Work

The theme of work over the life span including services to employed, unemployed, and underemployed adults, older adults and their families, often through management or labor-sponsored service programs.

Immigrants and Global Social Work

Indigenous perspectives from around the globe inform learning and practice in international contexts, and with immigrants and refugees in the urban environment. Special attention is paid to understanding the diverse meaning of adversity, strength and well-being towards developing sustainable, rights-driven and culturally relevant policy and practice.

Master of Urban Planning - MUP

Urban Planning - MUP

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, have general expertise in planning theory and methods, an understanding of urban structure, specialized knowledge of a chosen planning concentration, and the skills and intellectual maturity to operate in the professional arena.

The 54-credit program is structured to provide students with the expertise essential to professional practice and to allow for flexibility to accommodate individual professional and academic aspirations. The core curriculum (21 credits) provides basic training in planning. It has a dual purpose: to place planning in its societal and theoretical 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 in elective courses and through independent research.

In organizing their programs, students work closely with faculty advisers.

Each student must also take 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 Center for Community Planning and Development, which count towards the internship requirement. Faculty members routinely include in their research grant proposals funds to support graduate research assistants.

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 of full time study. Other joint degree programs may be pursued with the approval of the department.

Admission Requirements

Requirements for Admission to the Planning Program

Traditionally, most applicants 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 Hunter College Graduate Admissions Office. Applicants are encouraged to visit the department during scheduled open house sessions and to contact the program director by e-mail with specific questions. Applicants are also encouraged to reach out to individual faculty members who may share their professional or research interests.

Degree Requirements

Requirements for the Master of Urban Planning

The degree requires 54 credits of graduate study. Of these, 42 must be selected within course offerings of the Hunter College graduate program in urban planning. With the approval of the department, 12 credits may be elected from other graduate programs.

Credits are distributed as follows:

Core Curriculum	21 credits
Area of Concentration	12 credits
Planning Studio	6 credits
Internship	3 credits
Unrestricted Electives	12 credits

Core Curriculum

The core curriculum includes content and courses in four areas: theories and process of urban planning, urban structures, public policy and law, and planning methods and information management. Students must take required courses, except where choices are allowed. The core consists of:

URBP 70000 - Introduction to Planning

Introduction to operational aspects of plan-making process: formulation of objectives, evaluation and implementation; ethics and values; and administration and bureaucracy. Also, an introduction to the various planning sub-fields including urban design, land development, economic and community development, housing, environmental planning, transportation planning, and public finance.

Hours 45

Credits 3

URBP 70100 - History and Theory of Urban Planning

The study of conscious efforts to guide city development from ancient civilizations to the present, and the evolution of planning theory to guide these actions. Emphasis on the relationship between public and private planning activities and the set of roles available to contemporary planners.

Hours 45

Credits 3

URBP 71900 - Land Use, People and the Environment

A comprehensive overview to the theory and practice of land use planning and zoning that sees land as a set of social relations that define the way cities and urban regions develop. Land use planning is placed within larger economic, political, and legal contexts and issues of environmental conservation, environmental justice, air and water quality, public health, energy, infrastructure, and global sustainability.

Hours 45

Credits 3

URBG 70200 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

Hours 45 hrs,

Credits 3 cr

Plus, choice of two of the following methods courses:

URBP 71200 - Methods of Planning Analysis

Introduction to methods of demographic and economic analysis. Emphasis on applications to current urban planning practice.

Hours 45

Credits 3

URBG 71300 - Introduction to Qualitative Research Methods

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

Credits 3

GTECH 71000 - Introduction to GIS

Thorough introduction to geographic information systems with an emphasis on spatial data handling and project management.

Hours 60 hrs including conference (2 lectures, 2 labs),

Credits 3 cr

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

Areas of Concentration

Areas of Concentration

The graduate program offers the following areas of concentration: Community Planning and Advocacy (including Human Services), Sustainability and the Environment, Transportation and Infrastructure, Housing and the Built Environment (including Urban Design and Historic Preservation), Economic Development, and General Practice. Each concentration is designed to give students a working knowledge of specific foci within the field of planning. To fulfill the concentration requirement, students select four courses related to the concentration in consultation with their adviser, 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 may include Education Planning and Policy, Immigration and Global Change, and Urban Information Systems.

Representative Courses in the Areas of Concentration

Community Planning and Advocacy (including Human Services)

URBP 73100 - Neighborhood Planning Workshop

Application of neighborhood planning, conservation and revitalization principles in declining residential areas. Emphasis on formulation of small-scale development strategies.

prereq: URBG 72700 or permission of the instructor

Hours 45 hrs,

Credits 3 cr

URBG 74100 - Employment Planning and Policies

Examination of structural changes in American economy and the implications for public policy and planning.

Hours 45 hrs,

Credits 3 cr

URBG 75000 - Social Planning and Policy

Examination of major social problems facing urban planners. Review of social planning theories and methods.

Hours 45 hrs,

Credits 3 cr

URBG 75100 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75500 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

Hours 45 hrs,

Credits 3 cr

URBG 75700 - Politics of Education

Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

Hours 45

Credits 3

URBG 76000 - Cities and Health

The course will examine health problems and policy solutions from the perspective of the city, integrating the theory and analytic approaches from the fields of public health and urban planning, through such topics as the historical relationship between public health and urban planning, environmental justice as it relates to urban health, and urban health care systems.

Hours 45

Credits 3

URBP 71600 - Participatory Planning Using GIS and the Internet

Understanding complexities associated with using GIS and other digital technologies in community organizing and urban development; intensive lab-based course

prereq: GTECH 71000 or perm instr.

Credits 3

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,

Credits 3 cr

Sustainability and the Environment

URBP 72000 - 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.

Hours 45

Credits 3

URBP 72200 - Land Use Planning Workshop

Application of land use planning skills to specific problem in New York metropolitan region. Class operates as team to produce recommendations.

prereq: URBP 71900 or permission of the instructor

Hours 45 hrs,

Credits 3 cr

URBP 73400 - Environmental Planning

Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

*Hours 45 hrs,
Credits 3 cr*

URBP 73500 - 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.

*Hours 45 hrs,
Credits 3 cr*

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

*Hours 45 hrs,
Credits 3 cr*

Transportation and Infrastructure

URBG 72500 - 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).

*Hours 45 hrs,
Credits 3 cr*

URBP 72600 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBP 73200 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBP 73300 - Transportation Planning Methods and Models

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.

prereq: permission of the instructor

Hours 45 hrs,

Credits 3 cr

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,

Credits 3 cr

Housing and the Built Environment (including Urban Design and Historic Preservation)

URBP 72300 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 72500 - 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).

Hours 45 hrs,

Credits 3 cr

URBP 72600 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 72700 - Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

*Hours 45 hrs,
Credits 3 cr*

URBG 72800 - Housing and Community Development Seminar

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.

*prereq: URBG 72700 or permission of the adviser
Hours 45 hrs,
Credits 3 cr*

URBG 74200 - 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.

*Hours 45 hrs,
Credits 3 cr*

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

*Hours 45 hrs,
Credits 3 cr*

Economic Development

URBG 74000 - Planning for Economic Development

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

*Hours 45 hrs,
Credits 3 cr
Open only to graduate students matriculated in Department of Urban Affairs and Planning*

URBG 74100 - Employment Planning and Policies

Examination of structural changes in American economy and the implications for public policy and planning.

*Hours 45 hrs,
Credits 3 cr*

URBG 74200 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 74300 - 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.

Hours 45 hrs,

Credits 3 cr

URBP 74700 - Planning in the Budget Process

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

Hours 45 hrs,

Credits 3 cr

URBG 75100 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75700 - Politics of Education

Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

Hours 45

Credits 3

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

*Hours 45 hrs,
Credits 3 cr*

General Practice

URBG 72500 - 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).

*Hours 45 hrs,
Credits 3 cr*

URBG 72700 - Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

*Hours 45 hrs,
Credits 3 cr*

URBP 73100 - Neighborhood Planning Workshop

Application of neighborhood planning, conservation and revitalization principles in declining residential areas. Emphasis on formulation of small-scale development strategies.

*prereq: URBG 72700 or permission of the instructor
Hours 45 hrs,
Credits 3 cr*

URBP 73200 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 75500 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental

agencies and the private sector.

Hours 45 hrs,

Credits 3 cr

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 73700 (6 credits) or URBP 73800 (Planning Studio I, 3 credits) and URBP 73900 (Planning Studio II, 3 credits), which are taken consecutively. Ordinarily students take the studio course in their second year of study or after completion of at least 30 credits of work.

School of Arts and Sciences

School of Arts and Sciences

Hunter College has a long-standing commitment to graduate education. Known for its academic excellence and very fine faculty, the college has been teaching graduate courses since September 1921. Today most departments in the School of Arts and Sciences offer graduate courses of study leading to MA, MS, MUP and/or MFA degrees. They also provide opportunities for non-degree advanced study. In addition to Hunter's graduate programs, faculty members in all our departments are affiliated with PhD programs at the City University of New York's Graduate Center.

Master's degrees

To gain admission as a matriculated student, the applicant must satisfy the college's general graduate admission requirements unless otherwise specified by a department.

Prospective students apply to the program of their choice through the college's Office of Graduate Admissions 695 Park Avenue, Room 223 North, New York, NY 10065; (212) 396-6049. For further information on admission and degree requirements, consult the individual departmental listings in this catalog and on our website: www.hunter.cuny.edu.

Most graduate programs in 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 near Times Square, at 450 West 41 Street.

Office of the Dean:

812 East
(212) 772-5121

Dean:

Erec R. Koch
(212) 772-5121
Web site: http://www.hunter.cuny.edu/arts_sci/deans_office

Anthropology

About the Department

Anthropology is the study of humanity in all its cultural and biological diversity. In the United States, the discipline traditionally includes four fields: archaeological, biological, sociocultural, and linguistic anthropology, although research increasingly examines questions at the borders of the fields or which span more than one field. The department maintains a commitment to a four-field approach to graduate training despite a national trend towards increasing specialization at earlier stages of graduate training. A student with a solid four-field background can readily opt to specialize, while one-field specialists are hard to retrain as generalists. Anthropology provides essential foundations and perspectives for the study of the social and natural sciences and the humanities, as well as for applied professions such as education, public health, and social work. The Anthropology curriculum emphasizes original research, scholarly writing, informed critical thinking, and the understanding of, and tolerance for diverse cultures and ways of life.

We consider hands-on training in ethnographic fieldwork, archaeology, biological anthropology, and quantitative methods to be an integral part of graduate training. The faculty is actively involved in interdisciplinary teaching, interdepartmental collaborative efforts, and individual and team research projects, including many that involve new information technologies, cultural resource management, environmental impact assessment, ethnicity and gender, regional and area studies, and economic development-- to name a few. The Department is also committed to involving graduate students in ongoing faculty-supported research, and in encouraging independent student-initiated research projects.

The entire Master's Degree Program is tied to an evening course schedule thereby offering a unique educational resource in an urban area where the majority of potential graduate students are self-supporting and hold full-time jobs.

Programs and Courses

Programs and Courses in Anthropology

Adminstration and Faculty

Department Office:

722 North
(212) 772-5410
Website: <http://maxweber.hunter.cuny.edu/anthro>

Chair:

Marc Edelman
723 North
(212) 772-5410
medelman@hunter.cuny.edu

Graduate Advisers:

William Parry (fall 2010)
707 North
(212) 772-5657
wparry@hunter.cuny.edu

Jonathan Shannon (as of spring 2011)

713 North

(212) 772-5452

jonathan.shannon@hunter.cuny.edu

Faculty

Jacqueline N. Brown, Associate Professor; PhD, Stanford; Diasporic Subjectivities, Race, Space and Place, Transnationalism and the Local, Black Identities, Britain

Ruchi Chaturvedi, Assistant Professor; PhD; Columbia; Political Anthropology, Ethnographies of Violence, Legal Anthropology, Political Theory, South Asia

Ignasi Clemente, Assistant Professor; PhD UCLA; Linguistics, Culture and Communication, Gesture and Deixis

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

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

Judith Friedlander, Professor; PhD, Chicago; Ethnicity and Minority Cultures, Gender and Feminist Theory; Latin America, US, Europe

Christopher C. Gilbert, Assistant Professor; PhD, Stony Brook; Primate Evolution, Human Evolution, Old World Monkeys, Phylogenetic Systematics, Biogeography, Ecomorphology, Morphometrics

David Hodges, Professor; PhD, NYU; U.S. Race Relations, Civil Rights, Human Rights, Application of Anthropology to Education, Prison Education and Prison Reform

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

Yukiko Koga, Assistant Professor; PhD, Columbia; China, Japan, Colonialism, Post-colonial theory, Memory

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

William J. Parry, Professor; PhD, Michigan; Southwest U.S., Mesoamerica, Lithic Analysis, Hunter-Gatherers

Herman Pontzer, Assistant Professor; PhD, Harvard; Human Foragers, Energetics and Evolution of Bipedalism, Hominin Biomechanics

Jessica Rothman, Assistant Professor; PhD, Cornell; Primate Ecology and Behavior, Nutrition, Evolutionary Ecology, Tropical Forest Ecology, Africa

Jonathan Shannon, Associate Professor; PhD, CUNY; Cultural Anthropology, Aesthetics, Ethnomusicology, The Middle East, Islamic Society

Michael Steiper, Associate Professor; PhD, Harvard; Biological Anthropology, Molecular Evolution and Phylogenetics, Population Genetics, Primates

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

Anthropology - MA

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 cultural anthropology (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 a program.

A substantial proportion of MA students are accepted in PhD programs before completing requirements for the Hunter MA. Hunter MA students may take courses at the CUNY Graduate Center. Most of the Hunter anthropology faculty are also members of the faculty of the Graduate Center 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. Scholarships are also available for students in the program to participate in field schools and to conduct field research. Write or email the graduate adviser for further information.

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.

Requirements for the Degree

1. 30 credits

A minimum of 30 credits beyond the BA

2. Fields of the discipline

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 70100 - Ethnology (Core Course)

Surveys history, methods, theory, and basic findings of cultural and social anthropology.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 75000 - Archaeology (Core Course)

Introduces basic theory, method, and findings of prehistoric archaeology in an anthropological framework.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 77000 - Linguistics (Core Course)

Structure of verbal behavior. Analytic description of phonology, grammar, semantics, pragmatics. Language in social action. Language prehistory.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 79000 - Biological Anthropology (Core Course)

An introduction to the biology and evolutionary history of humans, including evolutionary theory, genetics, morphology, primate behavior, sociobiology, and paleontology.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

Additional Information

The examinations in each of these courses represent the qualifying exam for each of the four fields. Students are required to pass those courses with a grade of "B" or better. 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 adviser on a case-by-case basis, but qualifying exams will be required in any case. BA/MA students must complete the requirements for both degrees.

4. Foreign language

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

Art

About the Department

The Hunter College art department offers two distinguished master's programs, an MA in art history and an MFA in creative art. The department boasts world renowned faculty in art history and studio art.

Hunter is situated within walking distance of a range of resources unsurpassed anywhere for the study of art history: outstanding museums, galleries and specialized research libraries. The Art History - MA , granted by Hunter College since 1952, is a comprehensive program of study intended to give the student a broad background in the history of art as well as an in-depth concentration in a particular area. It leads to enrollment in PhD programs throughout the country and serves as a terminal degree for professional work in museums, galleries, arts organizations and art publishing.

In New York, as nowhere else, the Creative Art - MFA student has access to the changing ideas and forms of contemporary art. This is crucial to the achievement of the goal of the MFA program: 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 as it relates to their work. 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 and history of art. Electives in a range of studio practices broaden student experience and are also required. In addition, many artists, curators, critics and historians are invited to meet with students.

Facilities

The department functions in two main Manhattan locations, the main campus at 68th Street and Lexington Avenue and the MFA Studio Building at 450 West 41st Street. The main campus at 68th Street houses the administration, the Leubsdorf Art Gallery, and the new Zabar Art Library with extensive databases including Artstor, a digital source of over one million images in the arts and humanities. It also houses fully equipped workshops on the 11th floor in photography, graphics (printmaking), metal, wood and plaster, as well as a computer lab and painting and drawing studios. The basement of Thomas Hunter Hall, the adjacent building, houses the clay workshop.

The MFA Building is a large, unique facility that plays a significant role in the life of the college and, indeed, the city as a whole. It includes approximately 140 studios, averaging 300 square feet in size, and the 11,000 square foot Time Square Gallery. The building houses a number of workshops and labs including photography, wood, metal, printmaking and ceramics studios, as well as digital labs.

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 Times Square Gallery at 450 West 41st Street is a 11,000-sq. ft. space renovated by graduate students and faculty.

Students in both programs have opportunities to make curatorial and research contributions to shows mounted at the Hunter College Galleries.

Programs and Courses

Programs and Courses in Art

Administration and Faculty

Department Office:

11054 North
(212) 772-4995

email: art@hunter.cuny.edu
Website: www.hunter.cuny.edu/art/

Chair:

Thomas Weaver
11054 North
(212) 772-5051
hweaver@hunter.cuny.edu

Graduate Advisers:

Joel Carreiro, Studio Art
11022 North
(212) 772-5052/5053
joelcarreiro@gmail.com

Cynthia Hahn, Art History
11092 North
(212) 772-5052/5053
gradarthistory@hunter.cuny.edu

Faculty

Studio

Andrea Blum, Professor; MFA, Art Institute of Chicago

Joel Carreiro, Professor and MFA Program Director; MFA, Hunter

Susan Crile, Professor; BA, Bennington

Lisa Corinne Davis, Associate Professor; MFA, Hunter

Constance De Jong, Distinguished Lecturer; MFA, Ohio State

Gabriele Evertz, Associate Professor; MFA, Hunter

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

Reiner Leist, Associate Professor; MFA, School of Visual Arts

Jeffrey Mongrain, Professor; MFA, Southern Illinois

Anthony Panzera, Professor; MFA, Southern Illinois

Paul Ramirez Jonas, Associate Professor; MFA, Rhode Island School of Design

Juan Sánchez, Professor; MFA, Rutgers

Robert Swain, Professor; BA, American

Nari Ward, Professor; MFA, Brooklyn

Thomas Weaver, Professor and Department Chair, Executive Director, Hunter Galleries; MFA, Hunter

Brian Wood, Associate Professor; MA, Hunter

Sanford Wurmfeld, Phyllis and Joseph Caroff Professor of Art; BA, Dartmouth

History and Criticism

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

Emily Braun, Distinguished Professor and Art History Deputy Chair; PhD, NYU; 20th-century Art

Hendrik W. Dey, Assistant Professor; PhD, Michigan, Ancient Art, Architecture, and Archaeology

Cynthia Hahn, Professor; Medieval Art, PhD, Johns Hopkins

Maria Antonella Pelizzari, Professor; PhD, New Mexico, History of Photography

Joachim Pissarro, Bershad Professor of Art History & Director of Hunter Galleries; PhD, Texas, 19th Century to Contemporary Art, Museum Studies

Elinor Richter, Associate Professor; PhD, Columbia; Renaissance Art

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

Tara Zanardi, Assistant Professor; PhD, Virginia; 18th and 19th Century Art, Spanish and Colonial Art

Art History - MA

The MA in art history, granted by Hunter College since 1952, is a comprehensive program of study intended to give the student a broad background in the history of art as well as an in-depth concentration in a particular area. It leads to enrollment in PhD programs throughout the country and serves as a terminal degree for professional work in museums, galleries, arts organizations and art publishing.

Admission Requirements

Applicants are admitted in both fall and spring semesters. 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 to three letters of recommendation) as well as the completed on-line application form must be supplied by the application deadlines. **Application Deadlines: for fall admission, February 1; for spring admission, October 1.**

Requirements for the MA in Art History (30 cr)

1. Course distribution:

Students are required to take ARTH 60200 (Research Methods in Art History), as early as possible in their course of study. At least one course must be taken in art historical theory or historiography, such as ARTH 73400, or a special topics course directly related to one of these areas. In addition, at least one course must be taken in each of three of the following areas, a, b, c, and d:

- a. Ancient and Medieval Art
- b. Renaissance, Baroque, and 18th-century Art
- c. Modern (19th- or 20th-century) and American Art
- d. Non-Western Art

2. Permission of the graduate adviser:

With the permission of the graduate adviser, candidates for the MA in art history may take up to 6 credits in studio courses or in courses in related areas.

3. Transfer students:

Students may apply for transfer of up to, but no more than, 9 credits from another institution (including the Graduate Center of the City University of New York). Permission to transfer credits is not guaranteed and is considered on a case by case basis.

4. Examinations:

Students must take and pass two examinations before they are permitted to proceed beyond 15 credits. It is recommended that they take these examinations as early in their careers as possible. Both examinations are given once each semester.

Language Examination:

Students must demonstrate their ability to use at least one foreign language as a research tool by passing a written examination in French, German or Italian.

Comprehensive Examination:

Passing a written examination in the history of art is required of all candidates.

5. Mid-program evaluation:

The progress of each student will be reviewed upon the completion of 15 credits. Students will be permitted to proceed if they have demonstrated proficiency in writing and research skills and have passed the comprehensive and foreign language examinations.

6. Incomplete credit:

Students with 6 credits of IN ("Incomplete") will not be permitted to register for courses.

7. Master's thesis:

A thesis is required. The following (Thesis Research) (3 cr) is an elective.

ARTH 79900 - Thesis Research

Limited to matriculated MA students in art who have completed 20 grad cr. Independent research toward MA thesis under direction of faculty member.

Additional Information

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

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 12,000-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.

Creative Art - MFA

Hunter's ideal location in Manhattan offers students and faculty many intellectual, cultural and creative resources. 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 as it relates to their work. 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. Electives in a

range of studio practices are also required. In addition, many artists, curators, critics and historians are invited to meet with students.

Admission Requirements

Applications are reviewed once a year. The applicant must have completed at least 24 credits of undergraduate courses in studio art and 9 credits in art history, as well as an undergraduate degree from an accredited institution. Applicants who have a previously completed MFA in art cannot be considered for admission to the studio art program at Hunter College. Applicants must submit the on-line Hunter College Graduate Application for Admission. This application, with all supporting materials, must be submitted prior to the January 15 deadline. In addition, applicants must upload their portfolio and statement of purpose to slideroom.com. Further instructions can be found on the Art Department website at:

http://www.hunter.cuny.edu/art/MFA/mfa_application.htm

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: January 15 for admission in the following academic year.

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,

printmaking/drawing/works on paper, photography, clay & casting, or combined media, and present an MFA project in that area.

Candidates must complete 48 credits, distributed as follows:

- 9 credits of tutorial work;
- 9 credits of seminar work;
- 9 credits of studio electives (exclusive of the area of concentration);
- 9 credits of liberal arts electives in the history, theory, and criticism of art;
- 6 elective credits which may be used for additional art history or studio electives, or non-traditional courses or projects such as apprenticeships, teaching assistantships or participation in the foreign exchange program;
- Mid Program Review: Eligibility to continue to work toward the degree is evaluated by a committee of all MFA faculty in the semester of the second tutorial and seminar.
- 6 credit MFA Thesis Project (ARTCR 79100) completed under the guidance of a faculty Thesis Advisor.

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

Several MFA students are selected each year to receive stipends for a period of one semester at the Glasgow School of Art, Scotland; the Ecole des Beaux-Arts, Paris; the Royal College of Art, London; the Hochschule der Künste, Berlin, Frank Mohr Institute, the Netherlands.

Scholarships and Travel Grants

Among other awards, the Esther Fish Perry Award for outstanding students is given each year to an MFA student in the final year of study. Also, grants from the Tony Smith fund are awarded to selected MFA students upon graduation. 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.

Biochemistry

About the Department

The interdisciplinary program in Biochemistry is jointly administered and staffed by members of the Biological Sciences and Chemistry departments. The master's degree is offered as a terminal degree. Both first-year courses and advanced courses are available at Hunter College and/or at the Graduate Center, 365 Fifth Avenue, New York, NY 10016.

Programs and Courses

Programs and Courses in Biochemistry

Administration and Faculty

Department Offices:

Biological Sciences:

927 North
(212) 772-5293
email: bio_admin@genectr.hunter.cuny.edu
Website: <http://biology.hunter.cuny.edu>

Chair:

Shirley Raps
927 North
raps@genectr.hunter.cuny.edu

Chemistry:

1307 North (212) 772-5330
email: nfernand@hunter.cuny.edu
Website: <http://www.hunter.cuny.edu/chemistry>

Chair:

Hiroshi Matsui
1319 North
hmatsui@hunter.cuny.edu

Graduate Advisers:

Roger Persell (Department of Biology)

912 North
(212) 772-4106
rpersell@hunter.cuny.edu

Yujia Xu (Department of Chemistry)

1304C North
(212) 772-4310
yujia.xu@hunter.cuny.edu

Faculty

Biological Sciences

Jesus Angulo, Professor; PhD, CUNY; Molecular Mechanisms of Drug-Induced Toxicity and Cell Death in the Brain

Jill Bargonetti-Chavarria, Professor; Ph.D, CUNY; The Role of p53 in Tumorigenesis

Derrick Brazill, Associate Professor; PhD, California (Berkeley); The Signal Transduction of Cell Density Sensing

Robert Dottin, Professor; Ph.D, Toronto; Regulation of Gene Expression by Signal Transduction

Laurel Eckhardt, Marie L. Hesselbach Professor; Ph.D, Stanford; Molecular Genetics of Lymphocyte Development and Function

Maria Figueiredo-Pereira, Professor; PhD, NYU; The Ubiquitin Pathway & Neurodegeneration

Marie Filbin, Distinguished Professor; PhD, Bath (England); Myelin Formation & Inhibitory Molecules in Myelin

David Foster, Rosalyn Yalow Professor of Biology and Biochemistry; PhD, Columbia; Oncogenes and Signal Transduction

Benjamin Ortiz, Associate Professor; PhD, Stanford; Chromatin, Transcription and Immune System Development

Patricia Rockwell, Associate Professor; PhD, CUNY; signal transduction and gene expression associated with Alzheimer's disease.

Thomas Schmidt-Glenewinkel, Associate Professor; Dr Phil Nat, Frankfurt (Germany); Neurotransmitter Receptors and Ion Channels in Drosophila Melanogaster

Chemistry

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

Charles M. Drain, Professor; PhD, Tufts; Bioinorganic Chemistry; Adjunct Faculty, Rockefeller University; Photodynamic Therapies of Cancer, Infections, and Other Diseases

Lynn Francesconi, Professor; PhD, Illinois; Inorganic Chemistry and Materials Chemistry, Radiochemistry

Dixie J. Goss, Gertrude B. Elion Endowed Scholar and Professor; PhD, Nebraska; Biophysical Chemistry, Role of RNA structure in regulation of iron homeostasis and viral protein synthesis

Nancy Greenbaum, Professor; PhD, Pennsylvania; Biochemistry, Biophysical chemistry, RNA folding

Wayne W. Harding, Assistant Professor; PhD, West Indies; Synthesis and Evaluation of CNS-active Natural Products

Akira Kawamura, Associate Professor; PhD, Columbia; Bioorganic Chemistry, Genomics

Frida Kleiman, Associate Professor; PhD, Nat. University of Cordoba, Argentina; Biochemistry, Mechanisms of Response to DNA Damage by Nuclear Factors

Louis Massa, Professor; PhD, Georgetown; Physical Chemistry, Biophysics, Calculating the quantum mechanical electronic states of biological molecules of known crystal structure

Hiroshi Matsui, Professor; PhD, Purdue; Materials Chemistry; Bio-nanotechnology, Protein nanotubes, electronics and sensors

David R. Mootoo, Professor; PhD, Maryland ; Organic Chemistry, Synthesis and applications of glycomimetics

Yujia Xu, Associate Professor; PhD, Connecticut; Biophysics, Mechanisms of self-assembly and molecular recognition of protein

Shengping Zheng, Assistant Professor; PhD, Columbia; Organic Chemistry

Biochemistry - MA

[Return to: Biochemistry](#)

Requirements for Admission

General admission requirements to Hunter's graduate programs are observed including GRE (verbal and quantitative reasoning); TOEFL (for foreign students whose native language is other than English).

In addition, the student must have completed the following courses: general chemistry (including qualitative analysis) (one year), quantitative analysis, organic chemistry (one year), physical chemistry (one semester lecture and laboratory), biology (one year), biochemistry lecture and laboratory (one semester). Deficiencies may be made up during the first three semesters of graduate study.

Requirements for the Degree

Comprehensive Examination or Thesis:

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

- Plan (1): A minimum of 30 credits of course work plus a passing grade in a comprehensive examination.
- Plan (2): A minimum of 24 credits of course work, plus 6 credits from a thesis on an original research problem. The thesis must be approved by the student's adviser, and it must be defended before a thesis committee.

Courses:

The student must complete the following courses from the list below. Note that no more than 10 credits of 600-level courses may be taken.

Plan (1):

CHEM 64000 - Biochemistry I

Proteins, enzymes, bioenergetics, recombinant DNA.

prereq: 1 yr of undergraduate organic chemistry

Hours 3 hrs,

Credits 3 cr

fall CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

CHEM 64100 - Biochemistry II

Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.

prereq: CHEM 64000 or BIO 71013 or 30000

Hours 3 hrs,

Credits 3 cr

*Spring CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020
may be substituted, respectively by*

BIOCHEM U71010 - Advanced Biochemistry 1

prereq: a 1-semester course in biochemistry or equiv and physical chemistry

Hours 3 hrs,

Credits 3 cr

Fall only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM U71020 - Advanced Biochemistry 2

prereq: BIOCHEM 71010 or equivalent

Hours 3 hrs,

Credits 3 cr

Spring only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM 71100 - Basic Laboratory Techniques for Research in Biochemistry

Individual projects, arranged with at least two faculty members. Lab and conferences.

Hours 8

Credits 4

BIOCHEM 71551 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71552 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71553 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71554 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM U75000 - Bioorganic Chemistry

Hours 3 hrs,

Credits 3 cr

Fall only, offered at the Graduate Center

CHEM 65000 - Biophysical Biochemistry

Physical chemistry as applied to biochemical systems.

Credits 4 cr

BIOCHEM U77000 - Physical Biochemistry

prereq: Calculus, Physical Chemistry and 1 semester of Biochemistry

Hours 3

Spring only, offered at the Graduate Center

A minimum of two courses in biology (8 or 9 credits) that must come from

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry

Hours 60 hrs,

Credits 4 cr

spring only

or

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,

Credits 4 cr

fall only

or

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr

fall only

or

BIOL 71014 - Molecular Biology Laboratory

Isolation of RNA and DNA, construction and screening of DNA libraries, Southern and Northern blot analysis, cloning, DNA sequencing.

coreq: BIOL 71013 or comparable course in biochemistry

Hours 105 hrs lab and conf,

Credits 4 cr

Fall only

or

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,

Credits 4 cr

Spring only

or

BIOL 61000 - Workshop in Biotechnology

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.

prereq: BIOL 71000 or permission of instructor

Hours 30 hrs/wk for 4 wks,

Credits 4 cr

Additional Information

Any remaining or additional credits may be taken by choosing courses in biology or chemistry as electives.

Plan (2):

CHEM 64000 - Biochemistry I

Proteins, enzymes, bioenergetics, recombinant DNA.

prereq: 1 yr of undergraduate organic chemistry

Hours 3 hrs,

Credits 3 cr

fall CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

CHEM 64100 - Biochemistry II

Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.

prereq: CHEM 64000 or BIO 71013 or 30000

Hours 3 hrs,

Credits 3 cr

*Spring CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020
may be substituted, respectively by*

BIOCHEM U71010 - Advanced Biochemistry 1

prereq: a 1-semester course in biochemistry or equiv and physical chemistry

Hours 3 hrs,

Credits 3 cr

Fall only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM U71020 - Advanced Biochemistry 2

prereq: BIOCHEM 71010 or equivalent

Hours 3 hrs,

Credits 3 cr

Spring only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM 71100 - Basic Laboratory Techniques for Research in Biochemistry

Individual projects, arranged with at least two faculty members. Lab and conferences.

Hours 8

Credits 4

BIOCHEM 71551 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71552 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71553 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71554 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 79901 - Thesis Research

Credits (Master's) 1

BIOCHEM 79902 - Thesis Research

Credits (Master's) 2

BIOCHEM 79903 - Thesis Research

Credits (Master's) 3

offered Fall, Spring, and Summer Open only to students writing a thesis as part of the requirements

CHEM 65000 - Biophysical Biochemistry

Physical chemistry as applied to biochemical systems.

Credits 4 cr

BIOCHEM U75000 - Bioorganic Chemistry

Hours 3 hrs,

Credits 3 cr

Fall only, offered at the Graduate Center

BIOCHEM U77000 - Physical Biochemistry

prereq: Calculus, Physical Chemistry and 1 semester of Biochemistry

Hours 3

Spring only, offered at the Graduate Center

A minimum of 6 credits of courses in biology, with at least one course chosen from

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry

Hours 60 hrs,

Credits 4 cr

spring only

or

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,

Credits 4 cr

fall only

or

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr
fall only
or

BIOL 71014 - Molecular Biology Laboratory

Isolation of RNA and DNA, construction and screening of DNA libraries, Southern and Northern blot analysis, cloning, DNA sequencing.

coreq: BIOL 71013 or comparable course in biochemistry
Hours 105 hrs lab and conf,
Credits 4 cr
Fall only
or

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401
Hours 60 lec,
Credits 4 cr
Spring only
or

BIOL 61000 - Workshop in Biotechnology

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.

prereq: BIOL 71000 or permission of instructor
Hours 30 hrs/wk for 4 wks,
Credits 4 cr

Biological Sciences

About the Department

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 jointly from Hunter College and the City University Graduate Center. 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.

Faculty of the department 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 gasphase sequencer, DNA sequencer and advanced HPLC and data processing equipment, a bioimaging facility, a fluorescence-activated cell sorter and a biopreparation 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.

Programs and Courses

Programs and Courses in Biology

Biochemistry - MA

Program for Teachers of Adolescent Education (Grades 7-12) - Biology MA

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

- Adolescent Biology - MA / Advanced Certificate

Administration and Faculty

Department Office:

927 North
(212) 772-5293
Website: <http://biology.hunter.cuny.edu>

Chair:

Shirley Raps
927 North
(212) 772-5293
raps@genectr.hunter.cuny.edu

Master's Graduate Adviser for Matriculated Students:

Roger Persell
810 North
(212) 772-4106
persell@genectr.hunter.cuny.edu

Biological Science Adviser for BA/MA Biotechnology Students:

Patricia Rockwell
821 North
(212) 650-3234
rockwell@genectr.hunter.cuny.edu

Biological Science Adviser for PhD Students:

Patricia Rockwell
821 North
(212) 650-3234
rockwell@genectr.hunter.cuny.edu

Education Adviser:

Stephen Demeo
908 West
(212) 772-4776
sdemeo@hunter.cuny.edu

Faculty

Adrienne Alaie, Assistant Professor; PhD, CUNY, Science Education

Jesus Angulo, Professor; PhD, CUNY; Addictive Drugs and Neurochemistry of the Synapse

Jill Bargonetti, Professor; PhD, NYU; Molecular Mechanisms of Tumorigenesis

Diana Bratu, Assistant Professor; PhD, NYU Medical, 4-D Visualization of mRNA Processes

Derrick Brazill, Associate Professor; PhD, California (Berkeley); Mechanisms of Cell Density Sensing in Eukaryotes

Jason DICTENBERG, Assistant Professor; PhD, Massachusetts Medical, Gene Expression in Synaptic Development and Plasticity

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

Laurel A. Eckhardt, Marie L. Hesselbach Professor; PhD, Stanford; Molecular Immunology; Executive Officer, Joint Hunter/City University Graduate Center PhD Program in Biological Sciences

Paul Feinstein, Associate Professor; PhD, Columbia, Genetics, Embryonic Stem Cells and Neural Development

Maria Figueiredo-Pereira, Professor; PhD, NYU; The Ubiquitin/Proteasome Pathway in Neurodegeneration

Marie T. Filbin, CUNY Distinguished Professor; PhD, Bath (England); Molecular Mechanisms of Axonal Regeneration

David A. Foster, Rosalyn Yalow Professor of Biology and Biochemistry; PhD, Columbia; Oncogenes and Signal Transduction

Mitchell Goldfarb, Professor; PhD, MIT; Molecular Neurobiology: Functions of Fibroblast Growth Factor-Homologous Factors (FHF) and Other Signaling Molecules

Diego Loayza, Assistant Professor; PhD, Johns Hopkins; Molecular Biology of Telomeres and Genetics

Carmen Melendez-Vasquez, Assistant Professor; PhD, London; Cytoskeletal Regulation of Myelin Formation

Benjamin Ortiz, Associate Professor; PhD, Stanford; Regulation of Chromatin Structure and its Role in T-Cell Development

Roger Persell, Associate Professor; PhD, CUNY; Interdisciplinary Approaches to Biological Concepts, Evolution of Behavior, Science Education

Weigang Qiu, Associate Professor; PhD, SUNY, Stony Brook; Evolutionary Bioinformatics and Population Genetics of Bacterial Diversity.

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

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

Thomas Schmidt-Glenewinkel, Associate Professor; Dr Phil Nat, Frankfurt (Germany); Molecular Biology of Nervous System Development

Hualin Zhong, Assistant Professor; PhD, Rutgers; Cell Biology the Nuclear Envelope and Molecular Genetics

Biological Sciences - MA

Return to: Biological Sciences

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

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 with laboratory
2. One year of college physics
3. One semester of calculus and a second semester of either calculus or statistics
4. An undergraduate major in biology, botany, physiology, zoology, chemistry, physics, or other appropriate discipline. A minimum of 18 credits in appropriate undergraduate science and mathematics courses 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 including a semester of genetics, molecular biology or biochemistry.
5. General Test of the Graduate Record Examination (GRE) (verbal and quantitative). Other examination scores, including the MCAT, may not be substituted for the GRE.
6. TOEFL Test for international students with a non-English speaking background.

Requirements for the Degree

The program of course work, planned with the graduate adviser, 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 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,

Credits 4 cr

fall only

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr

fall only

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry

Hours 60 hrs,

Credits 4 cr

spring only

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,

Credits 4 cr

Spring only

Additional Information

Up to 4 credits of tutorial are accepted toward the degree. Only one 600-level course including courses outside Biological Sciences, such as Biochemistry may be credited toward the degree.

Matriculated Students May Fulfill Requirements for the MA

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

- **Plan A - Comprehensive Exam Only:** A minimum of 30 credits of course work plus a passing grade in a written Comprehensive Examination in the areas covered by the four required core courses. The Comprehensive Examination is given annually in June. Only fully matriculated students who have completed all four required courses may take the comprehensive examination.
- **Plan B - Comprehensive Exam and Thesis:** A minimum of 24 credits of course work plus a passing grade in a written Comprehensive Examination and a minimum of 6 credits of original research that is summarized in a written thesis. The completed thesis must be approved by the student's faculty mentor, the MA adviser, and the Office of the Dean of Arts & Sciences at least one month before the expected date of graduation. An oral presentation of the MA thesis is required."

Courses for Non-matriculated Graduate Students

Students with a baccalaureate degree may register for some graduate courses without matriculation. After being admitted as a non-matriculating graduate student, students may take BIOL 70005 - Genetics (fall only) or BIOL 71401 - Cell Biology (spring only) without prior departmental permission. For all other courses, non-matriculating students must get permission directly from the course instructor. Specific graduate courses being offered each semester are listed at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

There is no dedicated adviser for non-matriculating students who want to take graduate Biology courses. Non-matriculating students should see any Biology faculty member during regular office hours for advising. Please contact the department secretary at 212-772-5293 to find out faculty office hours.

Return to: Biological Sciences

Biological Sciences with Specialization in Biotechnology - BA/MA

In this five-year program, qualified undergraduate Hunter College biology majors begin graduate work as seniors and receive the MA one year after completing BA requirements. Students are provided with theoretical knowledge and skills in molecular biology, and a foundation for application of these skills in careers in the biotechnology/pharmaceutical industry, academic research, or public health. Successful completion of the biotechnology workshop, an essential program component, entitles students to a summer internship in an industrial or private research laboratory.

Biological Sciences/Environmental and Occupational Health Sciences - BA/MS

Return to: Programs and Courses in Biology

This is an accelerated program leading to a BA in biology and an MS in environmental and occupational health sciences in five years. Hunter College Biology majors admitted to the program start graduate work in their senior year. Interested students should contact a Biology Department adviser — as well as the coordinator of the Program in Environmental and Occupational Health Sciences at the Brookdale Campus — early in their undergraduate studies. See Environmental and Occupational Health Sciences - MS (part of the CUNY School of Public Health at Hunter College) for more information.

Biology with Specialization in Biotechnology - MA

Return to: Biological Sciences

Admission Requirements

GPA 3.0

GRE (general part) to be taken before registering for 700-level courses

Baccalaureate degree in biology or related fields

Degree Requirements

30 credits plus a passing grade on a comprehensive examination or a thesis

BIOL 62000 - Internship

Students who successfully complete BIOL 61000 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.

prereq: BIOL 61000

Credits 3 months, 4 cr

Core Courses for the MA (21-28 credits)

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry

Hours 60 hrs,

Credits 4 cr

spring only

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr

fall only

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,

Credits 4 cr

fall only

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,

Credits 4 cr

Spring only

BIOL 61000 - Workshop in Biotechnology

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.

prereq: BIOL 71000 or permission of instructor

Hours 30 hrs/wk for 4 wks,

Credits 4 cr

BIOL 62000 - Internship

Students who successfully complete BIOL 61000 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.

prereq: BIOL 61000

Credits 3 months, 4 cr

Electives (5-13 credits)

Additional Information

For additional elective courses, consult department adviser.

Return to: Biological Sciences

Doctoral Program in Biological Sciences

Return to: Programs and Courses in Biology

Doctor of Philosophy

Students are encouraged to apply directly to the Doctoral Program in Biological Sciences, which is offered jointly by Hunter College and the CUNY Graduate School and University Center. Doctoral dissertation research is carried out in the Hunter College Department of Biological Sciences. A PhD in Biochemistry is also offered jointly with the CUNY Graduate School and University Center. For further information contact Professor Patricia Rockwell, 821 North Building, (212) 396-6202 or visit the Graduate Center website at <http://www.gc.cuny.edu>.

Hunter MA students who have been accepted to the joint Hunter College/CUNY Doctoral Program in Biological Sciences will have their required MA Comprehensive Exam as equivalent to a Doctoral First-Level Exam. If a Hunter College applicant is accepted into the Doctoral Program, a passing grade at the doctoral level on the exam will allow acceptance into the Doctoral Program as a Second-Level doctoral student.

Medical Laboratory Sciences/Biological Sciences with Specialization in Biotechnology - BS/MA

Return to: Programs and Courses in Biology

Qualified Hunter College seniors majoring in medical lab sciences in the School of Arts & Sciences may apply to the new BS/MA collaboration between the Department of Medical Laboratory Sciences and the Department of Biology. An intensive techniques workshop (BIOL 41000) is taken prior to graduation and upon successful completion, students may continue with professional internship, and the accelerated MA program.

Chemistry

About the Department

The Department of Chemistry offers a range of graduate educational opportunities with strengths in both the fundamental areas of the discipline and in emerging fields and applications. Students may obtain the PhD degree from Hunter College jointly with the City University of New York (CUNY) Graduate Center with concentrations in: Analytical Chemistry, Inorganic Chemistry, Organic Chemistry, Physical Chemistry, Biophysical Chemistry, Biochemistry, Nano-technology and Materials Chemistry and Environmental Chemistry. In any subdiscipline, PhD students can opt for an interdisciplinary radiochemistry component that is funded by a National Science Foundation Integrative Graduate Education and Research Training (NSF-IGERT) program. Additionally, students may also obtain the MA degree in Biochemistry jointly offered by the Department of Chemistry and the Department of Biology from Hunter College, or an MA in education jointly offered by the Department of Chemistry and the School of Education of Hunter College. Graduate level courses are offered at Hunter College and in the CUNY Graduate Center. Master's

programs can be completed as a full or part-time student, with or without a research thesis. Most graduate courses are offered in the evening to facilitate enrollment of part-time students.

A major goal of our graduate programs is to train research scientists to create new knowledge that impacts both fundamental scientific principles and addresses societal needs. The continuing success and future development of most areas in academic, industrial, and government institutions will increasingly depend on a well-trained science workforce for innovation, planning, and policy. The vibrant and well-funded research labs of our faculty in the Department of Chemistry at Hunter College provide the essential part of research training of the graduate programs. Students in Ph.D. program are expected to start their independent research at the end of the first year of study, and to complete their thesis on an original research subject under the supervision of our faculty. Students can also opt to pursue an independent pedagogical research project as part of their thesis research. The research activities are further supported by an array of shared facilities and the state-of-art instruments including the NMR facility, the X-ray crystallography and electron microscope facility and the Mass-spectrometry facility. Other facilities and instruments are available in the Department of Biosciences and in the NIH funded Hunter Gene center.

Programs and Courses

Programs and Courses in Chemistry

Program for Teachers of Adolescent Education (Grades 7-12) – Chemistry TEP MA

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

Adolescent Chemistry - MA / Advanced Certificate

Doctor of Philosophy

Students are encouraged to apply directly to the PhD program, which is offered in conjunction with 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 in conjunction with the CUNY Graduate School and University Center. For further information contact Professor Akira Kawamura, 1312 North Building, (212) 650-3095 or visit the website at <http://www.gc.cuny.edu>.

Administration and Faculty

Department Office:

1307 North
(212) 772-5330
Website: <http://www.hunter.cuny.edu/chemistry>

Chair:

Hiroshi Matsui
1319 North
hmatsui@hunter.cuny.edu

PhD Adviser:

Akira Kawamura
1312 North
(212) 650-3095
akawamura@hunter.cuny.edu

Ph.D Deputy in Biochemistry:

Frida Kleiman
1309 North
(212) 772-5355
fkleiman@hunter.cuny.edu

MA in Chemistry Adviser:

William Sweeney
1321A North
(212) 772-5335
wsweeney@hunter.cuny.edu

MA in Biochemistry Adviser:

Yujia Xu
1304 North
(212) 772-4310
yujia.xu@hunter.cuny.edu

MA in TEP Adviser:

Pamela Mills
1319A North
(212) 772-5331
pam.mills@hunter.cuny.edu

Educational Sequence Adviser:

Steve Demeo
908 West
(212) 772-4776
sdemeo@hunter.cuny.edu

Faculty

Chemistry

Spiro Alexandratos, Professor; PhD, University of California, Berkeley; Polymer Chemistry

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

Charles M. Drain, Professor; PhD, Tufts; Bioinorganic Chemistry; Adjunct Faculty, Rockefeller; Member of Doctoral Faculty Chemistry

Stephen DeMeo, Associate Professor; EdD, Teachers College, Columbia; joint appointment in School of Education; Curriculum development

Lynn Francesconi, Professor; PhD, Illinois; Inorganic Chemistry and Materials Chemistry, Radiochemistry; Member of Doctoral Faculty Chemistry

Dixie J. Goss, Gertrude B. Elion Endowed Scholar and Professor; PhD, Nebraska; Biophysical Chemistry; Member of Doctoral Faculty Chemistry, Biochemistry and Biology

Nancy Greenbaum, Professor; PhD, Pennsylvania; Biochemistry; Member of Doctoral Faculty Chemistry, Biochemistry

Wayne W. Harding, Assistant Professor; PhD University of the West Indies; Medicinal Chemistry, Member of Doctoral Faculty Chemistry

Akira Kawamura, Associate Professor; PhD, Columbia; Bioorganic Chemistry, Genomics; Member of Doctoral Faculty Chemistry, Biochemistry

Frida Kleiman, Associate Professor; PhD, Nat. University of Cordoba, Argentina; Biochemistry; Member of Doctoral Faculty Chemistry, Biochemistry and Biology

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

Louis Massa, Professor; PhD, Georgetown; Physical Chemistry, Biophysics; Member of Doctoral Faculty Chemistry, Physics

Hiroshi Matsui, Professor and Department Chair; PhD, Purdue; Materials Chemistry; Member of Doctoral Faculty Chemistry, Biochemistry

Donna McGregor, Lecturer; PhD, CUNY

Pamela Mills, Professor; PhD, Wisconsin; Theoretical Chemistry, Chemical Education; Member of Doctoral Faculty Chemistry, Urban Education

David R. Mootoo, Professor; PhD, Maryland ; Organic Chemistry; Member of Doctoral Faculty Chemistry

Gary J. Quigley, Professor; PhD, SUNY (Syracuse); Biophysical Chemistry

Angelo Santoro, Professor; PhD, Kansas; Organic Chemistry

Gabriela Smeureanu; Lecturer; PhD, CUNY

William Sweeney, Professor; PhD, Iowa; Physical Biochemistry, Chemical Education

Yujia Xu, Associate Professor; PhD, Connecticut; Biophysics; Member of Doctoral Faculty Chemistry, Biochemistry

Shengping Zheng, Assistant Professor; PhD, Columbia; Organic Chemistry; Member of Doctoral Faculty Chemistry

Chemistry - MA

An MA in chemistry will be offered. Students will have to receive departmental permission to enroll in the classes they need according to the master's track they wish to pursue.

Research/Industrial/Teaching Chemistry - MA

Requirements for Admission

General admission requirements to the graduate programs in the Arts and Sciences are observed.

Departmental Requirements for Matriculation

Undergraduate record:

1. Undergraduate work in chemistry to include a minimum of one-year courses in each of the following fields: general, analytical, organic, and physical chemistry, or their equivalents.
2. A strong record in all undergraduate chemistry courses and a general undergraduate record indicating ability to profit from graduate study. Performance on the Graduate Record Examination and letters of recommendation are also considered.

Departmental Requirements for the Degree

A. Residence

A minimum residence of two full semesters or four half-time semesters.

B. Course distribution

1. 30 graduate credits

A minimum of 30 graduate credits.

2. Required courses (one semester each)

The department graduate committee may at its discretion waive or modify some of these required courses for students who have had the equivalent training. In such cases the student may be required to show competence through formal or informal examination.

CHEM 71000 - Advanced Inorganic Chemistry

The theoretical and experimental fundamentals of atomic and molecular structure. Emphasis is on physical interpretation.

prereq: an advanced undergraduate inorganic chemistry course or CHEM 76000

Hours 45 hrs,

Credits 3 cr

CHEM 75000 - Advanced Organic Chemistry I

Fundamentals of organic chemical principles, reactions and structures.

*Hours 45 hrs,
Credits 3 cr*

CHEM 76000 - Introductory Quantum Chemistry

Systematic development of the theories of chemistry including mathematical development and structural effects and the application of these theories to chemical systems.

*Hours 45 hrs,
Credits 3 cr*

CHEM U79000 - Basic Laboratory Techniques for Research in Biochemistry

Lecture and laboratory work dealing with the theories and applications of modern approaches to the solution of chemical problems.

Credits 4 cr

CHEM 64300A - Seminar

A discussion of current chemical research problems based either upon a unifying theme or, at the option of the instructor, upon selected topics of interest to the students.

Credits 1 cr

CHEM 64300B - Seminar

A discussion of current chemical research problems based either upon a unifying theme or, at the option of the instructor, upon selected topics of interest to the students.

Credits 1 cr

Total 15

3. Proficiency

Students must be able to demonstrate proficiency in laboratory techniques. Students unable to demonstrate such proficiency may be required to take whatever laboratory work the graduate committee deems necessary.

4. Foreign language

Demonstrated ability to read and utilize in research the foreign language chosen from French, German, or Russian, most closely related to the student's program of graduate study.

5. Mathematics, Physics and Chemical Engineering

Graduate courses in mathematics, physics and chemical engineering up to maximum of 6 credits may be taken with the approval of the departmental committee.

C. Comprehensive examination

A comprehensive examination will be required of all candidates.

Classical and Oriental Studies

The Department of Classical and Oriental Studies participates in Adolescent Education MA programs through the division of Classics (Latin) and the division of Chinese Language and Literature (Chinese).

Department Chair:

Tamara M. Green
1425 West
(212) 772-4960
tgreen@hunter.cuny.edu

Chinese Language and Literature

Programs and Courses

Adolescent Chinese - MA

Courses

CHIN 70100 •CHIN 70200 •CHIN 70300 •CHIN 70500 •CHIN
70600 •CHIN 70700 •CHIN 70800 •CHIN 70900

Administration and Faculty

Division Office:

1429 West
(212) 772-4960

Program Adviser, MA in Adolescent Education, Chinese

Der-Lin Chao
1429 West Building
(212) 772-4965;
dchao@hunter.cuny.edu

Faculty

Mary Anne Cartelli, Assistant Professor; PhD, Columbia

Der-Lin Chao, Professor; PhD, NYU

Fang Dai, Assistant Professor; PhD, Michigan (Ann Arbor)

Classics

Programs and Courses

Adolescent Latin - MA / Advanced Certificate

Courses

LAT 70100 •LAT 70200 •LAT 70300 •LAT 70400 •LAT 70500 •LAT
70600 •LAT 70700 •LAT 70800 •LAT 70900 •LAT 71000 •LAT
71100 •LAT 71200 •LAT 71300
•LAT 72500 •LAT 72600 •LAT 72700

•CLA 70100 •CLA 70200 •CLA 70300 •CLA 70400 •CLA
70600 •CLA 70700

Doctor of Philosophy

Several members of the Hunter College program in classics participate in a 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 or at <http://web.gc.cuny.edu/Classics/>.

Administration and Faculty

Division Office:

1425 West
(212) 772-4960
Website: www.hunter.cuny.edu/classics/classics/graduate.htm

Director, MA in Adolescent Education (Grades 7-12), Latin

Ronnie Ancona
1402 West
(212) 772-4960
rancona@hunter.cuny.edu

Educational Sequence Adviser:

Carla Asher
1000 West
(212) 772-4621
carla.asher@hunter.cuny.edu

Faculty

Ronnie Ancona, Professor; PhD, Ohio; Latin Poetry, Latin Pedagogy, Women in Classical Antiquity

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

Adele J. Haft, Professor; PhD, Princeton; Classical Epic and Tragedy, Classical Mythology, Greek and Roman Civilization, Maps in Twentieth-Century Poetry, Ancient Sports

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

Lawrence M. Kowerski III, Associate Professor; PhD Rutgers; Greek History and Historiography, Early Greek Poetry (elegy and lyric), Greek Papyrology

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

Joanne M. Spurza, Associate 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

Computer Science

About the Department

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 Center. For further information, call the PhD program in computer science at (212) 817-8190 or visit the website: <http://web.gc.cuny.edu/Computerscience>.

Administration and Faculty**Department Office:**

722 North
(212) 772-5413
Website: <http://www.cs.hunter.cuny.edu>

Chair:

Virginia Teller
1008 North
(212) 650-3074
vteller@hunter.cuny.edu

Faculty

Daniel I. A. Cohen, Professor; PhD, Harvard; Combinatoric Algorithms, Theory of Computability; J.D., Columbia; Computer Law

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

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

William Sakas, Associate 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, Associate Professor; PhD, Minnesota; Software Engineering, Formal Methods

Ioannis Stamos, Associate Professor; PhD, Columbia; 3-D Computer Graphics, Image Processing

Virginia Teller, Professor; PhD, NYU; Artificial Intelligence, Natural Language Processing
Stewart N. Weiss, Associate Professor; PhD, NYU; Software Testing, Computability Theory

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

Dance

From a campus in the heart of New York City, the Hunter dance student has the unique opportunity of interfacing with many professional dance companies, choreographers, and critics who live and work in New York. The modern dance-based curriculum provides the student with opportunities to pursue careers in performance, choreography, teaching, arts administration, and production. The curriculum is enriched by community outreach performances, repertory classes with New York-based choreographers, speciality workshops, dance clubs, international performances, internships and New York State teaching certification. In addition, Hunter Dance hosts "Sharing the Legacy," an ongoing series of conferences, forums, and concerts devoted to experiencing dance masterworks of the twentieth and twenty-first centuries.

The Graduate Dance Program at Hunter College has two programs in conjunction with the School of Education:

- MA/Dance Education focusing on preparation for Pre-K-12 teaching and NYS certification, in the School of Education
- BA/MA/Dance Education focusing on preparation for Pre-K-12 teaching and NYS certification, in the School of Education

This innovative and ambitious array of graduate training is specifically designed to offer a wide and strongly integrated professional training environment in which mature, motivated and gifted performers, choreographers and teachers will work with each other and with world-class faculty toward individual career goals.

Programs and Courses in Dance

Dance MFA

MA in Dance Education (School of Education)

BA in Dance/MA in Dance Education (School of Education)

Courses in Dance

Courses in Dance Education

- DANED 76000
- DANED 76200
- DANED 76400
- DANED 76602
- DANED 76605

Dance Program Faculty

Director of the Dance Program: Jana Feinman, Professor; EdD, Temple University; Choreography, Teaching Methods, Folk Forms

David Capps, Associate Professor; MFA, NYU; Dance performance, Choreography, Somatics, Choreographic Analysis

Maura Nguyen Donohue, Assistant Professor; MFA Smith; Choreographer, Advocate, and Writer in the NYC and global community

Kathleen Isaac, Arnhold Distinguished Lecturer in Dance Education; BA SUNY Brockport, MA NYU

Economics/Accounting

About the Department

The Department of Economics at Hunter College is home to a faculty that is dedicated to excellence in research and teaching. In addition to faculty, graduate students are also actively engaged in the research and teaching missions of the department. The Department has two Master's degree programs, one in Economics and the other in Accounting. Both programs equip students with analytic tools that can be directly applied to business and public policy. Because both programs integrate theory, quantitative methods, and practical applications, Hunter MA and MS graduates regularly move into interesting, well-paid positions in business, government, and international organizations.

They are also prepared to enter Ph.D programs at top-ranking universities. In addition, Accounting graduates are qualified to take the CPA examination in New York State.

Programs and courses

Programs and Courses in Economics and Accounting

Economics - Doctor of Philosophy

The PhD program in economics is based at the City University Graduate 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 Center who wish to earn an en passant master's degree after completing 45 credits at the Graduate Center – in cooperation with Hunter College – should consult the executive officer of the PhD program. <http://web.gc.cuny.edu/Economics/>

Administration and Faculty

Department Office:

1524 West
(212) 772-5400
Website: <http://econ.hunter.cuny.edu>

Chair:

Marjorie Honig
1524 West
(212) 772-5400

Economics Graduate Adviser:

Partha Deb
1502 West
(212) 772-5399
grad.econadvisor@hunter.cuny.edu

Accounting Graduate Adviser:

Toshiaki Mitsudome
1549A West
(212) 772-5430
msacct@hunter.cuny.edu

Faculty

Economics

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

Karna Basu, Associate Professor; PhD, MIT; Development Economics, Behavioral Economics, Applied Microeconomic Theory

Howard Chernick, Professor; PhD, Pennsylvania; Public Economics, Urban Economics, Fiscal Federalism, Urban Public Finance, Financing of Redistribution

Jonathan Conning, Assistant Professor; PhD, Yale; Development Economics, Financial Markets, Political Economy

Partha Deb, Associate Professor; PhD, Rutgers; Econometrics, Health Economics

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

Lisa George, Associate Professor; PhD, Pennsylvania; Industrial Organization, Political Economy

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

Timothy Goodspeed, Professor; PhD, Maryland; Applied Microeconomics, Public Economics

Marjorie Honig, Professor and Department Chair; 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

Sangeeta Pratap, Associate Professor; PhD, NYU; Macroeconomics, Industrial Organization

Purvi Sevak, Assistant Professor; PhD, Michigan; Labor Economics, Public Economics

Accounting

Fatma Cebenoyan, Associate Professor; PhD, Maryland; Financial Accounting, Financial Institutions and Government Regulation.

John Kim, Associate Professor; PhD, Memphis; Financial/Cost Accounting, Operations Research

John Li, Associate Professor; PhD, Washington; Financial Reporting, International Accounting.

Avi O. Liveson, Professor; JD, Pennsylvania; Partnership Taxation, Individual Taxation

Toshiaki Mitsudome, Associate Professor; PhD, Baruch; Financial and Managerial Accounting, International Accounting

Michael E. Schleifer, Lecturer; MBA (Taxation), Pace; Auditing, Financial Accounting, Taxation

Accountancy - MS

The MS in Accounting program at Hunter College is designed for students who have satisfied the academic requirements for an undergraduate degree in accounting. It will provide intensive training in accounting research, information systems, ethics, and advanced coverage of the core topics in accountancy. Students completing the program will be well equipped for a successful career in accounting. Hunter's MS in Accounting has been approved by the New York State Department of Education as a CPA licensure-qualifying program for students who have earned a BS in Accounting at Hunter College or an equivalent undergraduate program.

Beginning in August of 2009, New York State requires all CPA candidates to have completed 150-credit hours in order to sit for the Uniform CPA Examinations. The graduates of the MS program will be able to fulfill this requirement.

The MS program is a 30-credit program consisting of six required courses, two accounting electives, and two non-accounting electives. It can be pursued on a full-time or part-time basis. The program curriculum and admission requirements are outlined below. The accounting faculty within the Economics Department at Hunter College has established a record of teaching excellence, and has produced research of the highest quality within the field of accounting.

Requirements for Admission

A BS degree in Accounting from Hunter College or the equivalent from another regionally accredited college or university with:

- An overall GPA of 2.75 and A GPA of 3.0 in accounting courses
- Two letters of recommendation
- A GMAT score
- A TOEFL score (if an applicant has received all or part of the undergraduate education in a country where English is not the native language).

Students applying with undergraduate degrees other than a BS in Accounting from Hunter may be accepted under the above standards but will need to meet the academic requirements of Hunter's BS in Accounting in addition to the requirements for the MS degree. (The undergraduate requirements include an accounting core comprised of **ECO 27100** and **27200**, Principles of Accounting I and II; **ECO 37100** and **37200**, Intermediate Accounting I and II; **ECO 47100** and **47200**, Advanced Accounting I and II; **ECO 28000** and **38000**, Business Law I and II; **ECO 37400**, Cost Accounting; **ECO 37300** and **47300**, Individual and Business Taxation; and **ECO 47500**, Auditing. For a complete description of the undergraduate requirements, see the Hunter College Undergraduate Catalog.).

Requirements for the Degree

The MS in Accounting program requires a student to earn 30 credits: 18 credits from a required core of six courses, 6 credits in accounting electives, and 6 credits in non-accounting electives, as outlined below. Additionally, a capstone research project will be undertaken as part of the required coursework.

Required courses

The following 3-credit courses are required of all students in the program:

ECO 77000 - Research Techniques in Accounting

The course will clarify the nature of accounting research for the student, and survey important research methods and techniques.

ECO 77100 - Advanced Financial Accounting Theory

Coverage will include contemporary financial reporting issues as they relate to FASB's conceptual framework, financial statement analysis, and specialized accounting areas such as cash flows, accounting for pensions, and employment benefits.

ECO 77200 - Accounting Information Systems

An introduction to information systems as they relate to organizational structure, managerial decision-making, and accounting. Topics include accounting systems and design theory, file structure, and the implementation and evaluation of systems.

ECO 66000 - Managerial Economics for Accountants

The decision making process within the firm through the prism of microeconomics. Topics include optimal pricing strategies, demand forecasting, hiring, and investment decisions. Specific analytical and quantitative tools will be developed.

prereq: ECO 32100 and either ECO 30000 or ECO 60000. The graduate adviser may waive the ECO 30000/60000 requirement in appropriate circumstances*

Hours 3

Credits 3

** If these courses have not been taken at the time of admission, they may be taken while in the MS program but will not count towards the 30 credits needed to complete the degree.*

ECO 78000 - Business Ethics, Communications, and Research Project

Ethical issues in accountancy will be covered, as well as ethical concerns in marketing, corporate social responsibility, and global operations. Business communication skills will be developed. A capstone research project will be completed.

prereq: ECO 77000

ECO 77500 - Advanced Auditing

Applies principles covered in undergraduate auditing. Topics include auditing of EDP systems; computer- assisted auditing techniques; and a review of special reports, reports on internal control, accounting and review services; and governmental auditing standards.

Note(s)

**The following may be substituted for ECO 66000 with permission of the program adviser.*

ECO 70100 - Microeconomic Theory

Advanced analysis of consumer choice, including duality theory, borrowing and lending, and insurance; producer choice; game theory; externalities.

*prereq: ECO 30000 WITH A GRADE OF B; MATH 15000 and MATH 16000 with average grade of B
prereq or coreq: MATH 15500*

Electives

An additional twelve (12) credit hours, selected from among the following 3-credit courses, are also required. Students are required to take two courses from the accounting electives and two from liberal arts (non-accounting electives).

Accounting Electives

ECO 77300 - Advanced Federal Income Taxation

Coverage will include taxation of estates, gifts, and trusts; advanced topics in corporate and partnership taxation; international tax issues, and tax research techniques.

ECO 77400 - Advanced Managerial Accounting

Trains students to help managers obtain and analyze information for decision-making, planning, control and performance evaluation. Topics include new manufacturing environments, cost behavior, inventory costing, budgeting and variance analysis.

ECO 77600 - Governmental Accounting

Accounting, reporting, and auditing issues unique to governmental and nonprofit entities, as well as multinational business entities. Special issues related to audits under GAS and for US companies operating internationally will be covered.

ECO 77700 - State and Local Taxation

State and local business and personal tax policies of the tri-state region, with an emphasis on New York State and City taxation.

Other (Non-Accounting) Electives

Any other 600- or 700-level course offered by the Hunter College Economics Department may be taken as a non-accounting elective.

Graduate level courses within the Department of Urban Affairs and Planning and the graduate program in Social Research may also be taken as electives.

Economics - BA/MA

The Department of Economics makes it possible for students to earn both a BA and an MA degree in economics within the credits required for a BA at Hunter. BA/MA students must complete the requirements for both the BA and MA degree.

Students who wish to declare the BA/MA major must have a 3.0 average in Economics and in the cumulative index, with a minimum grade of B in ECO 300, and ECO 321, and a C in Math 150, or their equivalents. Continuing in the program is contingent upon maintaining a 3.0 GPA in Economics and the cumulative index and receiving a minimum grade of B in ECO 301 and an average grade of B in Math 150 and Math 160.

Economics - MA

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 out-comes; 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.

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.)

Requirements for the Degree

Of the 30 credits required for the degree, at least 24 must be devoted to courses in economics. The remaining 6 may be taken in related fields with permission of the department. All candidates are required to complete the following.

ECO 70100 - Microeconomic Theory

Advanced analysis of consumer choice, including duality theory, borrowing and lending, and insurance; producer choice; game theory; externalities.

prereq: ECO 30000 WITH A GRADE OF B; MATH 15000 and MATH 16000 with average grade of B
prereq or coreq: MATH 15500

ECO 70300 - Macroeconomic Theory

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.

prereq: ECO 30100 with a grade of B; MATH 15000 and MATH 16000 with average grade of B

prereq or coreq: MATH 15500

ECO 72100 - Economic Statistics

Rigorous statistical foundation for the study of econometrics. Topics include probability theory; asymptotic theory; parameter estimation; hypothesis testing; least squares regression; matrix algebra.

prereq: ECO 32100 with a grade of B; MATH 15000 and MATH 16000 with an average grade of B

prereq or coreq: MATH 15500

ECO 72200 - Econometrics

Econometric methods for single equation models; ordinary least squares, generalized least squares, and variance estimation; maximum likelihood and limited dependent variables.

prereq: ECO 72100

prereq or coreq: MATH 16000

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 extended research paper in two of their courses and earn at least a B+ on each paper.

English

About the Department

Students make the choice to pursue graduate study in English for a number of reasons, both professional and personal, and bring to this study a wide variety of experiences and strengths. MA programs in English at Hunter are designed with this intellectual and practical diversity in mind. Through study with the Department's research-inclined and pedagogically committed teaching faculty, our students are afforded myriad opportunities to develop and practice more sophisticated reading, writing and research skills than those required at the undergraduate level. In addition, those who enroll receive guidance in improving their own expertise as not just scholars but teachers of literature. Interested students may choose an English - MA in British and American Literature, an MA in Adolescent English - MA / Advanced Certificate, or a Creative Writing - MFA .

Programs and Courses for MA and Creative Writing MFA Degrees

Programs and Courses in English

Program for Teachers of Adolescent Education (Grades 7-12) – English MA

See the School of Education section of this catalog for additional information on admission and program requirements. The School of Education also offers an Advanced Certificate in Adolescent Education for holders of an English MA.

- Adolescent English - MA / Advanced Certificate

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. See also the Graduate Center website <http://www.gc.cuny.edu/>

Administration and Faculty

Department Office:

1212 West
(212) 772-5070
Fax: (212) 772-5411
Website: <http://www.hunter.cuny.edu/~english>

Chair:

Cristina Alfar
1212A West
(212) 772- 5187
calfar@hunter.cuny.edu

Adviser, MA in British and American Literature:

Marlene Hennessy
1411 West
(212) 772-5078
gradenglish@hunter.cuny.edu

Adviser, MA in English/Adolescent Education:

Angela Reyes
1248 West
(212) 772-5076
gradenglish@hunter.cuny.edu

Education Adviser:

Jason Wirtz
949 West
(212) 772-4728
jwirtz@hunter.cuny.edu

Executive Director, MFA:

Peter Carey
1228 West
(212) 772-5164
gr_engmf@hunter.cuny.edu

Director:

Thomas Sleigh
1217 West
(212) 772-5176
tsleigh@hunter.cuny.edu

Faculty

Tanya Agathocleous, Associate Professor; PhD, Rutgers; 19th and 20th century British literature and Culture, Global Anglophone literature

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

Cristina León Alfar, Associate Professor; PhD, Washington; Shakespeare, Early Modern Drama, Critical Theory, Women's Studies

Jeffrey Allred, Associate Professor; PhD, Pennsylvania; American Literature, Modernism, American Studies, Visual Culture

Kevin Black, Assistant Professor; PhD, California at Berkeley; Literature from the Restoration to the present; 19th century British and American Literature

Peter Carey, Distinguished Professor; Fiction Writing

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

Chong Chon-Smith, Assistant Professor; PhD, California at San Diego; Asian American Studies, American Studies, Cultural Studies, Visual/Film Studies, Comparative Ethnic Studies

Rebecca Connor, Associate Professor; PhD, Stanford; 18th-century British Literature, Visual and Material Culture

Louise DeSalvo, Jenny Hunter Professor of Creative Writing; PhD, NYU; Modern British Fiction, Creative Writing, Biography and Memoir

Michael Dowdy, Assistant Professor; PhD, North Carolina; 20th century American Poetry, Literary Theory, Latino/a Literature, 20th century Latin American Poetry

Jeremy Glick, Assistant Professor; PhD, Rutgers; Contemporary Drama, African Diaspora and Caribbean Literature

Karen Greenberg, Professor; PhD, NYU; Theoretical and Applied Linguistics, Contemporary Rhetorical and Composition Theory, Multimedia

Lynne Ann Greenberg, Associate Professor; PhD, CUNY; Milton, 17th-century British Literature and Law

Wendy Hayden, Assistant Professor; PhD, Maryland; Rhetoric and Composition, Women's Studies

Marlene Villalobos Hennessy, Associate Professor; PhD, Columbia; Chaucer, Old and Middle English Literature, Medieval Women, Medieval Manuscripts, History of the Book, Medieval Religious Culture

Gavin Hollis, Assistant Professor; PhD, Michigan; Shakespeare, Early Modern Drama

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

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

Leigh Ann Jones, Assistant Professor, PhD, Arizona; Ancient and 20th century Rhetoric, Nationalism Studies, Gender Studies, Performance Studies, Composition Theory and Pedagogy

Richard Kaye, Associate Professor; PhD, Princeton; 19th-century British Literature, Queer Theory, History of the Novel

Jan Heller Levi, Associate Professor; BA, Sarah Lawrence; Creative Writing, 20th-century American Poetry, Women's Studies

Harriet Luria, Associate Professor; EdD, Columbia; Applied Linguistics, American Literature

Ramesh Mallipeddi, Assistant Professor; PhD, Cornell; Restoration and 18th century British literature; Sentimentalism, Colonial and Postcolonial studies, Critical Theory

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

Mark Miller, Assistant Professor; PhD, Pennsylvania; Early American Literature, Native American Literature, Critical Theory

Janet Neary, Assistant Professor; PhD, California at Irvine; 19th century African American Literature and Visual Culture, Cultural Studies, Critical and Feminist Theory

Kate Parry, Professor; EdD, Columbia; Language and Culture, Literacy, History of English

Sonali Perrera, Assistant Professor; PhD, Columbia; Post-Colonial Literature

Angela Reyes, Associate Professor; PhD, Pennsylvania; Linguistics, Sociolinguistics, Urban Linguistics, Discourse Analysis, Linguistic Anthropology, Ethnography, Video, Asian American Studies, Education

Amy Moorman Robbins, Assistant Professor; PhD, California at Riverside, 20th century American Poetry and Literature, Feminist Theory, Multicultural American Literature

Gary Schmidgall, Professor; PhD, Stanford; Renaissance Poetry, Shakespeare, Oscar Wilde, Walt Whitman, Gay Studies

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

Thomas Sleight, Distinguished Professor; MA, Johns Hopkins; Creative Writing, Contemporary Poetry

Trudith Smoke, Professor; PhD, NYU; Rhetoric and Applied Linguistics, American Literature

Michael Thomas, Assistant Professor; MFA Warren Wilson; Fiction Writing, Creative Non-fiction, 20th century Fiction

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

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

Alan Vardy, Associate Professor; PhD, Washington; Romanticism, Literary Theory

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

David Winn, Assistant Professor; MA, Colorado; Creative Writing, Modern American Fiction

Jason Wirtz, Assistant Professor; PhD, Michigan; Rhetoric and Composition, Creative Writing, English Education

Creative Writing - MFA

Hunter's Creative Writing MFA is a highly selective program in which students work closely with distinguished writers to perfect their writing skills. The course comprises workshops, craft seminars, one-on-one supervisions with faculty, and literature classes. There are three concentrations, fiction, creative nonfiction and poetry, with 12 students in each. Each year, several students are named Hertog Fellows (fiction and nonfiction) and Friedman Scholars (poetry). These students receive a generous stipend and are paired with well-established writers, for whom they conduct research for one semester.

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 or creative nonfiction) 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. In addition, creative nonfiction candidates must submit a 500-word memoir proposal. The GRE is not required.

Departmental Requirements for the Degree

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 in chosen genre

3) One course in Writing in Conference

ENGL 79800 - Writing in Conference

Individual tutorial directed by a member of the writing faculty.

Hours 45 hrs,

Credits 3 cr

To be taken in sequence with ENGL 79900 (MFA Thesis).

-or-

ENGL 79701 - Poetry Thesis One

This course gives students the conceptual framework to organize a manuscript and to understand the ways in which representative volumes of poems make definitive statements and alter the poetic discourse of their time.

prereq: ENGL 79101 and ENGL 79403

Hours 3

Credits 3

Second Year MFA students only

4) One course in MFA thesis

ENGL 79900 - MFA Thesis

Independent creative writing project, with regular advisory sessions with primary writing faculty adviser.

Hours 45 hrs,

Credits 3 cr

To be preceded in sequence by ENGL 79800 (Writing in Conference).

-or-

ENGL 79702 - Poetry Thesis Two

This course is a continuation of Thesis One and gives students the conceptual framework with which to organize a manuscript and to understand the ways in which representative volumes of poems make definitive statements and alter the poetic discourse of their time. To this end, this course begins with an exploration of the history of the Modern Poetic Sequence and the Long Poem.

prereq: Workshop 79101 and Craft 79403 , Thesis One 79701

Second Year MFA students only

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 (for fiction candidates) or 75-125 pages of personal essays or

memoir (for creative nonfiction candidates), which will be approved by two members of the writing faculty. Two copies prepared for binding are required.

English - MA

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 humanities fields. In addition to the usual lecture, discussion, and seminar classes, the program offers reading tutorials and the opportunity for writing a research essay under the guidance of a senior faculty member.

Admission Requirements

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), a writing sample of about 10 pages (preferably an undergraduate research paper) 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.

Degree Requirements

Courses

Each candidate must complete an approved program of study of at least 30 credits, which must include ENGL 78900 (Master's Thesis). We strongly recommend that students take ENGL 78700 (Studies in Literary Theory and 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 adviser 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 adviser.

ENGL 78700 - Studies in Literary Theory and Criticism

An in-depth investigation of foundational and current trends in literary theory.

ENGL 78900 - Master's Thesis

Individual research and final thesis writing under faculty supervision. Required of all candidates for MA degree in British and American literature.

Foreign Language

The candidate must demonstrate a reading knowledge of French, German, Latin or Spanish. Another language may be substituted with the approval of the graduate adviser.

Comprehensive Examination

The candidate must pass a written comprehensive examination in British and American literature.

Master of Arts Thesis

The candidate must submit a satisfactory master of arts thesis, incorporating original work and research, which will be approved by two appropriate members of the faculty and the graduate adviser. 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 adviser 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.

Film and Media Studies

About the Department

With a world class faculty and up-to-date production facilities, Hunter College's Department of Film & Media Studies offers two undergraduate programs of study. One program leads toward a major in Film, combining film history and theory with film production. The other leads toward a major in Media Studies, combining critical media analysis with creative practice using a mix of contemporary media forms (video, print, digital graphics and the Internet).

The department's graduate degree, and MFA in Integrated Media Arts, focuses on politically and socially engaged creative work and the social role of media and technology. Our program educates multi-disciplinary media professionals, socially aware and competent in the diverse range media skills that are being brought together in a digital media environment.

Integrated Media Arts Programs and Courses

Integrated Media Arts - MFA

Administration and Faculty

Department Office:

433 North
(212) 772-4949
email: integrated.media.arts@hunter.cuny.edu

Chair:

Jay Roman
501B North
(212) 772-4270
drj5647@optonline.net

MFA Program Director:

Andrew Lund
402C North
(212) 772-4556
alund@hunter.cuny.edu

Website: <http://ima.hunter.cuny.edu>

Graduate Faculty

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

Stuart Ewen, Distinguished Professor; PhD, SUNY; Social and Cultural History, Visual Culture, Graphics

Michael Gitlin Assistant Professor; BA Indiana, MFA Bard, Film and Video Production

Tami Gold, Professor; BA, Friends World College; Documentary and Dramatic Video Production, Video Art

Steve Gorelick, Professor: PhD, CUNY; Media Studies, media and violence

William Herman, Assistant Professor; Ph.D, .Penn, Media Policy, Copyright & digital rights, Media and Culture

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

Martin Lucas, Lecturer; BFA, NYU; Film & Video Production, New Media, Digital Culture.

Andrew Lund, Associate Professor; MFA, JD Columbia; Directing, Screenwriting, Film and Video Production, Entertainment Law

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

Peter Parisi, Professor; PhD, Indiana; Literary Journalism, News Narrative, Criticism

Isabel Pinedo, Professor; PhD, CUNY; Media and the Public Sphere; Media and Society

Tim Portlock, Associate Professor; MFA University of Chicago; MFA University of Illinois at Chicago; Digital Imaging; Real Time Graphics; 3D Modeling

Bernard L. Stein, Professor; BA, Columbia; Journalism

Shanti Thakur, Assistant Professor: MFA Temple; Film Production, Film Theory and Aesthetics.

Ricardo Zuniga, Assistant Professor, MFA, Carnegie Mellon; Interactive Media Production, Digital Cultural Studies.

Integrated Media Arts - MFA

The MFA Program in Integrated Media Arts offers advanced studies in nonfiction media making, using state-of-the-art digital technologies. Unlike most graduate media programs, which train students in specific media crafts, this program is one of the first in the nation to educate multi-disciplinary media professionals, socially aware and knowledgeable in the wide range of media skills that are brought together in the digital media environment.

Hunter's MFA in Integrated Media Arts offers a 48-credit course of study, combining analytical seminars, interdisciplinary research and creative workshops in writing, visual communication, and media distribution and exhibition. Building on a foundation of research and analysis, MFA students explore and create new ways to advance information and ideas, balancing critical thinking with aesthetics, theory with practice, traditional methods with new technologies, contemporary issues with an historical perspective. They also engage in collaborative production labs at Hunter or external industry creative residencies that are calculated to provide hands-on understanding of real world media environments.

Hunter's MFA/IMA educates students who will be prepared to assume positions of creative leadership in the professional media world. In this program, a coming generation of media makers trains to become tomorrow's preeminent communicators, twenty-first century pamphleteers employing new digital media to inform, enliven and extend the possibilities of the public square.

Admissions Requirements

Students are accepted into the program for fall semester enrollment only. February 1st is the closing date for completed fall applications. The MFA/IMA Program is highly selective, enrolling only 15-20 students each year. Applicants are expected to present the following:

- A bachelor's degree, with a minimum GPA of 3.0 on a 4.0 scale.
- 3 letters of recommendation from people able to comment on an applicant's creative and academic talent and determination.
- A portfolio of media works, indicating talent and promise. Submitted works may include videos and films, interactive digital design, photography, sound, graphic design, journalistic writings, etc.
- A personal statement describing the applicant's long-term objectives as a media maker and the social impact they hope their work will have. Statements should also explain why Hunter's MFA Program in Integrated Media Arts is particularly relevant to the applicant's creative goals.
- An official transcript of undergraduate studies.
- A completed graduate application form
- Applicants whose native language is not English must take the Test of Written English (TWE) component of the TOEFL examination.

Degree Requirements

The coursework in IMA is organized under five broad aspects of media study. They are:

Analytical Seminars

Where an intellectual foundation for socially aware and ethically responsible media work is an overarching objective

IMA 70100 - Social and Historical Roots of Mass Culture

A study of the social and historical context that propelled and was influenced by the media from 15th century to present. This seminar is a core requirement of the program.

Hours 2

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 70200 - The History of New Media

An exploration of the history of digital internet-based media, as well as the convergence and integration of emerging media with film, print media, radio and television and its effects on culture.

Hours 2

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 71500 - Media and the Public Sphere

An examination of notions of the public sphere and democracy in relation to historically evolving forms of mass media.

prereq: IMA 70100

Hours 3

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 70400 - Communications and the City

Urban imagery in mass media and its varying relations to problems of urban life.

Hours 2 hrs,

Credits 3 cr

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 70500 - Social Class, Racism and the Media

Analysis of interrelations between social classes, racism and the media.

Hours 2 hrs,

Credits 3 cr

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 71300 - 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.

prereq: IMA 70100

Hours 3

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 70800 - International Communication in the Contemporary World

Current problems and issues of international communications.

Hours 2 hrs,

Credits 3 cr

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 70900 - History and Criticism of the Documentary

A historical and critical examination of nonfiction film and video from Lumiere to the present.

Hours 2

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 71000 - Alternative Media: Examples and Experiences

Review of the history and role of small-scale alternative media. Includes critical readings, viewing and critique.

Hours 2 hrs,

Credits 3 cr

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 71200 - 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.

Hours 2

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 71300 - Social Inequality and the Media

An examination of the relation between the media and class, race and gender inequality.

Hours 3

Credits 3

IMA 78029 - Disease and Disaster in Media and Culture

Using examples from traditional media and digital culture, students explore the social, historical, and economic context in which apocalyptic notions of a world on the verge of catastrophe and disaster emerge.

Hours 2

Credits 3

IMA 78030 - Media and Law

This course focuses on the legal foundations and principles connected with narrative and documentary film. Students examine doctrinal approaches to intellectual property rights and their effects on technical innovation, democratic debate, cultural formation and international politics.

Hours 2

Credits 3

Interdisciplinary Research

In an ancillary field, an approved graduate level seminar or formal independent study project with a faculty member in an appropriate department other than Film and Media and/or interdisciplinary program at Hunter, The Graduate Center, another CUNY graduate program, or at an approved graduate institution outside CUNY

Words Workshops

Where writing for the media is an essential focus

IMA 72100 - Online Journalism

The Internet provides journalists with new sources of information, a major news beat 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.

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 72200 - Literary Journalism

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

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 72300 - Public Interest Journalism

A study of critiques of journalism's alleged failure to serve the public interest as the basis for a variety of news writing assignments designed to represent social issues with fuller context and nuance.

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 72400 - Research and Writing for the Documentary

Research and writing proposals, treatments, budgets and production plans for video documentaries.

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78043 - Neighborhood News

Students write articles for a community newspaper, the Hunts Point Express, and accompanying website, (www.huntspointexpress.com). As reporters, students spend time in the South Bronx to research stories on topics that include environmental justice issues, education, housing, health, jobs, gentrification and crime. Work may include multimedia component.

Hours 4

Credits 3

IMA 78052 - Story Strategies

This course examines a broad range of approaches to storytelling in the fictional narrative feature film. Students will closely examine tactical narrative elements including dramatic structure, character/voice, time, tone and genre in conventional and alternative work. Students will develop treatment and beginning of an original screenplay. Satisfies WORDS cluster requirement.

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 79551 - Advanced Studio - Words

Provides students the opportunity to participate in group and individual critiques with MFA faculty. Particular emphasis will be on creating a strong body of written work. Independent work and individual meetings are required in this course. Students must present a project for approval by the instructor before registering for the course. Students are allowed to take this Advanced Studio a maximum number of 3 times for credit with different projects. Satisfies WORDS cluster.

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Visions Workshops

Where the visual communication of ideas and information is a comprehensive goal

IMA 70300 - Documentary Expression

This production workshop introduces students to the fundamental techniques, technology, aesthetics and creative approaches of nonfiction video production.

prereq: none

Hours 4

Credits 3

Material Fee: \$20

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 74100 - Nonfiction Video Production

This workshop will guide students through the process of developing and producing a documentary video project.

prereq: IMA 76000, IMA 74000 or permission of instructor

prereq or coreq: Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Hours 4 hrs,

Credits 3 cr

Material Fee: \$20

IMA 74200 - Web Documentary

The production of nonfiction narratives for the Internet. Students explore how social issues can be explored in new media formats including games and hypertext.

This course may be counted towards the VISIONS or CHANNELS cluster requirement.

prereq: IMA 76000 or permission of instructor.

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 74300 - Collective Documentary

This production workshop involves the student in all aspects of a collectively produced documentary that explores a general theme or issue, with all students producing segments for the project. The workshop also examines the theoretical issues of truth, authorship, subjectivity and storytelling in the documentary form.

Satisfies VISIONS cluster requirement

prereq: IMA 76000 or permission of instructor

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 74400 - Digital Design: Print and Interactive Media

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.

prereq: IMA 76000 or permission of instructor

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 74700 - Digital Editing Workshop

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.

Satisfies VISIONS cluster requirement

prereq: IMA 74000, IMA 74100 IMA 76000 or permission of instructor

prereq or coreq: Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Hours 4

Credits 3

Material Fee: \$20

IMA 78017 - Microcultural Incidents: Ethnography & Experimental Media

A production course in which students explore the intersection of ethnographic and experiment in film and video practices. Readings, screenings and discussion include experiment and media and visual anthropology.

Satisfies VISIONS cluster requirement

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78021 - Media, Community Advocacy & the Urban Environment

In this workshop students collaborate with students in the Urban Affairs & Planning Department to develop media aimed at helping local groups and improving the quality of local environments, and explore impact of media on community stakeholders and policy-makers.

Satisfies VISIONS cluster requirement.

prereq: IMA 74000, IMA 76000 or permission of instructor.

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 79561 - Advanced Studio - Visions

Provides students the opportunity to participate in group and individual critiques with MFA faculty. Particular emphasis will be on creating a strong body of work in visual media. Independent work and individual meetings are required in this course. Students must present a project for approval by the instructor before registering for the course. Students are allowed to take this Advanced Studio a maximum number of 3 times for credit with different projects. Satisfies VISIONS cluster.

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Channels Workshops

Where designs for exhibition and distribution of media work, for publicizing ideas, and for using media to enhance the quality of community interaction are key objectives

IMA 76000 - Tools and Techniques of Digital Production

A hands-on workshop in core digital media production, including image acquisition, creation and editing; video editing and encoding; and multimedia delivery on the web. It is designed to give students a basic introduction to the tools and techniques used in the Integrated Media Arts program. Satisfies VISIONS or CHANNELS cluster.

prereq or coreq: Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Hours 4

Credits 3

Material Fee: \$20

IMA 76200 - Interactive Expression

Aesthetics and techniques of Web-site and interactivity design, encompassing both graphic presentation and information architecture. Satisfies VISIONS or CHANNELS cluster requirement.

prereq: IMA 76000 or permission of instructor

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 76300 - Advanced Interactive Expression

The production of websites incorporating animation, sound and video. This course may be counted towards the VISIONS or CHANNELS cluster requirement.

prereq: IMA 76000, IMA 76200 or permission of instructor

Hours 4 hrs,

Credits 3 cr

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 76600 - Three Dimensional Virtual Environments

An introduction to fundamental skills and creative approaches for the development of computer generated 3D interactive virtual environments. Satisfies CHANNELS cluster requirement

prereq: IMA 76000 or permission of instructor

Hours 3

Credits 3

IMA 78046 - Three Dimensional Modeling & Animation

This hands-on production course examines essential concepts and practices that form the basis of 3D animation. Includes critical readings, viewing and critique. Satisfies CHANNELS cluster requirement

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78081 - Sound Environments

An exploration of contemporary issues and techniques of sonic media. Course explores critical writings in music history, sound and media theory while students experiment with designing linear and non-linear sound installations. Satisfies CHANNELS cluster requirement.

prereq: IMA 76000 or permission of instructor

Hours 4

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 79571 - Advanced Studio - Channels

Provides students the opportunity to participate in group and individual critiques with MFA faculty. Particular emphasis will be on creating a strong body of work in emerging media. Independent work and individual meetings are required in this course. Students must present a project for approval by the instructor before registering for the course. Students are allowed to take this Advanced Studio a maximum number of 3 times for credit with different projects. Satisfies CHANNELS cluster.

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Capstone and additional courses complete the program

To fulfill the 48-credit degree requirement, the student must take:

IMA 70100 - Social and Historical Roots of Mass Culture

A study of the social and historical context that propelled and was influenced by the media from 15th century to present. This seminar is a core requirement of the program.

Hours 2

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

- At least two additional ANALYTICAL seminars 6 credits
- Interdisciplinary Research in ancillary field 3 credits
- Ten workshops within: WORDS, VISIONS*, CHANNELS* 30 credits

IMA 78100 - Collaborative Media Project/Creative Residency

Hours and in-house project or external creative residency must be defined in conjunction with graduate adviser. The project or creative residency must involve collaboration among different media makers.

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78800 - Master of Fine Arts Thesis Project

This project must be completed satisfactorily before graduation. Project must incorporate elements from all three creative clusters as well as a critical component.

Credits 3

Approval of graduate adviser required. Non-matriculated students require permission of instructor for enrollment in any MFA/ IMA course.

Additional Courses

IMA 78025 - Media and the Public Sphere

This analytical course explores notion of the public sphere and public debate in light of television and the Internet's actual and potential roles as forums for discussion of civil society issues.

Hours 2

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78048 - Culture Jamming

Theory and technique of art and design strategies that subvert popular media frameworks. Students will learn non-traditional methods of circulating messages which circumvent or critique mass media communications. Satisfies VISIONS or CHANNELS cluster requirement.

prereq: IMA 76000 or permission of instructor

Hours 3

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78051 - Non-linear Storytelling

This workshop examines different types of non-linear narrative as students develop stories for non-linear forms. Students study the representation of memory and time in documentary and fictional forms, and look at how emerging media enable multiple forms of storytelling through hypertextual, collaborative and networked environments. Satisfies CHANNELS cluster requirement.

Hours 3

Credits 4

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78053 - Interactive Installation

Students work collaboratively to create projects integrating video, sound and movement. Lectures focus on usability design, coding concepts, and interface design. Satisfies CHANNELS cluster requirement

Hours 3

Credits 4

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 78056 - Grant Writing

In this workshop students pitch ideas, develop proposals, as well as examining strategies for researching funding sources and developing creative approaches for their projects.

Satisfies WORDS cluster requirement

Hours 3

Credits 4

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 79000 - Independent Study

Rubric for student's independent study.

Hours Hrs to be arranged.

Credits 1

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 79100 - Independent Study

Rubric for student's independent study.

Hours Hrs to be arranged.

Credits 2

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

IMA 79200 - Interdisciplinary Research

Rubric for student's interdisciplinary research requirement.

Hours Hrs to be arranged.

Credits 3

Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Note(s)

*The following is a prerequisite for all interactive media courses and may be counted towards **VISIONS** or **CHANNELS** cluster requirement

IMA 76000 - Tools and Techniques of Digital Production

A hands-on workshop in core digital media production, including image acquisition, creation and editing; video editing and encoding; and multimedia delivery on the web. It is designed to give students a basic introduction to the tools and techniques used in the Integrated Media Arts program. Satisfies VISIONS or CHANNELS cluster.

prereq or coreq: Non-matriculated students require permission of instructor for enrollment in any MFA/IMA course.

Hours 4

Credits 3

Material Fee: \$20

Students must take at least two courses and no more than four courses within each creative cluster. Some workshop courses may qualify within more than one cluster as indicated in the course description.

Total for MFA in IMA 48 credits

Geography

About the Department

The Hunter College Department of Geography is the largest and one of the most technologically advanced geography programs in the New York City metropolitan region. The M.A. program serves New York City's and New York State's needs for educated geographers and geography/earth science teachers; supports the development of geographical databases and analytic tools to improve the social, environmental, and economic well being for New York and its citizens; and serves as a pioneering center in advancing the careers of underrepresented groups in geography and related fields.

Facilities

The Department of Geography has state of the art computer labs that are available to our students 24 hours per day / seven days per week. The labs' hardware, including computers and the high capacity network, is upgraded regularly to accommodate the most up-to-date versions of relevant software packages, including major GIS and remote sensing applications.

CARSI

The Center for Advanced Research of Spatial Information (CARSI) is a state-of-the-art geographic information science research laboratory. Funded in part by the City of New York, it maintains the New York City base map (NYCMap). The CARSI Lab is involved in a number of New York City-related, state and federal research projects as well as other projects where techniques of geographic information science and spatial analysis are used.

Programs and Courses

- Programs and Courses in Geography

Programs Offered in the School of Education

The Department of Geography contributes to three graduate level programs in conjunction with the School of Education: an M.A. Program for the Preparation of Teachers of Earth Science, an M.A. Program for the Preparation of Teachers of Social Studies, and a five-year combined BA/MA program in Environmental Studies and Adolescent Education in Earth Science. These programs provide certification for graduates to teach in New York State. The

combined BA/MA program requires students to fulfill the requirements of the Department of Geography BA in Environmental Studies along with the School of Education's requirements. For more information on these programs, please check the web page of the School of Education <http://www.hunter.cuny.edu/school-of-education> or contact the Department of Geography.

Earth Science MA—Program for Teachers of Adolescent Education (Grades 7-12)

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

- Adolescent Earth Science - MA / Advanced Certificate

Social Studies MA—Program for Teachers of Adolescent Education (Grades 7-12)

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

- Adolescent Social Studies - MA / Advanced Certificate

BA/MA Program in Environmental Studies and Adolescent Education

- BA/MA in Environmental Studies and Adolescent Education.

Doctor of Philosophy

The Department of Geography participates in the PhD Program in Earth and Environmental Sciences based at the CUNY Graduate Center. Students in this program may select Hunter College as their “home” college and geography as their specialty. Since 2005 this program has a separate track in geography. For application forms and further information, write to: Executive Officer, PhD Program in Earth and Environmental Sciences, CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016 or go to <http://web.gc.cuny.edu/Ees/home.html>

Administration and Faculty

Department Office:

1006 North
(212) 772-5265/5266
Website: <http://www.geography.hunter.cuny.edu>

Chair:

Ines Miyares (Acting)
1045 North
(212) 772-5443
imiyares@hunter.cuny.edu

Graduate Adviser:

Allan Frei
1035 North
(212) 772-5322
afrei@hunter.cuny.edu

GIS Certificate Program Adviser:

Sean Ahearn
1023 North
(212) 772-5327
sahearn@hunter.cuny.edu

Adolescent Education Advisers:

Charles Heatwole, Social Studies
1006 North
(212) 772-5323
charles.heatwole@hunter.cuny.edu

Frank Buonaiuto, Earth Science
1006 North
(212) 650-3092
fbuonaiu@hunter.cuny.edu

Terrie Epstein, Education Adviser Social Studies
1108 West
(212) 772-4675
tepstein@hunter.cuny.edu

Stephen Demeo, Education Adviser Earth Science
908 West
(212) 772-4776
sdemeo@hunter.cuny.edu

Faculty

Sean Ahearn, Professor and Director, Center for Advanced Research of Spatial Information (CARSI); PhD, Wisconsin (Madison); agent-based models, space-time analysis, digital image analysis, ecological modeling, emergency response, urban geographic systems

Jochen Albrecht, Associate Professor; PhD, Vechta (Germany); Dynamic or process GIS, spatio-temporal analysis, landscape ecology, crime and health applications

Frank Buonaiuto, Assistant Professor; PhD, SUNY (Stony Brook); Oceanography, coastal processes, numerical modeling of waves, tides and sediment transport

Allan Frei, Associate Professor; PhD, Rutgers; Climate change, snow and Water resources, modeling

Hongmian Gong, Associate Professor; PhD, Georgia; Urban geography, GIS, transportation, China

Charles A. Heatwole, Professor; PhD, Michigan State; Cultural, recreation, religion, geographic education

Mohamed Ibrahim, Assistant Professor; PhD, Alberta; Environmental studies, resource management, sustainable development, Africa, rural water supply and sanitation

Teodosia Manecan, Lecturer; PhD, Bucharest; Igneous and metamorphic petrology, geology of NYC

Peter Marcotullio, Associate Professor; PhD, Columbia; Global Cities, Urban environmental transitions, globalization and urban development, ecosystem approaches to urban and regional environmental planning and management and impacts of urbanization on the environment

Ines Miyares, Professor and Chair; PhD, Arizona State; Geographies of immigration and ethnicity, spacial impacts of immigration and refugee law, Latin America - Andean Peru

Wenge Ni-Meister, Associate Professor; PhD, Boston; Remote sensing, land-atmosphere interaction, meteorology, climatology, biogeography

Rupal Oza, Associate Professor; PhD, Rutgers; Race, gender, postcolonial theory, feminist theory, cultural studies, social theory, globalization

Marianna Pavlovskaya, Associate Professor; PhD, Clark; Urban geography, post-socialist Russia, gender and class, feminist geography, geographic information science (GIS), social implications of GIS

Randy Rutberg, Assistant Professor; PhD, Columbia; paleoclimatology, oceanography, geochemistry, environmental science, environmental public policy

Haydee Salmun, Associate Professor; PhD, Johns Hopkins; Oceanography, global climate, environmental fluid dynamics, land surface-atmosphere-ocean interface

William Solecki, Professor; PhD, Rutgers; Urban environmental change and management, land Use/land cover studies, GIS Applications

Karl Szekielda, Research Associate Professor; PhD, Marseille; Remote sensing, oceanography, harmful algae blooms

Traci Warkentin, Assistant Professor; PhD, York; Environmental and geographic education, environmental ethics, animal studies, environmental feminism, environment and culture, phenomenological biology

Affiliated Faculty

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

Vinay Gidwani, Professor of Geography; PhD, Berkeley; Post-Socialism and Justice, Labor Geographies, Marxism, Identity Politics and Subaltern Social Movements, Geographies of Work, Agroecological Transformations, Social Theory, India

Roger A. Hart, Professor of Environmental Psychology, Developmental Psychology and Geography; PhD, Clark; Children's Geographies and the Geography of Children, Participatory Community Development, The Political Participation of Children and Youth

David Harvey, Distinguished Professor of Anthropology; PhD Cambridge, UK; Geography and Social Theory, Urban Political Economy, Uneven Geographical Development

Cindi Katz, Professor of Geography; PhD, Clark; Cultural Geography, Social Reproduction and Everyday Life, Children's Geographies, Urban Geography, Gender and the Environment, Nature and Society

John E. Seley, Professor of Environmental Psychology and Earth and Environmental Sciences; PhD, Pennsylvania; Urban Geography; GIS for Policy, the Nonprofit Sector

Neil Smith, Distinguished Professor of Anthropology and Geography; Ph.D, Johns Hopkins; Political Economy, Urban Geography, History of Geography, Global Restructuring

BA/MA in Environmental Studies and Adolescent Education.

The Geography Department together with the School of Education also offers a 5-year combined BA/MA Program in Environmental Studies and Adolescent Education. This program is designed for highly qualified Environmental Studies majors who, during the course of their sophomore year, decide to pursue a career in secondary school teaching. For more information please contact the Department of Geography.

Geographic Information Science Post-Baccalaureate Certificate

Return to: Geography Department

The Post-Baccalaureate Certificate Program in Geographic Information Science was established in 2001 to meet the demand for people with expertise in GIS. The GIS Certificate program is a 15-credit post-baccalaureate professional program that offers advanced training in Geographic Information Science (GIS). Students are required to take five graduate-level GIS classes including GTECH 71000 (Introduction to GIS), GTECH 73200 - Advanced GIS (Advanced GIS), and three other GTECH or related courses. Students who are interested in GIS development are encouraged to take two programming-oriented classes (GTECH 73100 and GTECH 73300). Students planning a career in GIS applications are encouraged to choose from the wide range of applications courses. Students interested in remote sensing may take the sequence of GTECH 71100 through GTECH 71300 courses.

Courses taken to fulfill the requirements of the GIS certificate program may also count towards fulfillment of the Geography MA degree. This happens automatically for GIS certificate students who concurrently enroll as MA students. For students who enroll in the GIS certificate program prior to enrolling in the MA program, the student must request the transfer of credits. The GIS Certificate program does not accept transfer credits to satisfy the minimum 15 credits required for the program.

As the GIS certificate program is a non-degree program, GIS certificate students are considered "non-matriculated." Enrollment in the GIS certificate program does not guarantee eligibility for financial aid or for a student visa. For more information contact the United States Citizenship and Immigration Services (<http://www.uscis.gov/portal/site/uscis>).

Geography Department

Admission Requirements

For applicants who are currently matriculated and in good standing in a graduate-degree program at Hunter College, there is one requirement to be considered for admission:

The student must have passed a college-level statistics course that covers hypothesis testing and simple statistical modeling techniques.

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 have taken a college-level statistics course which covers basics such as hypothesis testing and simple statistical modeling techniques.

Requirements for the Certificate

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

Required courses (6 cr.)

GTECH 71000 - Introduction to GIS

Thorough introduction to geographic information systems with an emphasis on spatial data handling and project management.

Hours 60 hrs including conference (2 lectures, 2 labs),

Credits 3 cr

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 73200 - Advanced GIS

Expansion of GTECH 71000 concentrating on advanced GIS functionality, data models, and algorithms.

prereq: GTECH 71000

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

Electives (9 or more cr)

GTECH 70200 - Multivariate Statistics in Geography

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

prereq: Introductory Statistics or equivalent or permission of the instructor

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 70500 - Spatial Data Analysis

Methods for analyzing environmental and social spatial data sets. Topics include point pattern analysis, spatial clustering methods, spatial autocorrelation, and kriging.

prereq: one course in statistics and permission of the instructor

Hours 60 hrs including conference (2 lectures, 2 labs),

Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 71100 - Earth from Above

Use and interpretation of air photos and satellite remote sensing images as applied to agriculture, forestry, urbanization, oceanography and atmosphere; lab exercises.

Hours 60 (2 lecture and 2 hour labs weekly),

Credits 3

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 71200 - Remote Sensing of Environment

Fundamental concepts of remote sensing of environment, satellite sensor systems and their applications, and basic concepts of image analysis.

prereq: GTECH 71100 or permission of the instructor

Hours 60 hours (2 lecture and 2 hour labs weekly),

Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 71300 - Digital Image Processing

Quantitative processing of digital imagery; enhancement, information extraction, classification; algorithms, registration, rectification; lab exercises.

prereq: GTECH 71200 multivariate stat, elem linear algebra

Hours 90 hrs including conference (2 lectures, 4 labs weekly),

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 72100 - Advanced Cartography

Material Fee:\$ 15

GTECH 72200 - Automated Cartography

Computer and other automated applications; theory and algorithms; production of computer-generated maps; lab exercises.

prereq: GTECH 71000 or equivalent

Hours 75 hrs including conference (1 lecture 4 labs weekly),

Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 73100 - Computer Programming for Geographic Applications

Object-oriented programming methods specific to geographic and cartographic applications; programming assignments; graphics. A programming language helpful but not required.

prereq: GTECH 71000 or equivalent

Hours 90 hrs including conference (2 lectures, 4 labs weekly),

Credits 4 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 73300 - GIS: Modeling and Problem Solving

Theory and applications of geographic information science (GIS). Data models and advanced spatial and temporal modeling techniques are discussed and implemented in an object-based paradigm.

prereq: GTECH 73100 or equivalent, and GTECH 73200 and permission of the graduate adviser

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative

and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 785XX - GIS Applications

Selected topics in GIS applications to human and physical geographic problems.

prereq: GTECH 71000 or equivalent and permission of the department

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Equivalent GIS applications courses offered through other Hunter departments such as Public Health, Sociology, or Urban Planning.

Minimum GPA Requirement

3.0 average or better on all core and elective courses. Additional elective courses may be added to this list or may be used as substitutes with the approval of the GIS Certificate adviser.

Application Deadline

For fall semester: July 1 (April 1 for international students)

For spring semester: January 1 (November 1 for international students)

Return to: Geography Department

Geography - MA

Return to: Geography Department

The Department of Geography offers a Master of Arts in Geography with a range of courses in human geography, physical geography, regional geography, and geographic techniques and methods. There are four broad concentration areas: environmental studies, geographic information science, places and cultures, and urban geography studies. The program accommodates students with a variety of professional backgrounds, and with academic training in social sciences, computer science, environmental science / engineering as well as traditional geography.

The program emphasizes geographic theory, skills, and analytical methodologies in social, physical, and environmental geography, as well as geographic information science. A limited number of research, teaching, and college assistantships are available. The MA degree can be completed through either a thesis or a non-thesis option. Full-time students may be able to complete the M.A. within three semesters, but the average time for degree completion is three years. Many courses are offered in the evening to accommodate part-time and working students.

An MA in Geography from Hunter can lead to employment with local and national governments, international agencies, non-government organizations, corporations, consultants and information technology companies. The New York area is home to diverse urban

communities, dynamic economies and cultures, government structures of all levels (from local to international), and corporate headquarters. Located on Manhattan's upper east side, Hunter College is close to these activities. Students who wish to continue graduate work at the PhD level will find themselves well prepared and equipped with the research and technical skills necessary for advanced research.

Admissions Requirements

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 average in the major, and (normally) the completion of at least 18 credit hours in geography. A lack of a background in geography will not impede admission, but the student is expected to gain basic knowledge of geography prior to graduation in consultation with the student's adviser. It is recommended that students enter the program with knowledge of basic 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.

If you have any questions about the information in this catalogue, please contact the Geography MA advisor (Prof. Allan Frei, afrei@hunter.cuny.edu)

Application Deadlines

For fall semester: April 1 (February 1 for international students) For spring semester: November 1 (September 1 for international students)

We encourage graduate application submissions by early deadlines of September 1 and February 1. This will help with allocation of scholarships and funding if these are available.

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 geography, nature/society, and regional geography, while **PGEOG** classes cover physical geography and environmental science. **GTECH** courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing, and cartography. 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 consisting of

(exclusive of GEOG 799)

GEOG 70100, 70200, 70154 (7 cr)

GEOG 70100 - Geographic Thought and Theory

Principal people and themes in American geography and its historical antecedents. Emphasis on change in geographical technology, philosophy, methods, and the nature of the discipline to the present day.

Hours 45 hrs including conference,

Credits 3 cr

fall only This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70154 - Geographic Research Design

Topics include conceptualization and operationalization of a research design with specific focus on data specification and data gathering techniques. Quantitative and qualitative methods are reviewed. A key product is the development of a detailed research proposal.

Hours 45 hrs including conference

Credits 3

spring only

GEOG 70200 - Research Topics in Geography

Introduction to central research themes in geography and the current research being undertaken by department faculty.

Hours 15 hrs including conference,

Credits 1 cr

fall only GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

A minimum of 11 additional credits

A minimum of 11 additional credits selected from GEOG, GTECH and PGEOG courses.*

A maximum of 12 credits

A maximum of 12 credits selected from other than GEOG, GTECH or PGEOG courses as approved by the graduate adviser. **

2. One credit of the following leading to a thesis approved by the student's graduate advisers

GEOG 79900 - Thesis Research in Geography

Open to students electing the thesis option only.

prereq: GEOG 701 and permission of the department

1-6cr may be repeated for credit but only one credit may be applied to satisfy degree requirements. Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

3. Formal approval of a study proposed for thesis research.***

4. A completed thesis.

5. A formal presentation of the student's thesis research.

B. Examination Option:

A minimum of 36 credits consisting of:

1. Geography (7 cr)

GEOG 70100 - Geographic Thought and Theory

Principal people and themes in American geography and its historical antecedents. Emphasis on change in geographical technology, philosophy, methods, and the nature of the discipline to the present day.

Hours 45 hrs including conference,

Credits 3 cr

fall only This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70200 - Research Topics in Geography

Introduction to central research themes in geography and the current research being undertaken by department faculty.

Hours 15 hrs including conference,

Credits 1 cr

fall only GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 70154 - Geographic Research Design

Topics include conceptualization and operationalization of a research design with specific focus on data specification and data gathering techniques. Quantitative and qualitative methods are reviewed. A key product is the development of a detailed research proposal.

Hours 45 hrs including conference

Credits 3

spring only

A minimum of 17 additional credits

A minimum of 17 additional credits selected from GEOG, GTECH, and PGEOG courses.*

3. A maximum of 12 credits

A maximum of 12 credits selected from other than GEOG, GTECH, and PGEOG courses as approved by the graduate adviser.**

4. A passing grade on the comprehensive examination

A passing grade on the comprehensive examination conducted by the student's graduate committee.

5. A research paper of publishable quality

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.

Additional Information

Students who are accepted into the program, who have already earned credits with a grade of B or higher as nonmatriculated students, may transfer only two (2) courses or eight (8) credits, whichever is greater, from nonmatriculated status to matriculated status. In exceptional situations, up to 12 credits earned as a nonmatriculated student may be transferred to matriculated status.

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.

Students who are accepted into the Geography MA program and register for courses may transfer up to a maximum of 9 credits of relevant graduate coursework from regionally accredited institutions, including courses taken at Hunter College while enrolled in another degree program, whether a master's degree was awarded or not. Transfer of credits is subject to review and approval by the Graduate Adviser. Applicants to this program should be aware that there is no promise of automatic transfer of credit on the graduate level. With the approval of the Graduate Adviser, students may include up to 9 credits of graduate-level courses taken outside the Department of Geography at Hunter College toward completion of their degree, including transferred courses and courses taken in other CUNY graduate programs. (Exception: students who have received their B.A. in Geography or Environmental Studies from Hunter College may, with the approval of the Graduate Adviser, include up to twelve credits taken outside the department.)

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

The School of Arts and Sciences allows four years to complete a MA degree. A petition to the Dean is required to exceed the limit. Most full-time students are able to complete the MA requirements in 4 semesters or fewer. To accommodate all students, many courses are offered during the evening.

Assistantships

A limited number of teaching and research assistantships are available from the department. Students seeking assistantships should state so in their statement of purpose included with the application. They should also indicate what skills and qualifications they have for research or teaching assistance.

Note(s)

** 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.*

**** Students must submit to their committee the proposal for thesis research no later than the end of the semester in which they finish their 20th credit in the program.*

Return to: Geography Department

History

About the Department

The department offers two graduate level programs in history. The first is a master's degree through a joint program with the School of Education. This degree prepares students for New York State certification, which will enable them to teach social studies at the adolescent level (grades 7 – 12). The second leads to an MA in History with a concentration selected by the student in consultation with the faculty. This degree serves as either a terminal degree or as preparation for historical study on the doctoral level, which students can undertake at other institutions.

Programs and Courses

Programs and Courses in History

Program for Teachers of Adolescent Education (Grades 7-12) — Social Studies Master of Arts

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

- Adolescent Social Studies - MA / Advanced Certificate

Administration and Faculty

Department Office:

1512 West
(212) 772-5480
email: history@hunter.cuny.edu
Website: <http://www.hunter.cuny.edu/history>

Chair:

Mary Roldán (acting)
1515 West
(212) 772-5488
mrol@hunter.cuny.edu

Graduate Adviser:

Jonathan Rosenberg
1519 West
(212) 772-5546
JRosen8637@aol.com

Education Adviser Social Studies

Terrie Epstein
1108 West
(212) 772-4675
tepstein@hunter.cuny.edu

Faculty

Angelo Angelis, Assistant Professor; PhD, CUNY; American colonial history, US Constitution

Richard Belsky, Associate Professor; PhD, Harvard; East Asian history, social and political history of Modern China

Manu Bhagavan, Associate Professor; PhD, Texas at Austin; modern South Asia, comparative colonialism and nationalism

Eduardo Contreras, Assistant Professor; PhD, Chicago: Twentieth-century US, US Latinos, urban politics, race and ethnicity, feminist/queer communities, liberalism and conservatism.

Devin Fergus, Assistant Professor; PhD Columbia: Twentieth-century US with emphasis on politics and society, race

Donna T. Haverty-Stacke, Associate Professor; PhD, Cornell; US labor history, urban history, cultural history

Thomas Head, Professor; PhD, Harvard; medieval history, history of pre-modern Christianity

Benjamin Hett, Professor; PhD, Harvard; German history, US legal history

Daniel Hurewitz, Assistant Professor; PhD, California at Los Angeles; Twentieth century US History; Queer History; politics of sexuality

Karen Kern, Associate Professor; PhD, Columbia; history of the Middle East, comparative imperialism and nationalism

Michael M. Luther, Associate Professor; PhD, Columbia; European history, history of Russia and Soviet Union, international relations, Soviet foreign policy, Russian intellectual history

Daniel Margocsy, Assistant Professor, PhD, Harvard: the scientific revolution, the Dutch Golden Age, material and visual culture

Bernadette McCauley, Associate Professor; PhD, Columbia; Twentieth-century US, immigration, ethnicity, health care, American Catholicism, history of medicine

Marta Petruszewicz, Professor; Laurea (dottorato), University of Bologna; modern European history, European economic history

Mary Roldán, Dorothy Epstein Professor of Latin American History and acting chair; PhD, Harvard; history of Latin America, history of Colombia

Jonathan Rosenberg, Associate Professor; PhD, Harvard; Twentieth-century US international history, civil rights

Robert M. Seltzer, Professor; PhD, Columbia; Jewish history, historiography, intellectual history

Laura Schor, Professor; PhD, Rochester; modern France, modern European Jewish History, European women's history

J. Michael Turner, Associate Professor; PhD, Boston; Nineteenth and Twentieth-century Latin American history, African history

Barbara Welter, Professor; PhD, Wisconsin; US History to Twentieth-century, American women, American religion

History - MA

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 Center. <http://web.gc.cuny.edu/History/>

Advanced doctoral seminars and university colloquia are offered at the CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016.

Requirements for Admission

General admission requirements to the graduate programs in the arts and sciences are observed. Eighteen undergraduate credits in History, a 3.0 average, and satisfactory GRE scores are required, as well as two letters of recommendation.

Requirements for the Degree

Each candidate must complete an approved program of study of at least 30 credits, including the thesis seminar, with a B average. Students will be strongly encouraged to take the following two courses: HIST 78000 - History Colloquium for First-Year MA Students and HIST 79000 - Research Methods for First-Year MA Students, a colloquium and a research methods course. Courses other than those in the Department of History at Hunter College may be credited toward the 30 credits with the approval of the graduate adviser, but they may in no case exceed 9 credits.

A reading knowledge of one foreign language is required, to be determined by a written examination offered twice per year. The choice of language must have the approval of the graduate adviser.

After completion of all other requirements, the candidate for the degree must present a satisfactory master's thesis prepared in conjunction with the thesis seminar (HIST 77900), approved by two faculty scholars in the appropriate field of history and the graduate adviser. Guidelines for the writing of the master's thesis are available from the graduate adviser online and in the History Department office.

Mathematics and Statistics

About the Department

The Department of Mathematics and Statistics offers a choice of master's programs. The MA in Pure Math is a 30-credit degree. The course work largely mirrors the first two years of a doctoral program in Mathematics. Achievement of the degree includes a comprehensive examination. In addition students must show reading competency in a foreign language.

The MA Program in Statistics and Applied Mathematics is intended for students interested in applications to business, science, engineering, industry, biology, and medicine, as well as teaching and research. This is a 30-credit degree. There are three tracks.

Statistics is Track I, Applied Mathematics is Track II, and Bioinformatics is Track III. Achievement of the degree requires a final project as well as working knowledge of two computer languages. The final projects provide the student with the opportunity to investigate a problem whose outcome is not previously known. Our faculty mentor the projects.

The department also has combined BA/MA programs in Mathematics or Statistics and Applied Mathematics. In addition, the department offers, jointly with the School of Education, an MA in Adolescent Mathematics Education Grades 7-12, and a combined BA/MA in Adolescent Mathematics Education. The MA in Mathematics Education 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 statistics and applied mathematics or the new Professional Certification Master's Program.

Programs and Courses in Mathematics and Statistics

Programs and Courses in Mathematics and Statistics

Program for Teachers of Adolescent Education (Grades 7-12) – Mathematics MA

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

- Adolescent Mathematics - MA / Advanced Certificate

Administration and Faculty

Department Office:

919 East
(212) 772-5300
Website: <http://math.hunter.cuny.edu>

Chair:

Robert Thompson
919 East
(212) 772-5300
robert.thompson@hunter.cuny.edu

Graduate Advisers:

John Loustau, Mathematics
913 East
(212) 772-4600
jloustau@msn.com

Edward Binkowski, Statistics
942 East
(212) 772-4715
edward.binkowski@hunter.cuny.edu

Patrick Burke, Mathematics Education
927 East
(212) 396-6043
pburke@hunter.cuny.edu

Faculty

Alberto Baider, Professor; PhD, MIT; Differential Algebra, Dynamical Systems

Ara Basmajian, Professor; PhD, SUNY Stony Brook; Hyperbolic Geometry, Discrete Groups

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

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

Patrick Burke, Lecturer; PhD, Columbia; Mathematics Education

Barry M. Cherkas, Professor; PhD, Georgetown; Partial Differential Equations, Collegiate Mathematics Education

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

Richard C. Churchill, Professor; PhD, Wisconsin; Differential Algebra, Dynamical Systems

Sandra P. Clarkson, Professor; EdD, Georgia; Mathematics and Statistics Education

Lucille Croom, Professor; PhD, Columbia; Mathematics Education

Scott Gentile, Lecturer; MA, Boston College; Mathematics Education

Thomas F. Jambois, Associate Professor; PhD, California (Berkeley); Riemann Surfaces, Algebraic Geometry

John Loustau, Professor; PhD, California (Santa Barbara); Non-associative Algebras, Computer Graphics

Ron Neath, Assistant Professor; PhD, Minnesota; Markov chain Monte Carlo, Bayesian statistical methods

Clayton Petsche, Assistant Professor; PhD, University of Texas at Austin; Theory of Numbers

Roger S. Pinkham, Visiting Professor; PhD, Harvard; Statistics, Probability, Numerical analysis, Analysis

Joseph Roitberg, Professor; PhD, NYU; Algebraic Topology

Michael Samra, Lecturer; M.Phil., CUNY; Mathematics

Verna Segarra, Lecturer; MA, City College; Mathematics Education

Brian Shay, Associate Professor; PhD, CUNY; Algebraic Topology, Reasoning Under Uncertainty (AI), Mathematics of Financial Economics

Lev Shneerson, Professor; PhD, Ural State University; Combinatorial Semigroup Theory

Dana Sylvan, Associate Professor; PhD, EPFL, Lausanne, Switzerland; Non-stationary Processes, Quantile Inference

Robert D. Thompson, Professor and Chair; PhD, Washington; Algebraic Topology

William H. Williams, Professor; PhD, Iowa State; Sampling Theory, Time Series, Econometrics

Mathematics Grades 7-12 Adolescent Education - BA/MA

Students interested in secondary school teaching may pursue a combined BA/MA program in teaching. This program requires a minimum of 141 credits.

Admission Requirements for the BA/MA in Teaching

1. Completion of at least 45 credits with a GPA of 2.8
2. Completion of at least 10 credits in mathematics, including a year of calculus (**MATH 150** and **155** or the equivalent), with an average of 2.7 in these major courses.
3. Admission to the School of Education

Degree Requirements for the BA/MA in Teaching

BA in Mathematics or Statistics

The 33 credits required for the BA in Mathematics **OR** the 32 credits required for the BA in Statistics, as described in the Undergraduate Catalog

Graduate Courses in Mathematics and Statistics

The following 15 graduate credits:

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

prereq: Calculus II and a course in linear or matrix algebra

Hours 45 hrs,

Credits 3 cr

Open only to Teacher Education Program students.

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

Hours 45

Credits 3

Open only to Teacher Education Program students.

STAT 61400 - Data Analysis Using Statistical Software

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.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

Comprehensive Examination in Mathematics

Also required is a comprehensive examination in mathematics. A student can take the comprehensive exam in mathematics twice; after that, a committee formed by the Mathematics/Statistics Chairperson and consisting of members from the Department of Mathematics and Statistics and the School of Education will decide if the student can take the exam a third and final time.

School of Education Courses

The student should consult the School of Education section of the graduate college catalog for the sequence of teacher education courses

Mathematics or Statistics and Applied Mathematics - BA/MA

The BA/MA program offers promising students the opportunity to complete both the bachelor's and master's degree requirements with a minimum of 120 credits. Requirements are the same as those for a major in the department, plus 30 credits at the graduate level. Interested students should contact the departmental graduate adviser for further information regarding eligibility and curriculum requirements.

Option 1: Accelerated BA/MA Program in Mathematics

Students complete the BA in pure mathematics with 30 additional credits at the graduate level in pure mathematics approved by the departmental graduate adviser.

Option 2: Accelerated BA/MA Program in Statistics and Applied Mathematics

Students complete the BA in statistics or mathematics with 30 additional credits at the graduate level in applied mathematics, statistics and computer science approved by the departmental graduate adviser.

Mathematics: Pure Mathematics - MA

Students in the MA program in Pure Mathematics want to investigate mathematics beyond the undergraduate level. Most have a bachelor's degree in math. But there are always several with an undergraduate degree in a related topic and a few students, whose undergraduate background is completely unrelated. In both of these cases the students filled out their math background prior to applying for admissions.

Students use this program for various purposes. Many use their added math background as part of a competitive application to a doctoral program. In-service teachers gain permanent certification via their MA. Others use their degree to seek employment or advancement to positions that require an advanced degree. Several seek positions as instructors at local area colleges. Others are in areas unrelated to education.

Admission Requirements for the MA in Pure Mathematics

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. The Department's requirements are flexible. They are intended to encourage students without a prior specialization in mathematics to pursue a degree in mathematics.

Degree Requirements for the MA in Pure Mathematics

Thirty credits (10 courses) from courses chosen as follows:

1. Algebra Requirement

MATH 72100 - Modern Algebra I

Group theory including symmetric groups, Sylow theorems, fundamental structure theorem for finite Abelian groups and the canonical forms for linear transformations.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3

Credits 3

Offered every other fall semester in even numbered years The group theory portion of a three-semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course is required for the MA in Pure Mathematics.

and at least one of

MATH 72200 - Modern Algebra II

Extension fields to the fundamental theorem of Galois Theory and solvability by radicals. Commutative rings to the Hilbert basis theorem and elements of algebraic varieties.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3

Credits 3

Offered every other fall semester in odd numbered years The ring and field theory portion of a three semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics.

or

MATH 72500 - Advanced Linear Algebra

Topics in advanced linear algebra and multilinear algebra.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3

Credits 3

Offered every spring semester

The linear algebra portion of a three-semester group of abstract algebra courses including MATH 72100, 72200, and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. It is intended for both Pure and Applied MA students. An undergraduate course in abstract algebra is preferred, but not required.

2. Analysis Requirement

MATH 74600 - Theory of Functions of a Real Variable I

Real numbers, Lebesgue measure, metric and L_p spaces, general measure and integration theory.

prereq: 1 year of advanced calculus

Hours 45

Credits 3

and at least one of

MATH 74200 - Analytic Functions

Theoretical treatment of the properties of a function of a complex variable including Cauchy's Theorem, the special functions, power series, and the Riemann Mapping theorem.

prereq: MATH 35300 or equivalent and departmental permission

Hours 3

Credits 3

Offered every other spring semester in even numbered years.

A stand-alone course in functions of a complex variable presented at a higher level than MATH 35300 or MATH 64200. The course is intended for both Pure and Applied Math students and optionally a required course for the MA in Pure Math. An undergraduate course in complex variables is preferred, but not required.

or

MATH 74700 - Theory of Functions of a Real Variable II

L-p spaces, Hilbert spaces, Banach spaces, the Hahn-Banach Theorem, the Riesz presentation theorem.

prereq: MATH 35200 or equivalent and departmental permission

Hours 3

Credits 3

Offered in alternate years during the summer session. The functional analysis portion of a three-semester group of analysis courses including MATH 74200, 74700, and 74700. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. This course is recommended to applied math students interest in theoretical foundation for numerical analysis.

3. Geometry and Topology Requirement

at least one of

MATH 75100 - General Topology

Topology of plane sets, continuous functions, separation axioms, compact and metric spaces.

prereq: advanced calculus or permission of Department

Hours 45

Credits 3

or

MATH 75000 - Calculus on Manifolds

The derivative as a linear map; the Riemann integral, including Fubini's Theorem and the Change of Variable formula; tensor and exterior algebras; differential forms and integrals thereof; Stokes' Theorem.

prereq: MATH 26000 and MATH 35200 or permission of the instructor.

4. Elective Course Requirement (15 credits)

Fifteen credits (5 courses) from MATH 70000 and/or STAT 70000-level courses approved by the graduate mathematics adviser are required. The department's course rotation schedule may make it necessary to substitute a limited number of courses at the MATH 60000 level with permission of the adviser.

5. Written comprehensive examination

Written comprehensive examinations are required in algebra and analysis (see 1 and 2 above) and in two additional areas to be chosen by the student with the adviser's approval. The comprehensive examinations must be completed in the student's final semester. Students who fail an examination may repeat the examination. If a student fails an examination twice, the department chair will appoint a committee to review the student's case. The student may be allowed to repeat the examination for a final time or may be required to leave the program.

6. Reading knowledge

Students must exhibit a reading knowledge of French, German, Russian or another language with a sufficiently rich mathematical literature.

Note

For further information on the MA in Pure Mathematics, please contact Professor John Loustau: jloustau@msn.com.

Statistics and Applied Mathematics - MA

Three program sequences are available for the MA in Statistics and Applied Mathematics, Track I: Statistics and Track II: Applied Mathematics, Track III: Bioinformatics.

- Statistics and Applied Mathematics - Track I: Statistics
- Statistics and Applied Mathematics - Track II: Applied Mathematics
- Statistics and Applied Mathematics Track III: Bioinformatics

Statistics and Applied Mathematics - Track I: Statistics

Return to: Programs and Courses in Mathematics and Statistics

Admission Requirements for Track I: Statistics

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. In addition, the department requires one semester of Linear Algebra (Math 260) and one semester of Multivariate Calculus (Math 250). The department's requirements are minimal. They are intended to encourage students without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics.

Degree Requirements for the MA Track in Statistics

Thirty credits (10 courses)* from courses chosen as follows:

Core Curriculum** (15 credits, 5 courses)

STAT 70100 - Advanced Probability Theory I

Non-measure theoretic probability. Combinatorics, random variables, distributions. Moment generation functions. Limit laws.

prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department

Hours 45

Credits 3

STAT 70200 - Advanced Probability Theory II

Continuation of STAT 70100. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

prereq: STAT 70100 or permission of the department

Hours 45 hrs,

Credits 3 cr

STAT 70300 - Mathematical Statistics

Bernoulli, binomial, Poisson and other discrete density functions. Continuous distributions: the normal, t, chi square and F distributions. Order Statistics. Point and interval estimation, maximum likelihood and Bayes' estimation. Testing hypotheses, the Neyman-Pearson lemma, likelihood ratio tests. An introduction to linear models and the design of laboratory experiments. The analysis of variance.

prereq: permission of the department

Hours 45

Credits 3

STAT 70600 - General Linear Models I

The multivariate linear model. Model building. Indicator variables. Variable screening. Residual analysis. Weighted regression. Correlated errors. Multi-collinearity. Polynomial regression. The principles of experimental design. The analysis of variance. Computer lab sessions.

prereq: STAT 70100 and 70300 or equivalent or permission of department

Hours 45 hrs,

Credits 3 cr

STAT 70700 - General Linear Models II

A review of multivariate linear model and maximum likelihood estimation. Nonlinear regression models. Logistic and Poisson regression models. Family of generalized linear models. Multidimensional tables. Odds ratio. Model selection and evaluation. Computer-based exploratory data analysis. Examples from the life sciences.

prereq: STAT 70600 or equivalent

Hours 45

Credits 3

Electives (12 credits, 4 courses)

Twelve 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. Electives must be approved by the Graduate Statistics and Applied Math Adviser.

Project (3 credits, 1 course)

The student, guided by a member of the faculty, prepares a project in statistics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement.

STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department

Hours 45

Credits 3

Note(s)

*For further information on the MA in Statistics, please contact Professor Edward Binkowski;
ed.binkowski@gmail.com*

**The 30 credits (10 courses) must be approved by an adviser and constitute a concentration.*

***Courses already taken as an undergraduate will satisfy specific course requirements but are not included in the 30 credit (10 course) total.*

Return to: Programs and Courses in Mathematics and Statistics

Statistics and Applied Mathematics - Track II: Applied Mathematics

Return to: Programs and Courses in Mathematics and Statistics

Most students in Track II do their project in differential equations. The context may be engineering or finance. The techniques may be from numerical analysis or statistics or a combination of these.

Admission Requirements - Track II: Applied Mathematics

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. In addition, the department requires one semester of Linear Algebra (Math 260) and one semester of Multivariate Calculus (Math 250). The department's requirements are minimal. They are intended to encourage students without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics.

Degree Requirements for the MA Track in Applied Mathematics

Thirty credits (10 courses)* from courses chosen as follows:

Core Curriculum** (15 credits, 5 courses)

MATH 60100 - Mathematical Methods for the Physical Sciences

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.

prereq: a course in ordinary differential equations

Hours 45 hrs,

Credits 3 cr

MATH 74600 - Theory of Functions of a Real Variable I

Real numbers, Lebesgue measure, metric and L_p spaces, general measure and integration theory.

prereq: 1 year of advanced calculus

Hours 45

Credits 3

STAT 70100 - Advanced Probability Theory I

Non-measure theoretic probability. Combinatorics, random variables, distributions. Moment generation functions. Limit laws.

prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department

Hours 45

Credits 3

STAT 70200 - Advanced Probability Theory II

Continuation of STAT 70100. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

prereq: STAT 70100 or permission of the department

Hours 45 hrs,

Credits 3 cr

STAT 70600 - General Linear Models I

The multivariate linear model. Model building. Indicator variables. Variable screening. Residual analysis. Weighted regression. Correlated errors. Multi-collinearity. Polynomial regression. The principles of experimental design. The

analysis of variance. Computer lab sessions.

prereq: STAT 70100 and 70300 or equivalent or permission of department

Hours 45 hrs,

Credits 3 cr

Electives (12 credits, 4 courses)

Twelve 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. Electives must be approved by the Graduate Statistics and Applied Math Adviser.

Suggested electives are:

MATH 64200 - Introduction to Theory of Functions of a Complex Variable

Complex numbers, analytic functions, elementary functions, contour integrals, Cauchy integral theory, series.

prereq: a course in advanced calculus

Hours 45

Credits 3

MATH 68500 - Numerical Methods

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.

prereq: a course in ordinary differential equations

Hours 45

Credits 3

MATH 78500 - Advanced Numerical Analysis, Finite Differences and Collocation

Advanced topics in numerical analysis, Finite difference method, von Neumann stability, Lax equivalence. Polynomial interpolation, numerical integration and collocation method.

prereq: MATH 38500 and departmental permission

Hours 3

Credits 3

Offered alternate years during the summer session One of a two-semester group of courses presenting numerical analysis at the graduate level. This course is primarily for students in the applied math MA program.

MATH 65400 - Dynamical Systems and Chaos

Topics include: flows in one and two dimensions; phase portraits; limit cycles; bifurcations; iterated maps on the interval; introduction to chaos and fractals; the Mandelbrot set and its significance.

prereq: a course in multivariate calculus and a course in linear algebra

Hours 45

Credits 3

Familiarity with MAPLE or MATHEMATICA encouraged

MATH 74700 - Theory of Functions of a Real Variable II

L-p spaces, Hilbert spaces, Banach spaces, the Hahn-Banach Theorem, the Riesz presentation theorem.

prereq: MATH 35200 or equivalent and departmental permission

Hours 3

Credits 3

Offered in alternate years during the summer session. The functional analysis portion of a three-semester group of analysis courses including MATH 74200, 74700, and 74700. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. This course is recommended to applied math students interest in theoretical foundation for numerical analysis.

STAT 70300 - Mathematical Statistics

Bernoulli, binomial, Poisson and other discrete density functions. Continuous distributions: the normal, t, chi square and F distributions. Order Statistics. Point and interval estimation, maximum likelihood and Bayes' estimation. Testing hypotheses, the Neyman-Pearson lemma, likelihood ratio tests. An introduction to linear models and the design of laboratory experiments. The analysis of variance.

prereq: permission of the department

Hours 45

Credits 3

STAT 70700 - General Linear Models II

A review of multivariate linear model and maximum likelihood estimation. Nonlinear regression models. Logistic and Poisson regression models. Family of generalized linear models. Multidimensional tables. Odds ratio. Model selection and evaluation. Computer-based exploratory data analysis. Examples from the life sciences.

prereq: STAT 70600 or equivalent

Hours 45

Credits 3

STAT 71500 - Time Series Analysis

Introduction to univariate Box-Jenkins (difference equation) time-series modeling. Topics include ARIMA models; stationarity; forecasting; diagnostics; and seasonal modeling. Extensive use of process control and economic time series. Transfer function models.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

STAT 72200 - Theory of Games

Utility, zero-sum two-person games, minimax theorem or rectangular games. Relation to linear programming; applications to problems in economics and other fields.

prereq: a course in linear algebra and a course in probability

Hours 45

Credits 3

STAT 72600 - The Theory and Methods of Sampling

The techniques of modern sampling with applications to human population studies. Structured sampling designs. Unequal probability sampling. Efficient sampling. Accuracy, precision and the sources of bias. Longitudinal panel study design. The study of available Federal data bases relating to the health and welfare of US residents.

prereq: STAT 70100 or equivalent, or permission of the department

Hours 45

Credits 3

STAT 73900 - Bayesian Statistics

Conditional probability. Normal prior and likelihood. Conjugate and improper prior distributions. Bayesian statistical paradigm and inference using sample-based numerical methods (e.g., EM, MCMC). Markov chains and Hidden Markov Models. Computer lab sessions.

prereq: prereq: C or better in STAT 61400, or permission of instructor. Adequate preparation in calculus and matrix algebra is assumed. Familiarity with a computing environment is encouraged.

Hours 45

Credits 3

STAT 78600 - Visualization for Statistics and Applied Mathematics

The structure and purpose of visualization systems, including fully developed examples from statistics and applied mathematics. Final project using advanced analysis techniques required.

prereq: STAT 61400 or MATH 68500 or permission of the instructor

Hours 45

Credits 3

STAT 78700 - Statistical Models for Spatial Data

Spatial data and spatial models, intrinsic stationarity, large and small sample variation, the variogram, estimation of the variogram, prediction and kriging, spatial models on lattices, spatial point patterns.

prereq: STAT 70100 and STAT 70300 (theory); STAT 71600 or STAT 78600 (data analysis, programming); or permission of the instructor

Hours 45

Credits 3

Project

The student, guided by a member of the faculty, prepares a project in applied mathematics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement.

STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department

Hours 45

Credits 3

MATH 77700 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department

Hours 45

Credits 3

Note(s)

**The 30 credits (10 courses) must be approved by an adviser and constitute a concentration.*

***Courses already taken as an undergraduate will satisfy specific course requirements but are not included in the 30 credit (10 course) total.*

Return to: Programs and Courses in Mathematics and Statistics

Statistics and Applied Mathematics Track III: Bioinformatics

Return to: Programs and Courses in Mathematics and Statistics

Admission Requirements for Track III: Bioinformatics

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. In addition, the department requires one semester of Linear Algebra (Math 260) and one semester of Multivariate Calculus (Math 250). The department's requirements are minimal. They are intended to encourage students without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics.

The Bioinformatics track allows students with career plans in the biomedical sciences and without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics. In addition to the above

departmental requirements for admission to the MA program in Statistics and Applied Mathematics, it is required that the student have an adequate undergraduate training in biological sciences, chemistry, or related fields, as well as strong computer programming skills. The following track requirements, or their equivalents, are the minimal requirements that the student must meet in order to enter the Bioinformatics track:

1. One semester of introductory biology (BIOL 100 or equivalent)
2. One year of general chemistry (CHEM 102-105 or equivalent)
3. One semester of organic chemistry (CHEM 222 or equivalent)
4. One semester of biological chemistry (BIOL 300 or equivalent)
5. Familiarity with UNIX and database programming (CSCI 132-232 or equivalent)

Degree Requirements for Track III: Bioinformatics

*Thirty credits (10 courses) chosen as follows:

Core Curriculum** (15 credits, 5 courses)

STAT 70100 - Advanced Probability Theory I

Non-measure theoretic probability. Combinatorics, random variables, distributions. Moment generation functions. Limit laws.

prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department

Hours 45

Credits 3

STAT 70300 - Mathematical Statistics

Bernoulli, binomial, Poisson and other discrete density functions. Continuous distributions: the normal, t, chi square and F distributions. Order Statistics. Point and interval estimation, maximum likelihood and Bayes' estimation. Testing hypotheses, the Neyman-Pearson lemma, likelihood ratio tests. An introduction to linear models and the design of laboratory experiments. The analysis of variance.

prereq: permission of the department

Hours 45

Credits 3

STAT 70600 - General Linear Models I

The multivariate linear model. Model building. Indicator variables. Variable screening. Residual analysis. Weighted regression. Correlated errors. Multi-collinearity. Polynomial regression. The principles of experimental design. The analysis of variance. Computer lab sessions.

prereq: STAT 70100 and 70300 or equivalent or permission of department

Hours 45 hrs,

Credits 3 cr

STAT 71600 - Data Analysis

Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics selected from: data summaries; transformations; the jackknife and re sampling schemes; robust estimation; and robust regression methods.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

This course is cross-listed with BIOS 75600

STAT 71700 - Multivariate Analysis

An introduction to multivariate methods. Topics selected from: factor analysis; discriminant analysis; clustering; multidimensional scaling; MANOVA; canonical correlation; and projection- pursuit.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course; familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

STAT 73900 - Bayesian Statistics

Conditional probability. Normal prior and likelihood. Conjugate and improper prior distributions. Bayesian statistical paradigm and inference using sample-based numerical methods (e.g., EM, MCMC). Markov chains and Hidden Markov Models. Computer lab sessions.

prereq: prereq: C or better in STAT 61400, or permission of instructor. Adequate preparation in calculus and matrix algebra is assumed. Familiarity with a computing environment is encouraged.

Hours 45

Credits 3

Electives (12 credits, 4 courses)

Four graduate courses in biology, chemistry, or related fields. These must constitute a cohesive curriculum in bioinformatics, and must be approved by the Graduate Bioinformatics Adviser.

Suggested electives in the natural sciences are:

ANTH 79000 - Biological Anthropology (Core Course)

An introduction to the biology and evolutionary history of humans, including evolutionary theory, genetics, morphology, primate behavior, sociobiology, and paleontology.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 79300 - Human Evolutionary Genetics

Analysis of distribution of contemporary human populations and microevolutionary processes that underlie human variability.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,

Credits 4 cr

fall only

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr

fall only

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,

Credits 4 cr

Spring only

BIOL 79049 - Computational Molecular Biology

An introduction to bioinformatics theories and practices. Topics include database searching, sequence alignment, molecular phylogenetics, structure predication, and microarray analysis. The course is held in a UNIX-based instructional lab specifically configured for bioinformatics applications. Each session consists of instruction on bioinformatics theories

and hands-on exercises.

This course is designed for upper-level undergraduates and graduate students. Prior experiences in the UNIX Operating System and at least one programming language are required.

prereq: CSCL132 (Practical Unix and Perl Programming) and BIOL 300 (Biochemistry), or permission by the instructor.
spring only

CHEM 69803 - Chemical Genomics

The advent of high-throughput technologies and powerful computational tools is transforming the manner new drugs are developed. This course (bioinformatics) is designed to introduce students to two emerging areas of drug development, namely (1) computer-assisted drug design and (2) personalized medicine. Computer-assisted drug design is an approach to design drugs based on three dimensional structures of macromolecules. Personalized medicine, on the other hand, aims at tailoring patient treatments based on individual genetic information (biomarkers). In this course, students will be first equipped with fundamental theoretical and experimental concepts related to these topics. Then, they will learn how to acquire new knowledge in these exciting fields of drug development through critical analysis of literature.

Hours 3

Credits 3

Project (3 credits, 1 course)

The student, guided by a member of the faculty, prepares a project in bioinformatics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement.

STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department

Hours 45

Credits 3

Notes

For further information on the MA in Bioinformatics, please contact Professor Ronald Neath:rneath@hunter.cuny.edu.

*The 30 credits (10 courses) must be approved by an advisor and constitute a concentration.

***Courses already taken as an undergraduate will satisfy specific course requirements but are not included in the 30 credit (10 course) total.*

Music

About the Department

The Department of Music at Hunter College offers a variety of courses and degree programs catering to the needs of a diverse student body. Undergraduate degree programs include Bachelor of Arts with major in Music and Bachelor of Music with concentration in performance. Graduate degree programs include Master of Arts with a variety of concentrations and Master of Arts in Teacher Education. Courses include topics in music performance, theory, history, ethnomusicology, and music education. Private lessons are available on all instruments and voice, either with Hunter faculty members or with expert teachers outside the College. There are approximately 150 undergraduate music majors and 80 graduate students in the department. In addition to academic courses and private lessons, the Music Department sponsors activities such as concerts, lectures, master classes, and social events.

Programs and Courses

- Music - MA
- Music Dual - BA/MA
- Music Teacher Education - BA/MA

Admission requirements and other information about the Music Education (Pre-K-12) MA program is available through the School of Education.

- Music Education: Pre-K-12 – MA

Administration and Faculty

Department Office:

416 North
(212) 772-5020
Website: <http://www.hunter.cuny.edu/~music/>

Chair:

Ruth DeFord
417 North
(212)772-5020
music@hunter.cuny.edu

Director of Graduate Studies:

L. Poundie Burstein
400D North
(212) 772-5152
gradmus@hunter.cuny.edu

Director of Music Education Program:

Victor Bobetsky
400A North
(212) 650-3574
victor.bobetsky@hunter.cuny.edu

Educational Sequence Adviser:

Carla Asher
1000 West
(212) 772-4621
carla.asher@hunter.cuny.edu

Faculty

Reuben Blundell, Assistant Professor; DMA, Eastman School of Music; Performance

Victor Bobetsky, Associate Professor; DMA, University of Miami; Music Education

Richard Burke, Associate Professor; PhD, CUNY; Music History

Geoffrey Burlson, Associate Professor; DMA, Stony Brook; Performance

L. Poundie Burstein, Professor; PhD, CUNY; Music Theory

Michele Cabrini, Assistant Professor; PhD Princeton; Music History

Catherine Coppola, Lecturer; PhD, CUNY; Music History

Ruth DeFord, Professor and Department Chair; PhD, Harvard; Music History

Philip Ewell, Assistant Professor; PhD, Yale; Music Theory

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

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

Ryan Keberle, Lecturer; Artist Diploma, Juilliard; Jazz Studies

Shafer Mahoney, Associate Professor; PhD, Eastman School of Music; Composition

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

Mark Spicer, Associate Professor; PhD, Yale; Music Theory

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

Music - MA

Return to: Music Department

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 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 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see <http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons> for details). Students may also study with an outside teacher of their choice, pending approval by the Music Department.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, music history, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

Requirements for the Degree

The following programs are required for students concentrating in composition, ethnomusicology, music history, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

Core courses required of all students:

MUS 70000 - Music Bibliography and Research Techniques

Study of sources and bibliographical methods as applied to musical material.

*Hours 45 hrs,
Credits 3 cr*

MUS 72400 - Advanced Studies in Music Theory 1

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

*prereq: 4 sem. of undergraduate music theory courses
Hours 45 hrs,
Credits 3 cr*

MUS 72500 - Advanced Studies in Music Theory 2

Analysis and theory of compositional styles from 1900 to the present.

*prereq: 4 sem. of undergraduate music theory courses
Hours 45
Credits 3*

-OR-

MUS 75300 - Transcription and Analysis in Ethnomusicology

Critical examination and application of contemporary techniques to selected examples from various cultures.

Hours 45

Credits 3

MUS 75100 - 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.

Hours 45

Credits 3

MUS 75200 - 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.

Hours 45

Credits 3

MUS 77500 - Seminar in Ethnomusicology 1

A history of the discipline; the development of theories and methods; selected problems.

Hours 45

Credits 3

-OR-

MUS 77600 - 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.

Hours 45

Credits 3

-OR-

MUS 77900 - 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.

Hours 45

Credits 3

Required courses for each concentration (may be modified with permission of the graduate adviser):

Composition: 9 cr

MUS 73100 - Composition 1

Fundamental musical materials and compositional techniques of the 20th century. Students will complete weekly compositional exercises, each emphasizing a specific technique.

Hours 45

Credits 3

MUS 73200 - 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.

Hours 45

Credits 3

MUS 79900 - Thesis in Composition

Individual study of composition under supervision.

Credits 3

Ethnomusicology: 9 cr

MUS 77600 - 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.

Hours 45

Credits 3

ANTH 70100 - Ethnology (Core Course)

Surveys history, methods, theory, and basic findings of cultural and social anthropology.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3

Note(s)

MUS 75300 and MUS 77500 must be included in core.

History: 9 cr

MUS 76000 - Seminar in Music History

Problems in research and analysis in selected areas of music history.

Hours 45 hrs,

Credits 3 cr

May be taken twice for credit.

Must be taken twice

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3

Theory: 9 cr

MUS 74000 - Seminar in Music Theory and Analysis

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

Hours 45

Credits 3

May be taken 3 times for credit.

Must be taken twice

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3

Note

MUS 72500 must be included in core.

Performance: 9 cr

MUS 78100 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3

MUS 78200 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3 cr

MUS 78300 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3

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, 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.

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3

MUS 79900 - Thesis in Composition

Individual study of composition under supervision.

Credits 3

Music Dual - BA/MA

Return to: Music Department

The department offers unusually gifted undergraduate students the opportunity to obtain a master's degree in four years with a minimum of 120 credits. Requirements are the same as those for the 42-credit BA, plus 30 credits at the graduate level. Matriculation is open only to those who are currently undergraduate students at Hunter College. Interested students should consult with the undergraduate adviser to set up a curriculum appropriate to their individual backgrounds. In addition, the graduate adviser must be consulted about the MA requirements; see <http://www.hunter.cuny.edu/music/grad-students/admissions/ba-ma/?searchterm=ba/ma> for details.

Music Teacher Education - BA/MA

Return to: Music Department

Exceptionally qualified undergraduate students may obtain a master's degree in teacher education in 5-6 years with a minimum of 140 credits. Requirements are the same as those for the 42-credit BA plus those for the MA in teacher education (45 credits at the graduate level). Matriculation is open to undergraduates with at least 60 credits who have a cumulative grade point average of 2.8 or better and a major subject index of at least 3.0. Students must have completed at least 24 credits of course work in music, including at least two semesters of music history, four semesters of music theory, and two semesters of performance techniques. At least 12 credits, including at least 6 credits in music major courses, must have been taken at Hunter College. Students must have passed the music department's piano proficiency examination, and they must demonstrate reasonable mastery on an instrument (which may be a keyboard instrument) or voice. They must be admitted to the program by both the music department and the School of Education. They must maintain the grade point averages required for admission at all times in order to remain in the program; see

<http://www.hunter.cuny.edu/music/grad-students/admissions/ba-ma/?searchterm=ba/ma> for details.

Philosophy

About the Department

Some members of the Hunter College Department of Philosophy participate in the MA and PhD programs in philosophy based at the City University Graduate Center. Information concerning degree requirements, courses, etc., may be obtained from:

<http://web.gc.cuny.edu/philosophy>.

Chair:

Laura Keating
1413 West
(212) 772-4972
lkeating@hunter.cuny.edu

Faculty

Iakovos Vasiliou
Professor, Executive Officer
PhD Program in Philosophy
CUNY Graduate Center
365 Fifth Avenue
New York, NY 10016-4309

Physics and Astronomy

About the Department

The Department of Physics and Astronomy has graduate and post-graduate research programs in theoretical and experimental physics. Students may obtain the MA in Physics or MA in Adolescent Education from Hunter College, and/or the joint PhD degree in Physics from Hunter College and the City University Graduate Center. The doctoral program is designed 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 physical sciences. The Department offers all levels of graduate courses jointly with the Graduate Center. Faculty of the department are pursuing projects in the forefront of modern research. The focuses include experimental research in astronomy, optics and spectroscopy, biophysics and biomedical optics, nuclear magnetic resonance and renewable energy materials, and theoretical research in nanophysics, quantum information and quantum optics, chemical physics, and time-frequency analysis. The research programs are well funded by nine different government agencies. Many of our faculty members are leaders of their fields, won prestigious awards, and earned international recognition.

Programs and Courses

Programs and Courses in Physics and Astronomy

Program for Teachers of Adolescent Education (Grades 7-12) – Physics MA

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

Adolescent Physics - MA / Advanced Certificate

Doctor of Philosophy

Doctor of Philosophy in Physics

Hunter College offers Doctor of Philosophy in Physics jointly with the Graduate Center. Students may be accepted into this Program with the approval of the Admissions Committee of the Doctoral Program in Physics at the Graduate Center.

Students enrolled in the Hunter College MA program who achieve satisfactory records and pass CUNY's first PhD examination may be admitted to the PhD program subject to the approval of the Admissions Committee of the Graduate Center. 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.

Administration and Faculty

Department Office:

1225 North
(212) 772-5248
Secretary: pharris@hunter.cuny.edu

Chair:

Leon Cohen (Acting)
1218 North
(212) 772-5790
lcohen@hunter.cuny.edu

Graduate Adviser for MA and PhD in Physics:

Yuhang Ren
1204 North
(212) 772-5258
yre@hunter.cuny.edu

Adolescent or Teacher Education Program Adviser:

Rodney Varley
1216 North
(212) 772-5252
rvarley@hunter.cuny.edu

Education Adviser:

Stephen Demeo
908 West
(212) 772-4776
sdemeo@hunter.cuny.edu

Faculty

Janos A. Bergou, Professor; PhD, Lorand Eotvos; Intense Field Electrodynamics, Multiphoton Processes, Nonlinear and Quantum Optics, Quantum Information

Ying-Chih Chen, Professor and Department Chair; PhD, Columbia; Laser Physics, Laser Devices, Biomedical Imaging, Photoacoustics

Leon Cohen, Professor; PhD, Yale; Quantum Mechanics, N-Body Self Gravitation Problem, Wave Propagation in Random Media

Kelle Cruz, Assistant Professor, PhD. Pennsylvania; Astronomy, Astrophysics

Noel Goddard, Assistant Professor; PhD, Rockefeller, Biophysics

Steven G. Greenbaum, Professor; PhD, Brown; Magnetic Resonance, Solid State Physics, Renewable Energy Materials

Godfrey Gumbs, Distinguished Professor; PhD, Toronto; Theoretical Condensed Matter Physics, Optical and Transport Properties of Semiconductor Nanostructures

Mark Hillery, Professor; PhD, California (Berkeley); Quantum Optics, Non-linear Optics, Quantum Information

Hyungsik Lim, Assistant Professor; PhD, Cornell; Nonlinear Optics, Biomedical Optics, and Biophysics

Neepta Tatyana Maitra, Associate Professor, PhD, Harvard; Theoretical Chemical Physics, Time-Dependent Density Functional Theory

Yuhang Ren, Associate Professor; PhD, College of William & Mary, Zhejiang University (China), Nonlinear Ultra-fast Laser Spectroscopy, Condensed Matter Physics

Rodney L. Varley, Associate Professor; PhD, Brandeis; Non-equilibrium Statistical Theory of Dense Gases and Liquids, Plasma Physics

Doctor of Philosophy in Physics

Doctor of Philosophy

Hunter College offers Doctor of Philosophy in Physics jointly with the Graduate Center.

Courses of Study

The student's course of study must have the approval of an adviser. Of the 60 credits of graduate work required for the degree, no more than 9 credits may be in first-level courses; with special permission, up to 18 credits may be taken in subjects other than physics. After students pass the First Examination, they are encouraged to choose a thesis field and adviser; these decisions should normally be made within the first year of study. Doctoral students are expected to attend the regularly held colloquia.

First Examination

The student must pass the First Examination, which includes quantum mechanics, analytic dynamics, electromagnetic theory, and general physics, which covers topics selected from the fields of atomic and nuclear physics, solid state, thermodynamics and statistical mechanics and optics. For students specializing in fluid-geophysics, an examination in that area may be substituted for the quantum mechanics part of the First Examination.

Second Examination

The Second Examination tests the student's knowledge of the general areas of physics bearing on his or her field of research as well as the student's readiness to undertake a specific piece of research. Detailed information concerning the examination is available from the Executive Officer.

Dissertation

The student is required to prepare the dissertation under the guidance of a thesis adviser. Upon completion, the dissertation will be submitted to the guidance committee appointed for the student. The degree is recommended upon approval of the dissertation by the committee and upon successful completion of an oral defense of the dissertation before the committee. The dissertation must be of such a caliber as to be acceptable for publication in a standard journal when suitably condensed.

College Teaching

Each student is required to participate in some teaching of undergraduate physics courses. Specific requirements are determined for each student in consultation with the Executive Officer and the Department Chairman. In special cases research may be substituted for this requirement.

FINANCIAL AID

Every student admitted for doctoral study in Physics will have financial support for five full years of study, as long as they remain in good academic standing and progress on schedule in their doctoral research. The five-year CUNY Science Scholarship includes a full tuition waiver, annual health insurance coverage and \$24,000/year financial support.

Physics - Accelerated BA/MA

This special program for a limited number of well-qualified undergraduate students leads to a bachelor of arts and a master of arts degree. Students are offered the opportunity quickly to reach a level where they can stand in competition for admission into any doctoral program in physics. The program requires 124-126 credits (including the 30 credits required for a physics major BA degree and 30 credits from the graduate curriculum). Because this program requires a large number of physics courses, many of which have other physics courses as prerequisites, students in this program should begin taking physics courses in their first or second undergraduate semester. Students should consult the department chair, undergraduate adviser, or graduate adviser for details as early as possible.

Physics - MA

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 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.

Admission Requirements

Applicants must meet Hunter's general admission requirements; 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.

Degree Requirements

1. Program of courses

A program of courses designed in consultation with the graduate adviser 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 U70100 - Mathematical Physics

Study of the basic mathematical techniques used in physics.

Hours 60 hrs,

Credits 4 cr

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 U71100 - Analytical Dynamics

Study of advanced classical mechanics.

prereq or coreq: PHYS U70100

Hours 60 hrs,

Credits 4 cr

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 U71500 - Electromagnetic Theory

Advanced concepts of static and time-dependent electromagnetic fields.

prereq or coreq: PHYS U70100

Hours 60 hrs,

Credits 4 cr

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 U72500 - Quantum Mechanics

Basic study of quantum theory of matter including introduction to relativistic theory.

prereq or coreq: PHYS U70100

Hours 60 hrs,

Credits 4 cr

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.

- d. No more than 6 credits in 600-level courses.

Note(s)

The courses listed in sections 2(c) and 2(d) are generally offered during the daytime hours.

3. Mathematics, Astronomy, Engineering, and Physical Chemistry

A maximum of 9 credits may be accepted in physics department approved graduate courses in mathematics, astronomy, engineering, and physical chemistry.

4. Comprehensive examination

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. Residence of two semesters

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 is not generally available from the department for MA students.

Political Science

About the Department

Many members of the department participate in a PhD program based at the CUNY Graduate Center. Information can be obtained from the:

Department of Political Science
CUNY Graduate Center
365 Fifth Avenue,
New York, NY 10016

-or-

<http://web.gc.cuny.edu/dept/POLIT/index.htm>

Department Office:

1724 West
(212) 650-5500

Chair:

Charles Tien
1701 West
(212) 772-5495
polisci@hunter.cuny.edu

Psychology

About the Department

The Psychology Department offers two MA degrees in Psychology: one in General Psychology and one in Animal Behavior and Conservation (ABC) as well as a certificate program in ABC. These programs reflect the diversity of psychology as a science and profession. Course offerings range from clinical, social, and developmental psychology to animal behavior, biopsychology, and behavioral neuroscience. The General Psychology Program focuses on exposing students to the broad spectrum of approaches and areas in psychology: from behavioral, developmental, cognitive, and social approaches to applied, evaluative, and biological approaches. The Animal Behavior and Conservation Program is designed to provide students with the skills needed for successful careers in animal behavior, conservation and welfare.

The department's faculty members are actively involved in research both with human participants and a variety of animal species. A broad range of applied and research opportunities are available to our students within and beyond the department in the areas of developmental psychology, social psychology, animal behavior, physiological psychology, biopsychology and cognitive psychology. The program's departmental affiliations with community organizations and wildlife facilities make it possible for students to integrate their academic studies with supervised research experience by means of observational field placements and opportunities for research. The MA programs prepare our graduates for careers in psychology, education, social and welfare services, health services, conservation and animal welfare including work with animals in natural and custodial environments. For many of our students, the MA programs are a first step towards further study at the PhD level.

Psychology Programs and Courses

Programs and Courses in Psychology

Biopsychology: Behavioral Neuroscience

Subprogram of the PhD Program in Psychology

The specialization in Biopsychology and Behavioral Neuroscience within the CUNY doctoral program in psychology is located at Hunter College. MA students may take some of the doctoral courses with permission of the instructor. Information on the PhD subprogram in biopsychology and applications can be obtained from the Biopsychology Office, Room 611 Hunter North, 695 Park Avenue, New York, NY 10065 or at the CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016.

Administration and Faculty

Department Office:

611 North
(212) 772-5550
Website: <http://www.hunter.cuny.edu/psychology/>

Chair:

Vanya Quiñones-Jenab
611 North
(212) 772-5550
vanya.quinones@hunter.cuny.edu

MA Program in General Psychology:

611 North
(212) 772-5432
gradpsych@hunter.cuny.edu
Website: <http://www.hunter.cuny.edu/psychology/graduate-studies>

Director and Adviser:

Sandeep Prasada
email: sprasada@hunter.cuny.edu

MA Program and Certificate in Animal Behavior Concentration:

611 North
(212) 772-5617
abcpshych@hunter.cuny.edu
Website: http://www.hunter.cuny.edu/psychology/graduate-studies/copy_of_ma-animal-behavioral-conservation

Director and Adviser:

Sheila Chase
(212) 772-5617
schase@hunter.cuny.edu

**Biopsychology, Behavioral Neuroscience
(CUNY PhD Program):**

611 North
(212) 772-5621

Program Head:

Mark E. Hauber
mhauber@hunter.cuny.edu
Website: <http://www.hunter.cuny.edu/psychology/graduate-studies/doctoral-studies-in-biopsychology-behavioral-neuroscience>

Faculty

Christopher Braun, Associate Professor; PhD, University of 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, 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, Black psychology, culture and psychology

Tracy A. Dennis, Associate Professor; PhD, Penn State; Clinical and Developmental Psychology: Emotion regulation, developmental psychopathology, affective neuroscience, parenting and contextual Influences

Roseanne Flores, Associate Professor; PhD, CUNY; Developmental Psychology: Language acquisition, cognitive development, children and poverty, children and culture

Sarit Golub, Associate Professor; PhD, Harvard; Social and Health Psychology: Social, cognitive, and emotional factors that influence health behavior, with special emphasis on the interaction between behavior and the formation and maintenance of individual identity

James Gordon, Professor; PhD, Brown; Visual Psychophysiology: color vision, pattern vision, human visual development

Cheryl F. Harding, Professor; PhD, Rutgers; Behavioral Endocrinology: Brain neurochemistry and learning, effects of bacterial infection and/or mold exposure on brain structure and function

Mark E. Hauber, Professor; PhD, Cornell; Animal behavior and conservation, social recognition systems, conservation, neuroethology of sound and color perception

Michael Hoyt, Assistant Professor; PhD, Arizona State; Biobehavioral processes related to psychological adjustment and coping in the context of chronic diseases and health-related adversity

Rebecca Farmer Huselid, Associate Professor; PhD, Kansas; Social Psychology: Effects of social identity on health and academic achievement; Effects of race, gender, and immigration on stress, psychological adjustment, substance use and abuse

Shirzad Jenab, Professor; PhD, Mount Sinai School of Medicine; Drugs of abuse, gene expression, neurochemistry and neuropharmacology, CNS degenerative diseases

Ellen Tobey Klass, Associate Professor; PhD, Chicago; Clinical Psychology: Guilt, morality, honesty

Joseph Lao, Senior Lecturer; PhD, Teachers College; Developmental and Cognitive Psychology: Parenting skills, belief revision

Michael J. Lewis, Professor; PhD, Temple; Behavioral Neuroscience: Neurobiology of motivation and substance abuse; alcohol dependence and eating disorders.

Victoria Luine, Distinguished Professor; PhD, SUNY (Buffalo); Behavioral Endocrinology: Neurochemistry of hormone-dependent sexual behavior, hormonal influences on age-related memory loss

Douglas Mennin, Associate Professor; PhD, Temple; Clinical Psychology; Anxiety and mood disorders, worry, emotion regulation, physiology of emotion

Regina Miranda, Associate Professor; PhD, NYU; Clinical Psychology: Adolescent depression and suicide, hopelessness, depressive future-event schemas, the social-cognitive process of transference in depression

Peter Moller, Professor; PhD, Free University of Berlin; Animal Behavior: Multisensory integration, electrolocation & electrocommunication in electric fish, behavioral physiology, behavioral endocrinology

Helen M. Newman, Associate Professor; PhD, CUNY; Clinical Psychology: Intimate relationships, information-processing and social cognition, psychoanalytic theory, mind-body therapies

Jeffrey Parsons, Professor; PhD, Houston; Developmental Psychology: Adolescent development, risk taking, HIV/AIDS prevention, health psychology, gay/lesbian issues, substance abuse, sexual behavior

Sandeep Prasada, Professor; PhD, MIT; Cognitive and Developmental Psychology: Conceptual & lexical representation in mind and brain, language acquisition

Thomas Preuss, Associate Professor; PhD, Tübingen; Biopsychology/Neuroscience: Neuroethology of escape behavior, neural decision making, neural plasticity, sensorimotor integration of biologically relevant visual and auditory inputs

Vanya Quiñones-Jenab, Associate Professor and Department Chair; PhD, Rutgers; Biopsychology/Neuroscience: 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

Diana Reiss, Professor; PhD, Temple; Experimental Psychology: Comparative cognition, animal behavior and communication, marine mammal cognition

Salomon Rettig, Professor; PhD, Ohio State; Social Psychology: Philosophy of science in psychology; Small groups (group therapy); Ethical decision making

Peter Serrano, Associate Professor; PhD, California (Berkeley); Biopsychology/Neuroscience: Long-term potentiation, depression and memory, developmental psychobiology and learning disorders; neural mechanisms of stress, fear, and post-traumatic stress disorder

Michael Siller, Assistant Professor; PhD, California (Los Angeles); Developmental Psychology: Development of early social cognition and language; parent-child communication; children with autism

Tricia Striano, Professor; PhD Emory; Cognitive and Developmental Psychology: Infant development, autism, social cognition

Ofer Tchernichovski, Professor; PhD, Tel Aviv University; DVM, The Hebrew University. Animal behavior; Developmental learning; Vocal learning; Cultural evolution; Brain imaging; Sleep and learning; birdsong and music

Virginia Valian, Distinguished Professor; PhD, Northeastern; Cognitive and Developmental Psychology: First and second language acquisition, sex differences in cognition and achievement, gender equity

Mariann Weierich, Assistant Professor; PhD, Yale; Clinical and Cognitive Psychology: Stress, trauma, PTSD, anxiety, attention and fMRI

Jason Young, Associate Professor; PhD, Minnesota; Social Psychology: Attitudes and persuasion, political psychology, media influence, evolutionary psychology

H. Philip Zeigler, Distinguished Professor; PhD, Wisconsin; Biopsychology/Neuroscience: Neuroethology of movement, sensory processing and motor control of active touch, development of a mobile sensory system

Animal Behavior & Conservation Certificate

The Department of Psychology offers a Certificate Program in the Advanced Psychology of Animal Behavior & Conservation (ABC) registered with the New York State Education Department. The ABC certificate provides formal recognition of the training in ABC for students who already possess a baccalaureate or graduate degree in another area and, by virtue of prior educational or practical experience in animal behavior and conservation, are qualified for the additional training described in this program.

Courses are scheduled so that the certificate requirements can be completed within two years. All required, and most other courses, are offered after 5:30 PM enabling students to complete the requirements for the certificate while working.

Requirements

Students are required to complete at least 15 credits in the ABC area required for the MA in Animal Behavior & Conservation. Although a thesis is not required for non-degree students, the ability to conduct research in the ABC area must be demonstrated either through prior experience or completion of a research project while in the Certificate Program. Students who do not have an adequate background in statistics and/or research methodology will be required to take such courses in addition to those required for the Certificate.

PSYCH 71700 - Animal Behavior and Conservation in Captivity and the Wild (B)

Introduces concepts and techniques of wildlife biology and comparative psychology, with contributions from researchers in social behavior, reproductive biology, wildlife conservation, captive breeding, and animal cognition and communication.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75103 - Basic Psychological Processes 1: Perception, Learning and Comparative Cognition (S, B)

Covers the basic concepts in perception, learning and comparative psychology. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

Plus three additional ABC-related courses (9 credits)—see listing of courses for the MA in Animal Behavior & Conservation.

Animal Behavior & Conservation-MA

The growing scientific and public sentiment, awareness, and interest in conservation and animal welfare science and the importance of enrichment for zoo, laboratory, and farm animals, recently reflected in new legislation and in zoo policy has created a growing need for highly trained scientists and professionals. This 36-credit Master's Program within the Psychology Department prepares students interested in animal behavior and conservation (ABC) to develop and enhance their research skills and understanding of the behavior of animals and to acquire credentials for employment in fields related to ABC.

Admission Requirements

Students must hold a bachelor's degree comparable to that from Hunter College. Twelve undergraduate credits in psychology, including courses in statistics and experimental psychology, are generally required; however, students lacking this but with high undergraduate GPA and general GRE scores may be admitted without a strong background in psychology. Applicants are ranked according to their undergraduate grade point average, GRE exam scores, letters of recommendation, and personal statement, as well as prior course work and experience relevant to animal behavior and conservation. Note: There is no foreign-language requirement for the MA in psychology. The GRE advanced test in psychology is not required for admission.

Curriculum

Students who elect the ABC master's degree are required to complete 36 credits, consisting of a minimum of 15 credits in the ABC area in addition to the 12 credits in courses required for all Psychology MA students. All courses carry 3 credits.

Most courses are offered after 5:30 p.m. so that students can work while in the program. The sequence of course offerings enables students taking 3 courses (9 credits) per semester to graduate in 2 years.

Required Courses for all Psychology MA Students: 12 Credits

PSYCH 70100 - Advanced Experimental Psychology I

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study; examples are drawn primarily from perception, learning, cognition and animal behavior.

prereq: a graduate course in statistics

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 74700 - Experimental Social Psychology

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study. Examples are drawn primarily from social and cognitive psychology. Topics include reading and writing journal quality research reports; ethics; single and multi factor designs; small-n designs; quasi-experimental designs; survey research; laboratory and field research; observational techniques; correlational research.

prereq: a graduate course in statistics

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

This requirement can also be met for ABC students by:

PSYCH 73900 - Research Methods in Animal Behavior (A, B)

Designed to develop skills required for the study of animal behavior, such as procedures for obtaining data in laboratories or in captive and natural environments; includes observational techniques, single-subject designs, issues of reliability and external validity, non-parametric statistics.

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70200 - Proseminar in Psychology

An introduction to theoretical concepts and methods of research across a variety of content areas within psychology. Areas include social, personality and health psychology; development and cognition; sensory and developmental neuroscience; animal behavior and learning; applied research, including clinical theory. The course is team-taught by three faculty members and features guest lectures by other Hunter College faculty and the occasional outside expert.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70500 - Statistical Methods in Psychology I

Covers descriptive statistics and inferential methods, including t-tests, analyses of variance, correlation, simple regression, and an introduction to multiple regression. Some assignments require the use of a statistical computer package.

prereq: PSYCH 24800 or equivalent

Hours 30 hrs lecture, 30 hrs conf or lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70701 - Thesis Research

Individual research conducted under the supervision of a department faculty member, whose written permission must be obtained. Limited to students working on their MA thesis.

prereq: PSYCH 70500 and 70100 or 74700 approved research topic and permission of a faculty sponsor

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

Required Courses for ABC Students: 6 Credits

PSYCH 71700 - Animal Behavior and Conservation in Captivity and the Wild (B)

Introduces concepts and techniques of wildlife biology and comparative psychology, with contributions from researchers in social behavior, reproductive biology, wildlife conservation, captive breeding, and animal cognition and communication.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75103 - Basic Psychological Processes 1: Perception, Learning and Comparative Cognition (S, B)

Covers the basic concepts in perception, learning and comparative psychology. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

Elective Courses for ABC Students: Minimum of 9 Credits

PSYCH 64100 - Comparative Psychology (B)

Development and evolution of the behavior of various species, major theoretical issues, classic experiments, and contemporary research and theory.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

PSYCH 69000 - Independent Research in Psychology – 3 credits

Designed to meet the research needs and interests of individual students under the direction of a faculty sponsor. This may involve independent reading, tutorials, independent research projects, or participation in ongoing faculty research. Projects culminate in an APA-style research report or literature review.

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission

PSYCH 71600 - Animal Behavior I: Mechanisms of Behavior (B)

History of approaches to animal behavior; behavior development; proximate causation of behavior (motivation, neuroethology, and biorhythms); animal orientation and communication; cognitive ethology and culture.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

PSYCH 71751 - Field Study in Animal Behavior and Conservation (B)

Observation and study of the behavior of animals in their natural environment and application of techniques of observation and data analysis.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

PSYCH 71800 - Ethology (Animal Behavior II – Behavioral Ecology) (B)

Examines behavioral genetics, which covers the importance of single-gene effects, polygenic behavioral traits, and the utility of the concept of heritability; behavioral evolution, which covers the methods of elucidating the phylogeny of behavior when fossil evidence is not available; behavioral ecology, which focuses on mating systems, territorial behavior, feeding strategies, antipredatory behavior, and sociobiology.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

PSYCH 73000 - Psychology of Learning (B)

PSYCH 730. Psychology of Learning (B)

Contemporary phenomena and theories about learning and behavior, including both animal and human examples of learning phenomena with a focus on basic processes.

PSYCH 75400 - Applied Animal Welfare & Behavior (B)

Fundamental principles of animal behavior discussed in context of their applications to captive animal management (in laboratories, farms, zoos, aquariums, and shelters), animal welfare, and conservation. Programmatic approaches to animal care (e.g. enrichment and training) and animal welfare assessment tools will be described and evaluated.

PSYCH 75700 - Animal Thinking and Communication (S, B)

This course focuses on animal cognition and communication from the perspectives of communication theory, animal behavior, cognitive ethology and comparative cognition. Research on chimpanzees, dolphins, elephants, parrots and other animals will be covered.

prereq: PSYCH 71700 or permission of instructor or of Animal Behavior and Conservation Coordinator

Credits 3

PSYCH 75000 - Special Topics in Psychology

Readings and discussion on a selected problem or topic area – varies from semester to semester.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

*** Note**

Special Topics courses and Independent Research projects related to ABC will depend upon student and faculty interests. Recent topics included *Companion Animals in Society* and *Conservation Biology/Psychology*. ABC students may also meet the ABC-relevant course requirement by taking courses in other departments such as Anthropology and Geography with permission of the Director of the ABC program.

Breadth Requirement

ABC students satisfy a breadth requirement by taking a 3-credit course in the applied psychology area and a 3-credit course in the social/cognitive/developmental area of psychology.

Thesis Requirement

The MA thesis is a report of individual research supervised by 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 at least another reader, and by the ABC Director. An oral presentation and comprehensive examination in the area of the MA thesis, conducted by the thesis committee, is required.

Psychology - MA

The MA degree is in general psychology, but students may focus their course work, 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. Students interested in animal behavior and conservation may choose the MA in Animal Behavior & Conservation offered by the Psychology Department.

1. Applied and evaluative psychology. Faculty research interests include topics in personality, psychopathology, theories of therapeutic methods, group dynamics, health and gender, stress and stress management, substance use, tests and measurements. Although the department offers theoretical courses on clinical topics, it does not offer supervision in counseling or therapy.
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, decisionmaking, memory function in different populations.

3. Biopsychology and comparative psychology. Faculty research interests include hormonal influences on and neural control of behavior, mechanisms of drug abuse, developmental neuroscience, vision, animal learning and comparative cognition, evolution of behavior, animal orientation and communication, cerebral specialization of function.

Research Opportunities and Facilities

Students are encouraged to engage in research under faculty supervision. Laboratories at Hunter College provide specialized equipment for studies on human and animal physiology, acoustic analysis, human and animal learning, language and cognitive development, social development, and social psychology. Research is also possible at facilities of other universities and organizations where individual faculty members engage in collaborative research.

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 (preferably from college instructors), and a statement of intellectual and research interests. Generally a minimum of 12 undergraduate credits in psychology, including one course in statistics and one laboratory course in experimental psychology are required; however, students who have a high undergraduate grade point average and high general GRE scores but lack a full psychology background may apply for admission. Such students 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.

Requirements for the MA Degree

Each candidate is required to complete an approved program of study including a thesis. A minimum of 30 credits is required for the general Psychology MA.

Required courses for all MA students (12 credits):

PSYCH 70200 - Proseminar in Psychology

An introduction to theoretical concepts and methods of research across a variety of content areas within psychology. Areas include social, personality and health psychology; development and cognition; sensory and developmental neuroscience; animal behavior and learning; applied research, including clinical theory. The course is team-taught by three faculty members and features guest lectures by other Hunter College faculty and the occasional outside expert.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70500 - Statistical Methods in Psychology I

Covers descriptive statistics and inferential methods, including t-tests, analyses of variance, correlation, simple regression, and an introduction to multiple regression. Some assignments require the use of a statistical computer package.

prereq: PSYCH 24800 or equivalent

Hours 30 hrs lecture, 30 hrs conf or lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70100 - Advanced Experimental Psychology I

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study; examples are drawn primarily from perception, learning, cognition and animal behavior.

prereq: a graduate course in statistics

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 73900 - Research Methods in Animal Behavior (A, B)

Designed to develop skills required for the study of animal behavior, such as procedures for obtaining data in laboratories or in captive and natural environments; includes observational techniques, single-subject designs, issues of reliability and external validity, non-parametric statistics.

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 74700 - Experimental Social Psychology

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study. Examples are drawn primarily from social and cognitive psychology. Topics include reading and writing journal quality research reports; ethics; single and multi factor designs; small-n designs; quasi-experimental designs; survey research; laboratory and field research; observational techniques; correlational research.

prereq: a graduate course in statistics

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70701 - Thesis Research

Individual research conducted under the supervision of a department faculty member, whose written permission must be obtained. Limited to students working on their MA thesis.

prereq: PSYCH 70500 and 70100 or 74700 approved research topic and permission of a faculty sponsor

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.

Breadth Requirement

One course selected from each of the following three categories. See the course listing for category or categories into which each course falls.

1. A (applied and evaluative psychology)
2. S (social, cognitive, and developmental psychology)
3. B (biopsychology and comparative psychology)

Thesis Requirement

The MA thesis is a report of individual research supervised by 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 at least another reader, and by the graduate adviser. An oral presentation and comprehensive examination in the area of the MA thesis, conducted by the thesis committee, is required.

Financial Assistance

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

Romance Languages

About the Department

The Department of Romance Languages' Graduate Division offers MA degrees in French, Italian, and Spanish as a terminal degree or as a preparation for a doctoral program in the respective areas. The Department also offers an MA/TEP (Teacher Education Program) in each language in conjunction with the School of Education. This MA/TEP Program is designed to prepare candidates to teach in elementary and secondary schools. The department enjoys the teaching and scholarship of professors who have acquired high reputation in their respective fields.

Programs and Courses

Romance Languages (French, Italian, Spanish) - MA

Program for Teachers of Adolescent Education (Grades 7-12) - French, Italian, and Spanish MA

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

- Adolescent French - MA / Advanced Certificate

- Adolescent Italian - MA / Advanced Certificate
- Adolescent Spanish - MA / Advanced Certificate

Doctor of Philosophy

PhD programs in Romance languages are based at the City University Graduate Center. See the bulletin of the Graduate Center for a description of the PhD programs and a complete list of courses or go to www.gc.cuny.edu/

Administration and Faculty

Department Office:

1341 West
(212) 772-5108

Chair:

Paolo Fasoli
1318 West
(212) 772-5129
pfasoli@hunter.cuny.edu
Website: <http://www.hunter.cuny.edu/~romlang>

Graduate Advisers:

French:

Marlène Barsoum
1311 West
(212) 650-3511
mbarsoum@hunter.cuny.edu

Francesca Canadè Sautman
1318 West; (212) 772-5103
fsautman@hunter.cuny.edu

Julia Przybos
1327B West
(212) 772-5097
przybos@hunter.cuny.edu

Italian:

Monica Calabritto
1308 West
(212) 772-5098
mcalabri@hunter.cuny.edu

Paolo Fasoli
1318 West
(212) 772-5129
pfasoli@hunter.cuny.edu

Maria Paynter
1312 West
(212) 772-5090
mpaynter@hunter.cuny.edu

Spanish:

Rolando Perez
1409 West
(212) 772-5009
rperez@hunter.cuny.edu

Magdalena Perkowska
1319 West
(212) 772-5132
mperkows@hunter.cuny.edu

Graduate advisers Adolescent Education in Romance Languages:

French:

Julia Przybos
1327B West
(212) 772-5097
jprzybos@hunter.cuny.edu

Italian:

Maria Paynter
1312 West
(212) 772-5090
mpaynter@hunter.cuny.edu

Spanish:

Rolando Perez
1409 West
(212) 772-5009
rperez@hunter.cuny.edu

Magdalena Perkowska
1319 West
(212) 772-5132
mperkows@hunter.cuny.edu

Education Sequence Adviser for Romance Languages:

Jenny Castillo
905 West
(212) 772-4614
jmcastil@hunter.cuny.edu

Faculty

French

Marlène Barsoum, Associate Professor; PhD, Columbia; 19th-Century Literature, Francophone Literature, Autobiography, Travel Narratives

Michèle Bocquillon, Associate Professor; PhD, Cornell; 18th-Century French Literature, Epistolary Novel, Literature and the Arts

Sam DiIorio, Associate Professor; PhD, Penn; Twentieth Century French Literature and the Cinema

Evelyne Ender, Professor; PhD Université De Paris VIII

Erec R. Koch, Professor and Dean, Arts and Sciences; AB Harvard, PhD Yale; seventeenth-century French literature and culture

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

Michael Taormina, Associate Professor; PhD, Columbia; 17th Century French Literature

Francesca Canadè Sautman, Professor; PhD, UCLA; Executive Officer, French Doctoral Program, CUNY Graduate Center; Medieval and Renaissance Studies, Folklore, Women and Gender Studies

Italian

Monica Calabritto, Associate Professor; PhD, CUNY; 16th- and 17th-Century Italian Literature, Italian American Studies, Literature and the Sciences

Paolo Fasoli, Associate Professor; PhD, Toronto; Late Renaissance, Baroque and Enlightenment Literatures, Stylistics

Maria Paynter, Professor; PhD, Toronto; 19th-Century to Contemporary Literature, Theory and Criticism

Spanish

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

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

María Luisa Fischer, Associate Professor; PhD, Boston; Latin-American Poetry

Maria Hernandez-Ojeda, Associate Professor; PhD, Florida State University, (Pen)Insular & Transatlantic Literature

Rolando Perez, Associate Professor, MA, SUNY at Stony Brook, PhD, CUNY

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

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

Alicia Ramos, Associate Professor; PhD, Pennsylvania; Applied Linguistics, Methodology

Romance Languages (French, Italian, Spanish) - MA

The master's degree in French, Italian, or Spanish provides opportunities for professional advancement in teaching and professional fields that require a good knowledge of other languages and cultures. It is also a means of intellectual development for those who want to expand their knowledge in the humanities.

The MA may be taken either as a final degree or as preparation for doctoral work. It is accepted in lieu of the first year of study in the PhD program at the City University. See the Bulletin of the Graduate Center for a description of the PhD programs.

Requirements for Admission

Admission to graduate study is contingent upon admission requirements of Hunter College and upon approval by a departmental committee. Where general scholarship is superior, but the applicant did not major in the field, or preparation in that field is deemed to be insufficient, an examination and/or enrollment in specified undergraduate courses will be required. Before matriculation, applicants must demonstrate proficiency in the language of specialization.

Requirements for MA

1. Courses.

A total of 30 credits from the Literature of Specialization including a Thesis Seminar (3cr) for those students electing to write a master's essay.

2. Languages.

In addition to a high degree of competence in the language of specialization, candidates must demonstrate a reading knowledge of a second Romance language, German, or Latin.

3. Comprehensive Examination.

Candidates must pass a written examination on the field of study, in the language of specialization.

4. Master's essay.

The master's essay is optional. Topic is determined in consultation with the principal adviser. Thesis Seminar, to be taken concurrently with preparation of the essay, is completed when the essay is approved by the principal adviser and another faculty member.

Sociology/Social Research

About the Department

The core agenda of the Hunter College Sociology Department is to instruct students in a major that develops critical skills and social awareness and is also part of a broad and rich liberal arts curriculum. The Sociology Department at

Hunter College has been built with the comprehensive aim of including most of the various facets of the sociological enterprise, including: theoretical/philosophical sociologists, field and quantitative researchers, criminologists, critical and feminist theorists, specialists in media studies and consumer behavior, micro-sociologists, students of global and international studies, urban studies, and specialists in computer-based research programs.

At Hunter College, our Sociology Department faculty members fulfill a triple mission as teachers, researchers/scholars and as active members of the larger Hunter community. First, as teachers, we take seriously the rich diversity of Hunter's student body by offering courses that emphasize both local and global perspectives. We use New York City as a "laboratory" in many of our courses at both the undergraduate and master's levels including "Intro," urban sociology, quantitative methods and statistics, race/ethnicity, immigration, consumer behavior, criminology and gender studies. We also offer courses on international development and globalization. Our strength in the fields of race/ethnicity and immigration, as well as in a range of other established subfields, allows us to incorporate sociological perspectives with an appreciation of Hunter students' wonderfully diverse backgrounds and experience. Nearly all the courses that are given in these various specializations are offered on a more or less regular basis and are nearly always fully subscribed since students who are not majors also take our courses in large numbers. Both in our undergraduate and graduate programs, we encourage faculty to develop new electives on a regular basis so as to keep our curriculum up to date and interesting for students.

At the graduate level, our Master of Science in Social Research program is successful at preparing students for careers in applied sociology, and at making it possible for students to secure jobs in the non-profit, governmental and corporate world that may have traditionally been closed to them. The Master's program ("GSR") is nationally recognized as a model for integrating the applied with the theoretical in training students for the professional world. Our combined BA/MS Program also gives students who already attend Hunter an opportunity to remain engaged with their studies while becoming integrated into a community of sociologists.

Programs and Courses

Programs and Courses in Sociology/Social Research

Administration and Faculty

Department Office:

1622 West
(212) 772-5587

Chair:

Charles Green
1622 West
(212) 772-5635
cgreen@hunter.cuny.edu

Graduate Program Director and Adviser:

Howard Lune
1601 West
(212) 772-5641
hlune@hunter.cuny.edu
Website: <http://www.hunter.cuny.edu/sociology/faculty/howard-lune>

Areas of research application within MS in Social Research

- Market Research and Consumer Behavior
- Media Research and Analysis
- Research and Policy Analysis in the Public and Nonprofit Sector
- Research in International Development

Other options may be designed by students in consultation with the program director.

Faculty

Michael Owen Benediktsson, Assistant Professor; PhD, Princeton University; Urban and Cultural Sociology/Theory

Lynn Chancer, Professor; PhD, CUNY; Race/Class/Gender, Criminology/Delinquency

Erica Childs, Assistant Professor; PhD, Fordham; Race/Gender/Sexuality, Family, Media/Popular Culture

Margaret Chin, Assistant Professor; PhD Columbia; Family, Qualitative Research Methods

Thomas DeGloma, Assistant Professor; PhD, Rutgers; Culture, Cognition/memory, Symbolic Interaction, and Sociological Theory

Nancy Foner, Distinguished Professor; PhD, Chicago; Migration and Immigration, Race/Class/Gender, Urban Sociology; Joint Appointment with Graduate Center

Charles Green, Professor and Department Chair; PhD, Rutgers; Ethnic and Race Relations, Urban Sociology, Development

Marc Halling, Lecturer; BA, Minnesota; Social Theory, Medical Sociology, Media and Culture

John Hammond, Professor; PhD, Chicago; Collective Behavior/Social Movements, Political Sociology, Work and Labor Markets

Donald J. Hernandez, Professor; PhD., University of California, Berkeley; Demography, Family, Children/Youth/Public Policy

Manfred Kuechler, Professor; PhD, Bielefeld (Germany); Political Sociology, Collective Behavior/Social Movements, Quantitative Methodology

Marnia Lazreg, Professor; PhD, NYU; Development, Political Economy, Cultural Movements, Gender, Biotechnology

Howard Lune, Associate Professor; PhD, NYU; Organizations, Collective Behavior/Social Movements, Research Methods, Urban Sociology

Claus Mueller, Professor; PhD, New School for Social Research; Media Research and Analysis, Political Sociology

Joong-Hwan Oh, Associate Professor; PhD, South Carolina; Urban Criminology, Global Sociology, Race and Ethnic Relations

Ruth Sidel, Professor; PhD, Union; Children and Youth, Sex and Gender, Stratification/Mobility/Inequality

Pamela Stone, 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

Affiliated Faculty

Jeanne Weiler, Associate Professor; PhD, SUNY-Buffalo; Education, Comparative/Historical, Applied Sociology/Evaluation Research

Social Research - BA/MS

For a limited number of qualified undergraduate students, the sociology department offers an accelerated five-year program leading to a BA in sociology and an MS in social research. The program requires a total of 145 credits of college work (100 undergraduate, 45 graduate). To get the maximum financial benefit from BA/MS program, students should apply before the number of cumulative credits taken (including those being taken currently) exceeds 100 credits. All credits above 120 will be charged at the graduate tuition rates. The BA/MS program is a full-time program requiring 12 graduate credits per term.

In order to be admitted to the program students must complete their basic requirements, including their major, pass an honors course or its equivalent (cross listed graduate course, honors independent study), have an overall GPA of at least 3.5 and meet other requirements of the MS program as listed below (with the exception of the GRE exam). BA/MS applicants should have no more than 100 credits completed before entering the program and can apply for fall or spring admission. Applications on forms provided by the undergraduate advising office are filed with the undergraduate advisor, and include a copy of the current transcript and two letters of recommendation.

Students are admitted to the BA/MS program at the end of their junior year but must consult with the undergraduate advisor before they file the application.

Social Research - MS

The Department of Sociology offers an intensive program in social research leading to the master of science degree. The program is designed for individuals who wish to pursue a career in applied social 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 business corporations, organizations involved with international development, government agencies and non-profit organizations.

The program offers four broad areas of research application: market research and consumer behavior; media research and analysis; research in international development; and research and policy analysis in the public and nonprofit sector. Students may focus on one of the program's areas of specialization or, with faculty guidance, develop a customized course of study if a student is interested in an area of research other than those given above.

Students train for careers in research through a combination of course work, research in their areas of specialization, and a supervised internship in a professional research setting. 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. Internship sites have included such companies and organizations as Community Service Society; CBS; Children's Television Workshop; numerous state and city agencies; Warnako Corp.; Time-Warner, Inc.; Lou Harris Interactive; Nielsen Corp. and the United Nations. Students who are already working in research positions may use on-the-job projects as the basis of an internship, with permission of the program director.

Students wishing to learn more about the program are encouraged to talk with the Program Director, **Professor Howard Lune**, who can be reached in the program office in 1601 Hunter West or by email at hlune@hunter.cuny.edu.

Admission Requirements

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 a background in sociology or other social science are desirable but not required. General admission requirements for arts and sciences graduate programs apply, including a minimum grade point average of 3.0 and the Graduate Record Exam (GRE) or the Graduate Management Admission Test (GMAT). Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit minimum scores on the Test of English as a Foreign Language (TOEFL) of 550 on the paper based test or 213 on the computer administered test or 60 (less speaking component) on the TOEFL IBT.

Applicants who do not meet these requirements in full may apply and request special permission to enter after a mandatory personal interview.

Degree Requirements

Completion of the graduate program in social research requires a minimum of 45 credits, which include:

1. Core Courses

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

prereq: SOC 24100 or equiv

Hours 45

Credits 3

fall only Students must consult the program advisers 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.

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

prereq: GSR 70800 with grade of B or better

Hours 45

Credits 3

spring only Students must consult the program advisers 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.

GSR 71000 - Research Methods I

Application of research techniques in qualitative research, field research, participant observation, library research, analysis of textual data.

prereq: SOC 24100 or equiv or perm instr

Hours 45 hrs,

Credits 3 cr

fall only Students must consult the program advisers 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.

GSR 71100 - Research Methods II

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

prereq: GSR 71000 or permission of instructor

Hours 45 hrs,

Credits 3 cr

spring only Students must consult the program advisers 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.

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 45

Credits 3

Students must consult the program advisers 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.

GSR 71600 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

prereq: GSR 70900, GSR 71000 and GSR 71100

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 45

Credits 3

Spring only. Students must consult the program advisers 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.

2. Electives

Fifteen credits are taken in courses according to the student's interests. Some may be taken in areas of specialization among GSR courses, some may be selected from courses in other Hunter departments or CUNY colleges. See advisers.

3. Internship Requirements

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.

GSR 71800 - Research Internship

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.

Credits 6 cr

Students must consult the program advisers 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.

Additional Information

The program can be completed in two years on a full-time basis, or seven semesters on a part-time basis (two courses per semester minimum).

Research Facilities and Affiliations

Graduate social research students have access to college-wide research and computing facilities and libraries of Hunter College, as well as to GSR program facilities, including a social sciences computer lab and a focus group facility.

Course Sequence

The following links provide a recommended model for timely completion of the program. Actual student schedules will depend on student interest and advisement.

- [Social Research Recommended Path for Full-Time Study, 2 years](#)
- [Social Research, Recommended Paths for Part-Time Study, 3 - 3 1/2 Years](#)

Note(s)

All courses offered by the program are open to students from other graduate programs provided the appropriate prerequisites are met.

Social Research Recommended Path for Full-Time Study, 2 years

[Return to Social Research - MS](#)

First Year

Fall Semester

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 45

Credits 3

Students must consult the program advisers 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.

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

prereq: SOC 24100 or equiv

Hours 45

Credits 3

fall only Students must consult the program advisers 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.

GSR 71000 - Research Methods I

Application of research techniques in qualitative research, field research, participant observation, library research, analysis of textual data.

prereq: SOC 24100 or equiv or perm instr

Hours 45 hrs,

Credits 3 cr

fall only Students must consult the program advisers 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.

- GSR Elective

Spring Semester

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

prereq: GSR 70800 with grade of B or better

Hours 45

Credits 3

spring only Students must consult the program advisers 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.

GSR 71100 - Research Methods II

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

prereq: GSR 71000 or permission of instructor

Hours 45 hrs,

Credits 3 cr

spring only Students must consult the program advisers 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.

- GSR Elective
- GSR Elective

Second Year

Fall Semester

GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

prereq: GSR 70900, GSR 71000 and GSR 71100

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 71800 - Research Internship

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.

Credits 6 cr

Students must consult the program advisers 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.

- GSR Elective

Spring Semester

GSR 71600 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 45

Credits 3

Spring only. Students must consult the program advisers 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.

- GSR Elective
- GSR Elective

Note

The fall/spring sequencing of courses may change. Check the online schedule of classes.

Social Research, Recommended Paths for Part-Time Study, 3 - 3 1/2 Years

Return to Social Research - MS

If Starting in the Fall

Fall Semester

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

prereq: SOC 24100 or equiv

Hours 45

Credits 3

fall only Students must consult the program advisers 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.

GSR 71000 - Research Methods I

Application of research techniques in qualitative research, field research, participant observation, library research, analysis of textual data.

prereq: SOC 24100 or equiv or perm instr

Hours 45 hrs,

Credits 3 cr

fall only Students must consult the program advisers 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.

Spring Semester

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

prereq: GSR 70800 with grade of B or better

Hours 45

Credits 3

spring only Students must consult the program advisers 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.

GSR 71100 - Research Methods II

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

prereq: GSR 71000 or permission of instructor

Hours 45 hrs,

Credits 3 cr

spring only Students must consult the program advisers 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.

Fall Semester

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 45

Credits 3

Students must consult the program advisers 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.

GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

prereq: GSR 70900, GSR 71000 and GSR 71100

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

- GSR Elective

Spring Semester

GSR 71600 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

- GSR Elective

Summer Semester

GSR 71800 - Research Internship

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.

Credits 6 cr

Students must consult the program advisers 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.

Fall Semester

- GSR Elective
- GSR Elective

Spring Semester

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 45

Credits 3

Spring only. Students must consult the program advisers 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.

- GSR Elective

If Starting in the Spring

Spring Semester

GSR 71100 - Research Methods II

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

prereq: GSR 71000 or permission of instructor

Hours 45 hrs,

Credits 3 cr

spring only Students must consult the program advisers 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.

- GSR Elective

Fall Semester

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

prereq: SOC 24100 or equiv

Hours 45

Credits 3

fall only Students must consult the program advisers 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.

GSR 71000 - Research Methods I

Application of research techniques in qualitative research, field research, participant observation, library research, analysis of textual data.

prereq: SOC 24100 or equiv or perm instr

Hours 45 hrs,

Credits 3 cr

fall only Students must consult the program advisers 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.

Spring Semester

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

prereq: GSR 70800 with grade of B or better

Hours 45

Credits 3

spring only Students must consult the program advisers 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.

GSR 71600 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

Fall Semester

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 45

Credits 3

Students must consult the program advisers 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.

GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

prereq: GSR 70900, GSR 71000 and GSR 71100

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

Spring Semester

GSR 71800 - Research Internship

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.

Credits 6 cr

Students must consult the program advisers 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.

- GSR Elective

Fall Semester

- GSR Elective
- GSR Elective

Spring Semester

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 45

Credits 3

Spring only. Students must consult the program advisers 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.

- GSR Elective

Note

The fall/spring sequencing of courses may change. Check the online schedule of classes.

Theatre

About the Department

The Hunter College Theatre Department offers students the opportunity to study theatre while exploring New York's vibrant theatre scene. We offer classes in acting, directing, and playwriting and design in addition to theatre history, literature, and theory. We believe that critical thinking and practical skills nourish each other. Our accomplished faculty members bring their professional experience as practitioners and scholars outside the college to the classroom. The Department produces one mainstage and several smaller productions each semester, with students taking part in all areas of performance and production.

Doctor of Philosophy

The City University of New York offers a PhD program in theatre. See the Graduate Center webpage <http://web.gc.cuny.edu/theatre> 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 Center, 365 Fifth Avenue, New York, NY 10016. All Hunter's Theatre MA program courses are accepted toward the CUNY PhD.

Programs and Courses

Programs and Courses in Theatre

Administration and Faculty

Department Office:

522 North
(212) 772-5149
email: huntergraduate@hotmail.com
Website: <http://hunter.cuny.edu/theatre/>

Chair:

Barbara Bosch
522 North
(212) 650-3789
bbosch@hunter.cuny.edu

Graduate Advisers:

Mira Felner
520B North

(212) 650-5148
mfelner@hunter.cuny.edu

-or-

Claudia Orenstein
520H North
(212) 772-5149
corenste@hunter.cuny.edu

Faculty

Joel Bassin, Assistant Professor; PhD CUNY; Theatre Production and Arts Management

Barbara Bosch, Professor and Department Chair; PhD, California at Berkeley; American Theatre, Acting, Directing

Ian R. Calderon, Professor; MFA, Yale; Lighting Design, Visual Elements, Theatre Architecture, Dramatic Television

Dong-Shin Chang, Assistant Professor; PhD, NYU; Theatre History, Intercultural Performance, Race and Performance

Deepsikha Chatterjee, Lecturer; MFA, Florida; Costume History, Costume and Fashion Design, Technology, Costume Crafts, South Asian Clothing and Costume

Mira Felner, Professor; PhD, NYU; Theatre History, Acting and Directing Theory

Jean Graham-Jones, Associate Professor; PhD, UCLA; Theatre History and Theory, Latin American Theatre

Tina Howe, Visiting Professor; BA, Sarah Lawrence; Playwriting

Judith Jablonka, Lecturer; MFA, Case Western Reserve; Acting, Voice and Movement

Jonathan Kalb, Professor; DFA, Yale; Dramaturgy, Dramatic Criticism, Theatre History

Claudia Orenstein, Associate Professor; PhD, Stanford; Theatre History, Asian Theatre, Political Theatre

Mia Rovegno, Assistant Professor; MFA in Directing, Brown/Trinity Rep Consortium; Acting, Directing, Physical Theater, New Play Development

Michael E. Rutenberg, Professor; DFA, Yale; Directing, Acting, Playwriting

Louisa Thompson, Assistant Professor; MFA, Yale; Set and Costume Design

Playwriting MFA

Announcing the Rita and Burton Goldberg MFA in Playwriting, a selective two year program with a strong emphasis on production. Students will not only study playwriting, theater history, dramatic literature and play analysis in Hunter's Department of Theatre, they will also learn how to collaborate with actors, directors, designers, and dramaturgs through the rehearsal process, readings and full productions. This

training will include electives in other disciplines, as well as work with the most exciting theatre artists in New York City, under the guidance of Distinguished Lecturer in Playwriting Mark Bly and Playwright in Residence, Tina Howe. The Rita and Burton Goldberg MFA in playwriting is all about making theatre in the theatre capital of the world.

The program also offers a new component for students unique in Graduate Playwriting Programs across the United States today. The students' thesis plays will not only be fully produced, but the productions will be staffed by professional directors, actors, and designers and student actors. No other existing playwriting program in our country offers students such a rare opportunity to learn from seasoned theatre professionals about the process of working on a new play in the midst of producing their thesis project. These productions, known as the Hunter Playwrights Festival, will be supervised by Thesis Adviser and Production Manager Mark Bly and Tina Howe, Playwright in Residence and will be presented in the Spring each year. This Festival will be an extraordinary opportunity for the playwrights to showcase their work before an invited audience of distinguished local and national industry professionals.

Admissions

Applicants to the Rita and Burton MFA in playwriting are required to have a bachelor's degree; they must submit two letters of recommendation, GRE scores and a full length play or a one act play of at least 40 pages, both as hard copy and as a PDF attachment. An interview is strongly recommended. (Only matriculated students will be eligible to take MFA courses.) Admission will be decided by the Artistic Director and the MFA faculty. The deadline for application is March 15.

Degree Requirements

This two year program encourages playwrights to discover and celebrate their unique voice. Towards that end they'll be given a thorough grounding in theatre history, dramatic literature, play analysis, and the craft of playwriting as well have the opportunity to take electives in other departments. Well known theatre artists will also be invited in to share their experience and expertise. In conjunction with this academic grounding and focus on individual needs, there will be hands-on workshops in which students learn how to collaborate with actors, directors and designers, culminating in staged readings and full productions of their plays.

Required Courses (27 credits)

THC 73100 - MFA Playwriting I: The One-Act Play

This course is designed for experienced playwrights. Students will complete a ten minute play including three rewrites and a new one act play with three rewrites, with attention to the fundamentals of playwriting: Character, Action, Story, Tone. Readings during the semester

Writing Requirements: A ten-minute play and a one-act play in several drafts, a journal, and other writing exercises.

prereq or coreq: Pre- and/or Corequisites (and/or other special conditions): Students admitted to the MFA program in Playwriting or by special permission of the Instructor

Hours 3

Credits 3

THC 73200 - MFA Playwriting II: The Full-Length Play

This course is designed for the experienced playwright. Students will complete a new full-length play including one rewrite with attention to the fundamentals of structure as well as giving freedom to their individual voices and the process of rewriting. Forms of Drama will be discussed. Staged readings at completion of the projects.

Writing Requirements: Students will complete a full-length play in several drafts.

*prereq: (and/or other special conditions):
THC 73100 or permission of instructor.*

*Hours 3
Credits 3*

THC 73300 - MFA Playwriting III: Adaptation

Students will write a full length play adapted from fact or fiction, including two rewrites. Students will fulfill readings in plays which have been adapted from other mediums. Students will be required to complete oral presentations of one adapted project in dramatic literature. Production at completion of the semester. Students will be required to present a thesis play proposal.

*prereq: THC 73200 or permission of the instructor
Hours 3
Credits 3*

THC 73400 - MFA Playwriting IV: Final Script for Production

Students will complete a Thesis Masterpiece play including rewrites and culminating in a Final Production.

*prereq: THC 72100 Playwriting III
coreq: THC 72400 Production Workshop II*

THC 73500 - MFA Production Workshop I

Development of new scripts through table work, scene work, culminating in staged readings. Working with a community of artists – directors, actors, and dramaturges – through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, and dramaturges.

The class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting and directing.

*prereq: Playwriting II
coreq: Playwriting III*

THC 73600 - MFA Production Workshop II

Development of new scripts through table work, scene work, and readings, culminating in works-in-progress performances. Working with a community of artists--directors, actors, designers, and dramaturges--through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, designers, and dramaturges.

This class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting, directing, and design.

prereq: THC 72300 Production Workshop I and THC 721 Playwriting III

coreq: THC 72200 Playwriting IV

THC 75100 - History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 75200 - History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

Hours 30 hrs, including conferences,

Credits 3 cr

Electives (9 credits)

Nine credits are to be chosen from Courses in Theatre

Sample Program of Study

First Semester

THC 75100 - History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 73100 - MFA Playwriting I: The One-Act Play

This course is designed for experienced playwrights. Students will complete a ten minute play including three rewrites and a new one act play with three rewrites, with attention to the fundamentals of playwriting: Character, Action, Story, Tone. Readings during the semester

Writing Requirements: A ten-minute play and a one-act play in several drafts, a journal, and other writing exercises.

prereq or coreq: Pre- and/or Corequisites (and/or other special conditions): Students admitted to the MFA program in Playwriting or by special permission of the Instructor

Hours 3

Credits 3

THC elective: select from the following courses Courses in Theatre

Second Semester

THC 75200 - History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 73200 - MFA Playwriting II: The Full-Length Play

This course is designed for the experienced playwright. Students will complete a new full-length play including one rewrite with attention to the fundamentals of structure as well as giving freedom to their individual voices and the process of rewriting. Forms of Drama will be discussed. Staged readings at completion of the projects.

Writing Requirements: Students will complete a full-length play in several drafts.

prereq: (and/or other special conditions):

THC 73100 or permission of instructor.

Hours 3

Credits 3

THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

Hours 30 hrs, including conferences,

Credits 3 cr

Third Semester

THC 73300 - MFA Playwriting III: Adaptation

Students will write a full length play adapted from fact or fiction, including two rewrites. Students will fulfill readings in plays which have been adapted from other mediums. Students will be required to complete oral presentations of one adapted project in dramatic literature. Production at completion of the semester. Students will be required to present a thesis play proposal.

prereq: THC 73200 or permission of the instructor

Hours 3

Credits 3

THC 73500 - MFA Production Workshop I

Development of new scripts through table work, scene work, culminating in staged readings. Working with a community of artists – directors, actors, and dramaturges – through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, and dramaturges.

The class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting and directing.

prereq: Playwriting II

coreq: Playwriting III

- THC elective or Internship: select from the following courses Courses in Theatre

Fourth Semester

THC 73400 - MFA Playwriting IV: Final Script for Production

Students will complete a Thesis Masterpiece play including rewrites and culminating in a Final Production.

prereq: THC 72100 Playwriting III

coreq: THC 72400 Production Workshop II

THC 73600 - MFA Production Workshop II

Development of new scripts through table work, scene work, and readings, culminating in works-in-progress performances. Working with a community of artists--directors, actors, designers, and dramaturges--through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, designers, and dramaturges.

This class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting, directing, and design.

prereq: THC 72300 Production Workshop I and THC 721 Playwriting III
coreq: THC 72200 Playwriting IV

THC elective or Internship: select from the following courses: Courses in Theatre

Theatre - MA

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; and playwriting. 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 adviser, 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. Other worthwhile scripts by advanced writers in the Hunter graduate theatre program may be given workshop productions by their student colleagues. The John Golden Fund provides awards for promising writers.

Students concentrating in dramaturgy may work in internship programs at professional theatre companies.

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.

Requirements for the Degree

Courses

Each candidate must complete an approved program of study of at least 30 credits, including following. Courses other than those in the Department of Theatre may be applied toward the 30 credits with the approval of the graduate adviser, but may not exceed 9 credits. Not more than 9 credits may be transferred from nonmatriculated to matriculated status.

THC 70200 - History of Theatrical Theory

Historical survey of major theatre theories and theorists from Aristotle to poststructuralism.

Hours 30 hours, including conferences,
Credits 3

THC 75100 - History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

Hours 30 hrs, including conferences,
Credits 3 cr

THC 75200 - History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

*Hours 30 hrs, including conferences,
Credits 3 cr*

THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

*Hours 30 hrs, including conferences,
Credits 3 cr*

Examination

The student is required to pass a three-hour comprehensive examination covering general knowledge in theatre history, criticism, and production. The comprehensive exam may be repeated if failed, but may be taken no more than three times. The department no longer requires a proficiency examination in one foreign language.

MA with Honors

Master's Essay: Upon completion of the comprehensive examination, the graduate committee will determine which students shall be invited to submit a proposal for a Master's Essay. This decision will be based on academic performance: papers, class participation, and the quality of the comprehensive examination. Honors students must register for THC 79900 - Master's Essay to complete the 30 required credits when the proposal is approved.

THC 79900 - Master's Essay

Individually supervised research and writing of a thesis, leading to graduation with honors.

Credits 3

Recent Electives

Our course offerings also include a continually changing roster of electives

Recent Electives:

Advanced Directing
Theatre and the Middle East
Law and American Drama
Intercultural Theatre
Greek Drama
History of Opera
Puppetry and Performing Objects On-stage
Performing Arts of Kerala, India
Goethe's Faust: Text, Background, Tradition

Urban Affairs and Planning

About the Department

The Department of Urban Affairs and Planning is a department within the School of Arts and Sciences at Hunter College. The department offers two graduate degrees, an accredited Master in Urban Planning degree, and a Master of Science in Urban Affairs degree. Both programs combine theory and practice in order to provide students with an in-depth understanding and appreciation of urban planning and policy. The department also offers an undergraduate urban studies major that prepares students for higher education and careers in public service.

Since its creation by advocacy planner Paul Davidoff, in 1965, the department has consistently upheld a vision of urban affairs and planning as a multi-disciplinary field. In keeping with this vision, the department's 12 full-time faculty members represent a wide range of disciplines including architecture, economics, political science, public policy, social work, urban planning, and public health. They collectively bring a wealth of academic and professional expertise to their teaching. The program also benefits greatly from a distinguished part-time faculty who bring practical experience and knowledge in both public and non-profit sectors into the classroom.

Urban Affairs Programs and Courses

Programs and Courses in Urban Affairs and Planning

The Center for Community Planning & Development

The Center for Community Planning & Development (CCPD) promotes knowledge, applied research, and innovative practice in community planning and development throughout the New York metropolitan region. It provides technical assistance and training through partnerships with community-based organizations, non-profit corporations, and local agencies. The CCPD is committed to democratic, inclusive, and participatory approaches to planning and development that foster sustainability and economic and social justice. The Center is a venue for community/university partnerships where community members, students, and academics learn and benefit from each other. Center projects have addressed affordable housing, community economic development, healthy communities, workforce development, immigration, environmental justice, and other issues of concern to communities in the New York region.

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 10065.

Administration and Faculty

Department Office:

1611 West
(212) 772-5518
Website: <http://maxweber.hunter.cuny.edu/urban>

Chair:

Peter Kwong (Acting)
1616 West
(212) 772-5598
pkwong@hunter.cuny.edu

Graduate Advisers:

John Chin, Graduate Urban Planning Program Director and Adviser
1611 West
(212) 772-5603
john.chin@hunter.cuny.edu

Owen Gutfreund, Graduate Program in Urban Affairs Program Director and Adviser
1611 West
(212) 396-6248
owen.gutfreund@hunter.cuny.edu

Faculty

Thomas Angotti, Professor; PhD, Rutgers; Community Planning and Development, Environment, International

John Chin, Associate Professor, Director of the Urban Planning (MUP) Program; PhD, Columbia; Community Participation, Urban Health, Immigrant Communities and Non-profits

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

Owen Gutfreund, Associate Professor, Director Urban Affairs Program (MS); PhD Columbia; Transportation Policy, Suburbanization, Sustainable Development, Public Finance and Comparative Urbanization

Peter Kwong, Distinguished Professor; PhD, Columbia; Asian-American Studies, Immigration, Documentary Film and Activist Journalism

Matthew G. Lasner, Assistant Professor; PhD, Harvard; Housing, Urban Renewal and Urban Development

Lynn E. McCormick, Associate Professor; PhD, MIT; Community and Economy Development, Employment Policy and Workforce Development, Policy Analysis

Edwin Melendez, Associate Professor, Director of the Center for Puerto Rican Studies; PhD, Massachusetts, Amherst; Latino Studies, Economic Development, Labor Markets and Poverty

Susan Turner Meiklejohn, Associate Professor; PhD, Michigan; Planning for Multiethnic Neighborhoods, Planning History and Theory, Housing, Urban Design

William J. Milczarski, AICP, Associate Professor; PhD, Michigan; Director, Urban Planning Program; Transportation, Environmental Policy, Methodology

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

Laxmi Ramasubramanian, AICP, Associate Professor; PhD, Wisconsin-Milwaukee; Architecture and Urban Planning; Urban Design, GIS, Participatory Planning and Community Development, South Asia

Sigmund C. Shipp, Assistant Professor, Director of the Urban Studies (BA) Program; PhD, Cornell; Economic Development, Urban Theory, Development Planning

Joseph P. Viteritti, Thomas Hunter Professor of Public Policy and Department Chair, PhD, CUNY; Public Policy, Urban Governance, Education Policy

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

Urban Affairs - MS

The 36-credit MS in Urban Affairs program contains a flexible curriculum that launches students into the study of cities and the urban environment. The interdisciplinary nature of the program allows students to tailor their education to career aspirations and/or interests of their own choosing. The program is designed to accommodate both full and part time attendees. It can be completed in either two full semesters and a summer session or over a longer period of time. In combining both theory and practice, the program seeks to foster an understanding of urbanism while teaching practical skills to prepare students for the changing urban environment.

Our faculty specializes in a diverse range of urban disciplines with expertise and specializations that include: urban planning and history, governance, education, health, housing, immigration, comparative government, economic development, community advocacy, transportation, environment, law, and integrated technologies. The program boasts a distinguished part-time faculty, bringing years of practical experience and knowledge in both public and non-profit sectors. It is not uncommon to take courses from high level New York City professionals and practitioners.

In order to accommodate the needs and interests of an increasingly diverse student body, the faculty has recently redefined course requirements so that students have more choices in constructing their program. These changes are reflected in the distribution of the requirements listed below.

Our students are drawn from a diverse population locally, nationally and internationally. While most have been out of college for some time and many are already in the midst of their careers, an increasing number are arriving one or two years out of college. Most plan or are pursuing careers in the public and non-profit sectors. Students may substitute courses from other departments and/or CUNY schools that more appropriately address their substantive interest for the course listed in each of the Required Disciplines.

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 adviser, request admission with special conditions.

Requirements for the Master of Science in Urban Affairs Program

Core Requirements (12 credits)

URBG 79000 - Urban Development Workshop I

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.

prereq: permission of the adviser

Credits 6 cr

URBG 79200 - Urban Affairs Capstone

Review of contemporary urban issues and problems as the concluding course in the graduate program in urban affairs.

prereq: permission of the director/adviser

Hours 45 hrs,

Credits 3 cr

URBG 77500 - Urban Affairs Internship Seminar

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

prereq: permission of the adviser

Hours 45 hrs,

Credits 3 cr

Required Disciplines (6 credits)

One of each of the following is required:

Political Structure Requirement (3 credits)

URBG 70200 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75800 - Governing the City

This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constraints, suburbanization, and secession and ask, "Is it getting better?"

URBP 73400 - Environmental Planning

Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

*Hours 45 hrs,
Credits 3 cr*

URBG 78718 - Political Economy of the City

The course will explore the framework in which urban policy and development occurs in US urban areas. We will explore the 'anatomy' of the city, that is, to what extent is the physical shape of the city influenced by the interaction between the public and private sectors. Cities, of course, are embedded in larger economic and political settings. Indeed, some would argue that the forces generated in this larger context tend to overwhelm the local political/economic theatre. To this end, the course will examine the extent to which greater national and international political and economic forces impact the shape of cities.

Methods/Skills Requirement (3 credits)

URBG 79100 - Grantwriting and Fundraising Practicum

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.

*prereq: permission of the adviser
Hours 45 hrs,
Credits 3 cr*

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

*Hours 45 hrs,
Credits 3 cr*

GTECH 71000 - Introduction to GIS

Thorough introduction to geographic information systems with an emphasis on spatial data handling and project management.

*Hours 60 hrs including conference (2 lectures, 2 labs),
Credits 3 cr*

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

URBG 71300 - Introduction to Qualitative Research Methods

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

Credits 3

Specializations (9 credits)

Students choose one area of specialization from among the three designated areas of specialization that include: urban policy, non-profits, neighborhood development from which nine credits of coursework must be taken. Students with approval of the program adviser may also develop their own specializations.

Urban Policy

URBG 70600 - Introduction to Policy Analysis

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

*Hours 45 hrs,
Credits 3 cr*

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

*Hours 45 hrs,
Credits 3 cr*

URBG 74100 - Employment Planning and Policies

Examination of structural changes in American economy and the implications for public policy and planning.

*Hours 45 hrs,
Credits 3 cr*

URBG 74300 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBP 74700 - Planning in the Budget Process

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

*Hours 45 hrs,
Credits 3 cr*

URBG 74800 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 75000 - Social Planning and Policy

Examination of major social problems facing urban planners. Review of social planning theories and methods.

*Hours 45 hrs,
Credits 3 cr*

URBG 75100 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG/URBP 78700 special topics course can be taken to fill the concentration

Neighborhood Development

URBG 70700 - Graphical Communication for Urban Planners

Introduction to graphical techniques commonly used to facilitate communication of ideas and information among planners and planning-related professionals.

*Hours 45 hrs,
Credits 3 cr*

URBG 72700 - Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

*Hours 45 hrs,
Credits 3 cr*

URBG 72800 - Housing and Community Development Seminar

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.

prereq: URBG 72700 or permission of the adviser

Hours 45 hrs,

Credits 3 cr

URBG 74000 - Planning for Economic Development

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

Hours 45 hrs,

Credits 3 cr

Open only to graduate students matriculated in Department of Urban Affairs and Planning

URBG 74800 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 74900 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75000 - Social Planning and Policy

Examination of major social problems facing urban planners. Review of social planning theories and methods.

Hours 45 hrs,

Credits 3 cr

URBG 75500 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental

agencies and the private sector.

Hours 45 hrs,

Credits 3 cr

URBG/URBP 78700 special topics course can be taken to fill the concentration

Non-Profit Sector

URBG 70600 - Introduction to Policy Analysis

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

Hours 45 hrs,

Credits 3 cr

URBP 74700 - Planning in the Budget Process

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

Hours 45 hrs,

Credits 3 cr

URBG 74800 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 74900 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75500 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

Hours 45 hrs,

Credits 3 cr

URBG/URBP 787 Special topics course can be taken to fill the concentration

Unrestricted Electives (9 credits)

In addition, students must complete an additional 9 credits in unrestricted electives.

Additional Courses

A wide variety of courses are offered each semester in the department, including special topics courses to meet the requirements. Students are encouraged to consult course listings in other departments within Hunter in which to take classes that are in line with their course of study. Up to 9 credits can be taken outside the Department of Urban Affairs and Planning in other departments at Hunter or within the CUNY system.

Urban Planning - MUP

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, have general expertise in planning theory and methods, an understanding of urban structure, specialized knowledge of a chosen planning concentration, and the skills and intellectual maturity to operate in the professional arena.

The 54-credit program is structured to provide students with the expertise essential to professional practice and to allow for flexibility to accommodate individual professional and academic aspirations. The core curriculum (21 credits) provides basic training in planning. It has a dual purpose: to place planning in its societal and theoretical 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 in elective courses and through independent research.

In organizing their programs, students work closely with faculty advisers.

Each student must also take 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 Center for Community Planning and Development, which count towards the internship requirement. Faculty members routinely include in their research grant proposals funds to support graduate research assistants.

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 of full time study. Other joint degree programs may be pursued with the approval of the department.

Admission Requirements

Requirements for Admission to the Planning Program

Traditionally, most applicants 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 Hunter College Graduate Admissions Office. Applicants are encouraged to visit the department during scheduled open house sessions and to contact the program director by e-mail with specific questions. Applicants are also encouraged to reach out to individual faculty members who may share their professional or research interests.

Degree Requirements

Requirements for the Master of Urban Planning

The degree requires 54 credits of graduate study. Of these, 42 must be selected within course offerings of the Hunter College graduate program in urban planning. With the approval of the department, 12 credits may be elected from other graduate programs.

Credits are distributed as follows:

Core Curriculum	21 credits
Area of Concentration	12 credits
Planning Studio	6 credits
Internship	3 credits
Unrestricted Electives	12 credits

Core Curriculum

The core curriculum includes content and courses in four areas: theories and process of urban planning, urban structures, public policy and law, and planning methods and information management. Students must take required courses, except where choices are allowed. The core consists of:

URBP 70000 - Introduction to Planning

Introduction to operational aspects of plan-making process: formulation of objectives, evaluation and implementation; ethics and values; and administration and bureaucracy. Also, an introduction to the various planning sub-fields including urban design, land development, economic and community development, housing, environmental planning,

transportation planning, and public finance.

Hours 45

Credits 3

URBP 70100 - History and Theory of Urban Planning

The study of conscious efforts to guide city development from ancient civilizations to the present, and the evolution of planning theory to guide these actions. Emphasis on the relationship between public and private planning activities and the set of roles available to contemporary planners.

Hours 45

Credits 3

URBP 71900 - Land Use, People and the Environment

A comprehensive overview to the theory and practice of land use planning and zoning that sees land as a set of social relations that define the way cities and urban regions develop. Land use planning is placed within larger economic, political, and legal contexts and issues of environmental conservation, environmental justice, air and water quality, public health, energy, infrastructure, and global sustainability.

Hours 45

Credits 3

URBG 70200 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

Hours 45 hrs,

Credits 3 cr

Plus, choice of two of the following methods courses:

URBP 71200 - Methods of Planning Analysis

Introduction to methods of demographic and economic analysis. Emphasis on applications to current urban planning practice.

Hours 45

Credits 3

URBG 71300 - Introduction to Qualitative Research Methods

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

Credits 3

GTECH 71000 - Introduction to GIS

Thorough introduction to geographic information systems with an emphasis on spatial data handling and project management.

Hours 60 hrs including conference (2 lectures, 2 labs),

Credits 3 cr

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

Areas of Concentration

Areas of Concentration

The graduate program offers the following areas of concentration: Community Planning and Advocacy (including Human Services), Sustainability and the Environment, Transportation and Infrastructure, Housing and the Built Environment (including Urban Design and Historic Preservation), Economic Development, and General Practice. Each concentration is designed to give students a working knowledge of specific foci within the field of planning. To fulfill the concentration requirement, students select four courses related to the concentration in consultation with their adviser, 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 may include Education Planning and Policy, Immigration and Global Change, and Urban Information Systems.

Representative Courses in the Areas of Concentration

Community Planning and Advocacy (including Human Services)

URBP 73100 - Neighborhood Planning Workshop

Application of neighborhood planning, conservation and revitalization principles in declining residential areas. Emphasis on formulation of small-scale development strategies.

prereq: URBG 72700 or permission of the instructor

*Hours 45 hrs,
Credits 3 cr*

URBG 74100 - Employment Planning and Policies

Examination of structural changes in American economy and the implications for public policy and planning.

*Hours 45 hrs,
Credits 3 cr*

URBG 75000 - Social Planning and Policy

Examination of major social problems facing urban planners. Review of social planning theories and methods.

*Hours 45 hrs,
Credits 3 cr*

URBG 75100 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 75500 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

*Hours 45 hrs,
Credits 3 cr*

URBG 75700 - Politics of Education

Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

*Hours 45
Credits 3*

URBG 76000 - Cities and Health

The course will examine health problems and policy solutions from the perspective of the city, integrating the theory and analytic approaches from the fields of public health and urban planning, through such topics as the historical relationship between public health and urban planning, environmental justice as it relates to urban health, and urban health care systems.

Hours 45

Credits 3

URBP 71600 - Participatory Planning Using GIS and the Internet

Understanding complexities associated with using GIS and other digital technologies in community organizing and urban development; intensive lab-based course

prereq: GTECH 71000 or perm instr.

Credits 3

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,

Credits 3 cr

Sustainability and the Environment

URBP 72000 - 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.

Hours 45

Credits 3

URBP 72200 - Land Use Planning Workshop

Application of land use planning skills to specific problem in New York metropolitan region. Class operates as team to produce recommendations.

prereq: URBP 71900 or permission of the instructor

Hours 45 hrs,

Credits 3 cr

URBP 73400 - Environmental Planning

Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

Hours 45 hrs,

Credits 3 cr

URBP 73500 - 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.

Hours 45 hrs,

Credits 3 cr

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,

Credits 3 cr

Transportation and Infrastructure

URBG 72500 - 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).

Hours 45 hrs,

Credits 3 cr

URBP 72600 - 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.

Hours 45 hrs,

Credits 3 cr

URBP 73200 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBP 73300 - Transportation Planning Methods and Models

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.

*prereq: permission of the instructor
Hours 45 hrs,
Credits 3 cr*

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

*Hours 45 hrs,
Credits 3 cr*

Housing and the Built Environment (including Urban Design and Historic Preservation)

URBP 72300 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 72500 - 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).

*Hours 45 hrs,
Credits 3 cr*

URBP 72600 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 72700 - Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

Hours 45 hrs,

Credits 3 cr

URBG 72800 - Housing and Community Development Seminar

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.

prereq: URBG 72700 or permission of the adviser

Hours 45 hrs,

Credits 3 cr

URBG 74200 - 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.

Hours 45 hrs,

Credits 3 cr

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,

Credits 3 cr

Economic Development

URBG 74000 - Planning for Economic Development

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

Hours 45 hrs,

Credits 3 cr

Open only to graduate students matriculated in Department of Urban Affairs and Planning

URBG 74100 - Employment Planning and Policies

Examination of structural changes in American economy and the implications for public policy and planning.

Hours 45 hrs,

Credits 3 cr

URBG 74200 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 74300 - 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.

Hours 45 hrs,

Credits 3 cr

URBP 74700 - Planning in the Budget Process

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

Hours 45 hrs,

Credits 3 cr

URBG 75100 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75700 - Politics of Education

Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

Hours 45

Credits 3

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,

Credits 3 cr

General Practice

URBG 72500 - 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).

Hours 45 hrs,

Credits 3 cr

URBG 72700 - Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

Hours 45 hrs,

Credits 3 cr

URBP 73100 - Neighborhood Planning Workshop

Application of neighborhood planning, conservation and revitalization principles in declining residential areas. Emphasis on formulation of small-scale development strategies.

prereq: URBG 72700 or permission of the instructor

Hours 45 hrs,

Credits 3 cr

URBP 73200 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75500 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

*Hours 45 hrs,
Credits 3 cr*

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 73700 (6 credits) or URBP 73800 (Planning Studio I, 3 credits) and URBP 73900 (Planning Studio II, 3 credits), which are taken consecutively. Ordinarily students take the studio course in their second year of study or after completion of at least 30 credits of work.

School of Education

School of Education

General Information

Teacher Education Programs

Graduate programs in education are designed to equip teachers with the knowledge and skills they will need to have a major and positive impact on the learning of their future students. Our programs integrate current research findings, offer exposure to best practices through coursework and field experiences, incorporate instruction in the analysis and timely use of assessment data, and include the use of case studies to ensure proper modeling of real world teacher challenges. 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 (including fieldwork); 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 performance in fieldwork settings.

Time Considerations

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 adviser 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.

Opportunities for graduate study are available during the summer. Some programs may offer day-time courses for full-time students.

Most graduate courses in education held during the academic year begin at either 4:30 PM or 7:10 PM to meet the needs of students who are employed during the day. Summer courses are offered during the day, early evening or on-line.

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

Hunter College Elementary School and Hunter College High School 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.

Accreditation

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). Many of our programs have also received national recognition status from their respective specialized professional associations.

The Office of Educational Services

1000 West Building
(212) 772-4624

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: advisement; assistance with registration; placements for fieldwork and student teaching; graduation audit; New York State certification; job placement; and various other student services such as course permits, transfers of credit, course waivers or exemptions, and leaves of absence.

The O.E.S. maintains regular office hours throughout the year and is open from 10-6 PM. Monday through Thursday and 10-4 PM. on Fridays, whenever the college is open.

Admission

Graduate admissions to the School of Education are coordinated by:

**Coordinator of Educational Services for
Admissions and Recruitment:**

Mr. Andrew King
1000 West
(212) 772-4688
edadmissions@hunter.cuny.edu

Hunter's graduate application is online:
<http://ww5.hunter.cuny.edu/graduateadmissions/applying>.

Note:

Check the admissions website for due dates. Students who have taken postsecondary coursework outside the USA have an earlier due date to submit applications. See the International Student portion of the admissions website <http://studentservices.hunter.cuny.edu/international.htm>.

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. Admission to programs is competitive; meeting the minimum admission requirements does not ensure admission.

Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit an official TOEFL score report. These applicants must score at least a 575 on the paper-administered test or 233 on the computer administered test or 68 (less speaking component) on the TOEFL IBT. They must score at least 4.5 on the Test of Written English (TWE) or 22 on the IBT Writing Section; and 45 on the Test of Spoken English (TSE) or 23 on the IBT Speaking section. The Teaching English to Speakers of Other Languages Programs (TESOL) program has its own requirements.

Admission 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.

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. Students wishing to change from one track in their program to another must complete a change of major form, available in 1000 West Building.

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 from probation.

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.

Candidates should consult their program coordinator or adviser about the comprehensive examination or culminating project at least one year in advance of the expected date of graduation.

All graduate students are expected to demonstrate competence in the use of technology. Most programs require passing the School of Education technological competency assessment before graduation. All students are assigned a college e-mail address to which important announcements and materials are sent.

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."

The following limitations apply:

1. 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.
2. Courses for which transfer and approval of credit are sought must have been completed within five years preceding the anticipated date of graduation.
3. Application for transfer and approval of course credits taken prior to matriculation may be made after registering for the first semester of matriculation.
4. Transfer of credit can only be granted for courses with grades of B or better.

Permit Credit

Graduate courses taken at other colleges or universities after matriculation are considered "Permit" credit. Students planning to take courses "on permit" at other colleges or universities during the period of matriculation must request and receive permission prior to taking the course. The student should obtain the appropriate form in Room 1000 West Building; attach course descriptions and obtain appropriate signatures from the department office; and return the completed form to Room 1000 West Building.

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 matriculated students in programs that lead to New York State Certification and who do not have prior NYS teacher certification 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. Any student who fails the LAST may be required to enroll in a reading/writing course before being permitted to register for any additional courses.

The School of Education has an outstanding pass rate on the New York State Teacher Certification Examinations. The pass rate on the LAST for 2009-2010 was 100%; the pass rate on the ATS-W (Assessment of Teaching Skills-Written) for 2009-2010 was also 100%.

Student Teaching, Field Experiences and Practica

All teacher preparation, counseling, and school leadership programs require field experiences and student teaching or practica. Students must apply for student teaching 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 adviser is necessary in developing a program plan. All field experiences, practica, and student teaching take place in New York City schools. Applicants for admission and teacher candidates should be aware of this policy when planning their programs.

Graduation

All potential graduates must apply for graduation within the first three weeks of the semester in which they plan to graduate. A graduation audit form may be obtained from our website: <http://hunter.cuny.edu/education> under Current Students, Degree Audit. Completed graduation audits must be returned to Room 1000 West Building.

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 be recommended for certification the student must complete the approved program of study, and file an on-line application for certification. Instructions for applying for certification are available in the Office of Educational Services and on the School of Education website.

Students must pass the required New York State Teacher Certification Examinations (NYSTCE) in order to be granted certification by the State. For an initial certificate, the State of New York requires the applicant to pass three examinations: the Liberal Arts and Science Test (LAST), the Assessment of Teaching Skills-Written (ATS-W) and the appropriate Content Specialty Test (CST) for their certificate. The ATS-W is offered at the elementary and secondary levels; students should check with the Office of Educational Services or an adviser if they are unsure about which version to take.

Students must officially graduate from one of our approved preparation programs in order to receive a recommendation for NYS Teacher 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 at tcert.@hunter.cuny.edu.

Administration and Faculty

Acting Dean:

David Steiner
Klara & Larry Silverstein Dean
1000 West
(212) 772-4622

Associate Dean:

Carla Asher
1000 West
(212) 772-4621

Acting Senior Associate Dean:

Sherryl Graves
1024 West
(212) 650-3375

**Educational Services Coordinator for
Admissions and Recruitment:**

Andrew King
1000 West
(212) 772-4688

**Educational Services Coordinator
for Current Students:**

Christina Kim
1000 West
(212) 772-4629

Departmental Chairs:

Department of Curriculum and Teaching
Jennifer Tuten
906 West
(212) 772-4639

Department of Educational Foundations
Gess LeBlanc
1016 West
(212) 772-4710

Department of Special Education
David Connor
909 West
(212) 772-4746

Website: www.hunter.cuny.edu/education

Faculty

Curriculum and Teaching

Laura Baecher, Assistant Professor; EdD, Teachers College, Columbia; TESOL

Carmen Sherry Brown; Assistant Professor, EdD Buffalo; Early Childhood Education

Nadine Bryce, Assistant Professor; EdD, Teachers College, Columbia; Reading and Language Arts

Jenny Castillo, Associate Professor; PhD, CUNY; Hispanic and Luso-Brazilian Literature

Brian Collins, Assistant Professor; PhD, NYU; Bilingual Education

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

Ann Ebe, Assistant Professor; PhD, Univ. of Arizona; Language Reading and Culture: Reading and Writing Processes, Uses and Research

Anne M. Ediger, Professor; PhD, UCLA; Applied Linguistic

Terrie Epstein, Professor; EdD, Harvard; Education

Timothy Farnsworth, Assistant Professor; PhD, UCLA; Applied Linguistics

Dolores Fernández, University Professor; PhD, Hofstra; Language and Cognition

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

Robert Gyles, Professor; PhD, NYU; Mathematics Education/Curriculum and Instruction

Yang Hu, Associate Professor; EdD, Teachers College, Columbia; English Education

Kathleen Isaac, Distinguished Lecturer; MA, NYU; Dance Education

Deborah Ann Jensen, Associate Professor; PhD, Fordham; Language, Literacy and Learning

Marcia Knoll, Associate Professor; EdD, St. John's; Curriculum and Teaching

Karen Koellner, Associate Professor; PhD, Arizona State; Mathematics

Patricia Martin, Lecturer; PhD CUNY; Clinical Psychology

John Niman, Professor; PhD, Columbia; Mathematics and Mathematics Education

Janet Patti, Professor; EdD, Northern Arizona; Education

Lacey Peters, Assistant Professor; PhD Arizona State; Early Childhood Education

Anthony Picciano, Professor; PhD, Fordham Univ.; Educational Administration, Technology

Jody Polleck, Assistant Professor; PhD, NYU; English Education

Dennis Robbins, Associate Professor; EdD, Teachers College, Columbia; Science Education

Christine Rosalia, Assistant Professor; PhD, Teachers College, Columbia; Educational Communications & Technology

Melissa Schieble, Assistant Professor; PhD, Univ. of Wisconsin-Madison; Curriculum/Instruction

Debbie Sonu, Assistant Professor; EdD, Teacher's College, Columbia; Curriculum and Teaching Urban-Multicultural Education

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

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

John Toth, Distinguished Lecturer; PhD, European Graduate School; Media & Communications

Jenny Tuten, Associate Professor and Chair; PhD, Fordham; Language and Literacy Education

Rachael Welder, Assistant Professor; PhD, Montana State; Mathematics and Mathematics Education

Sandra Wilde, Professor; PhD, Univ. of Arizona; Elementary Education

Jason Wirtz, Assistant Professor; PhD, Michigan State; Rhetoric and Writing

Educational Foundations

Markus Bidell, Associate Professor; PhD, Univ. of California, Santa Barbara; Clinical Counseling/School Psychology

Sarah Bonner, Associate Professor; PhD, Univ. of Arizona; Educational Psychology

Tamara Buckley, Associate Professor; PhD, Teachers College, Columbia; Counseling Psychology

Elizabeth Cardoso, Professor; PhD, Univ. of Wisconsin-Madison; Psychology

Peggy Pei-I Chen, Associate Professor; PhD, CUNY; Educational Psychology

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

Jorge Fuentes, Assistant Professor; EdD Grambling State; Student Development and Personnel Affairs

Sherryl Browne Graves, Professor and Acting Senior Associate Dean; PhD, Harvard; Clinical Psychology, Public Practice

Priscilla Hambrick-Dixon, Associate Professor; PhD, Univ. of Michigan; Education, Psychology

Calliope Haritos, Associate Professor; PhD, CUNY; Developmental Psychology

John Keegan, Assistant Professor; PhD, Univ. of Wisconsin-Madison; Rehabilitation Psychology

Mario A. Kelly, Associate Professor; EdD, Univ. of Rochester; Developmental/Educational Psychology

Kimberly Kinsler, Professor; PhD, CUNY; Educational Psychology

Michelle Lask, Distinguished Lecturer, EdM, Teachers College; Psychological Counseling

Gess LeBlanc, Associate Professor and Chair; PhD, CUNY; Developmental Psychology

Fredericka Liggins, Lecturer; MEd, Fordham; Counseling and Personnel Services

Stephaney Morrison, Assistant Professor; PhD, Western Michigan Univ.; Counseling Education

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

Cynthia Walley, Assistant Professor; PhD, Old Dominion; Counseling

Jeanne Weiler, Associate Professor; PhD, SUNY (Stony Brook); Social Foundations of Education

Arnold Wolf, Professor; PhD, NYU; Philosophy

Special Education

Jamie Bleiweiss, Assistant Professor; PhD, SUNY (Stony Brook); Clinical Psychology

Elissa Brown, Distinguished Lecturer, PhD, College of William and Mary; Educational Policy, Planning and Leadership

David Connor, Associate Professor and Chair; EdD, Teachers College, Columbia; Curriculum and Teaching, Learning Disabilities

Donia Fahim, Assistant Professor; PhD, Birkbeck College, London; Applied Linguistics

Elaine Gale, Assistant Professor; PhD, Univ. of Colorado, Boulder; Speech, Language and Hearing Sciences

Katherine Garnett, Professor; EdD, Columbia; Assessment and Curriculum Development–Learning Disabilities

Sara Hines, Assistant Professor; PhD, Univ. of Maryland, College Park; Special Education

Timothy Lackaye, Assistant Professor; EdD, Teachers College, Columbia; Learning Disabilities

Thomas C. McIntyre, Professor; PhD, Univ. of Connecticut; Emotional and Behavior Disorders

Angela Mouzakitis, Assistant Professor; PhD, CUNY; School Psychology

Jennifer Samson, Assistant Professor; EdD, Harvard ; Human Development and Psychology

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

Ellen Trief, Professor; EdD, Teachers College, Columbia; Visual Impairment, Severe/Multiple Disabilities

Early Childhood Education, Birth through Grade 2: Program 1

(For applicants who do not hold New York State Certification)

Admission 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: 9 credits in math and science with at least one course in math and one course in science (a course in calculus meets 6 credits of this requirements); 6 credits in English; 6 credits in social studies (of which at least one course must be in history or geography); 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement); 3 credits in the arts; and 3 credits in information retrieval (library studies, research, computer

- literacy, or educational technology).
4. A personal statement as part of the application for admission.
 5. Two letters of recommendation.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. Program 1 students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any additional courses.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

Program 1 students must receive a grade of at least B in fieldwork (ECC 712). Any student who receives a grade of B-, C+ or C must apply to the Chairperson of the Department for permission to repeat the course, 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. 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).
4. Students must pass the School of Education technology assessment.

Early Childhood Course of Study — Program 1:

36-42 credits

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*

ECC 70500 - Language and Literacy: Birth through Kindergarten

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.)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70600 - Language and Literacy: K through Grade 2

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.)

prereq or coreq: ECC 70500 (early childhood students only)

Hours 45 hrs,

Credits 3 cr

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400

prereq or coreq: 70500 or 70600

Hours 15 hrs,

Credits 1 cr

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 71000 - Early Childhood Mathematics: Birth through Grade 2

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.)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71100 - Science in Early Childhood Education: Birth through Grade 2

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.)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

Hours 15 hrs,

Credits 1 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71600 - Student Teaching in Early Childhood Settings

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.(Birth– 3, preK–2)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only))

Hours 30 hrs of seminar plus 40 days of student teaching for students who are not teaching in an early childhood program

Or

ECC 71700 - Supervised Practicum in Early Childhood

Teaching practicum for students in early childhood education. Students who take ECC 717 must also complete ECC 71800 . (Not for students who have completed ECC 716.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1)

*Hours 15 hrs of seminar plus conferences,
Credits 1 cr*

Plus

ECC 71800 - Early Childhood Student Teaching

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 71700 . (Also offered during the summer.) (Not for students who have completed ECC 716.)

prereq: prereqs: ECF 702; ECC 703, 704 (program 2) or 705 and 706 (program 1), 707, 708, 709 (program 2) or 710 and 711 (program 1), 712 (program 1)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

Total credits: 36-42

Note(s)

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 71951 , ECC 71952 , ECC 71953 (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. Students may be exempted from up to 6 credits (Program 1) or 5 credits (Program 2) based on prior equivalent course work.

Early Childhood Education, Birth through Grade 2: Program 2

Admission Requirements: Program 2

(For students with New York State teacher certification.)

1. Undergraduate degree with GPA of 2.8 or master's degree with GPA of 3.5 or better.
2. New York State initial, professional, or permanent teacher certification in childhood education, elementary education Pre-K-6, special education, or TESOL.
3. A personal statement.
4. Two letters of recommendation.

Progress Standards

A. 12 Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

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).
4. Students must pass the School of Education technology assessment.

Early Childhood Course of Study — Program 2:

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

prereq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400

prereq or coreq: 70500 or 70600

Hours 15 hrs,

Credits 1 cr

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

Hours 15 hrs,

Credits 1 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71600 - Student Teaching in Early Childhood Settings

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.(Birth– 3, preK–2)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only))

Hours 30 hrs of seminar plus 40 days of student teaching for students who are not teaching in an early childhood program

Or

ECC 71700 - Supervised Practicum in Early Childhood

Teaching practicum for students in early childhood education. Students who take ECC 717 must also complete ECC 71800 . (Not for students who have completed ECC 716.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1)

*Hours 15 hrs of seminar plus conferences,
Credits 1 cr*

Plus

ECC 71800 - Early Childhood Student Teaching

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 71700 . (Also offered during the summer.) (Not for students who have completed ECC 716.)

prereq: prereqs: ECF 702; ECC 703, 704 (program 2) or 705 and 706 (program 1), 707, 708, 709 (program 2) or 710 and 711 (program 1), 712 (program 1)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

Total credits: 30-35

Note(s)

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 71951 , ECC 71952 , ECC 71953 (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. Students may be exempted from up to 6 credits (Program 1) or 5 credits (Program 2) based on prior equivalent course work.

Graduate Adolescent Education Course Sequence: Mathematics Track I

(37-39 credits)

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

*prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr*

SEDC 72000 - Adolescent Health and Safety

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.

*Hours 15 hrs,
Credits 1 cr*

Take Either

SEDC 75300 - Student Teaching in Mathematics, Grades 7–12

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.

*prereq: SEDC 72300, SEDF 70600
Hours 30 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr*

Or One of the Following

SEDC 76310 - Student Teaching in Mathematics, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member and a certified mathematics 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.

prereq: SEDC 72300

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76310 must also complete SEDC 76320 or SEDC 77320.

SEDC 77310 - Practicum in Mathematics, Grades 7–9

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 77310 must also take SEDC 77320 .

prereq: SEDC 72300

Hours 30 hrs plus conferences,

Credits 2 cr

Plus One of the Following

SEDC 76320 - Student Teaching in Mathematics, Grades 10–12

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.

prereq: SEDC 72300

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76320 must also complete SEDC 76310 or SEDC 77310.

SEDC 77320 - Practicum in Mathematics, Grades 10-12

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 SEDC 77310 .

prereq: SEDC 723, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Mathematics and Statistics Department Courses for Track I

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

prereq: Calculus II and a course in linear or matrix algebra

*Hours 45 hrs,
Credits 3 cr
Open only to Teacher Education Program students.*

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

*Hours 45
Credits 3
Open only to Teacher Education Program students.*

MATH 64000 - 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.

*prereq: MATH 63000
Hours 45
Credits 3
Open only to Teacher Education Program students*

MATH 66100 - 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.

*Hours 45
Credits 3*

STAT 61400 - Data Analysis Using Statistical Software

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.

*prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged
Hours 45
Credits 3*

Culminating Experiences

- Comprehensive examination in two parts: mathematics and pedagogy
- Professional teaching portfolio

Note(s)

* Students who present certain courses and prior experience may be able to substitute another course or seminar(s) with approval of graduate mathematics adviser. See mathematics and statistics department.

See the Mathematics and Statistics section of the catalog for information about the comprehensive examination in mathematics.

Graduate Adolescent Education Course Sequence: Mathematics Track II

(34.5-38 credits)

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.

Education Courses

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

One of the Following:

SEDC 76310 - Student Teaching in Mathematics, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member and a certified mathematics 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.

prereq: SEDC 72300

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76310 must also complete SEDC 76320 or SEDC 77320.

SEDC 77310 - Practicum in Mathematics, Grades 7–9

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 77310 must also take SEDC 77320 .

prereq: SEDC 72300

Hours 30 hrs plus conferences,

Credits 2 cr

Plus One of the Following

SEDC 76320 - Student Teaching in Mathematics, Grades 10–12

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.

prereq: SEDC 72300

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76320 must also complete SEDC 76310 or SEDC 77310.

SEDC 77320 - Practicum in Mathematics, Grades 10-12

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 SEDC 77310 .

prereq: SEDC 723, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Mathematics and Statistics Department Courses for Track II

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

prereq: Calculus II and a course in linear or matrix algebra

Hours 45 hrs,

Credits 3 cr

Open only to Teacher Education Program students.

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

Hours 45

Credits 3

Open only to Teacher Education Program students.

MATH 64000 - 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.

prereq: MATH 63000

Hours 45

Credits 3

Open only to Teacher Education Program students

MATH 62100 - Introduction to Abstract Algebra

Introduction to the theory of groups and rings.

prereq: a course in linear algebra

Hours 45 hrs,

Credits 3 cr

MATH 62300 - Theory of Numbers

Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.

prereq: a course in linear algebra

Hours 45 hrs,

Credits 3 cr

MATH 66100 - 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.

Hours 45

Credits 3

STAT 61400 - Data Analysis Using Statistical Software

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.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

Electives

- Courses in math and statistics or such areas as computer science, with approval of graduate mathematics adviser. 4 1/2 – 6 cr

Culminating Experiences

- Comprehensive examination in two parts: mathematics and pedagogy
- Professional teaching portfolio

Note(s)

** Students who present certain courses and prior experience may be able to substitute another course or seminar(s) with approval of graduate mathematics adviser. See mathematics and statistics department.*

TESOL Program 2

TESOL Pre-K-12 Program for Students with Prior Certification

Admission Requirements

The Pre-K-12 Program 2 is intended for students who already have prior New York State certification in another subject area. Students completing this program qualify for New York State certification in TESOL, in this case, an additional certification.

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.
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 a 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; students with disabilities; or literacy).
4. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample.
5. Submission of two letters of recommendation, to be included in the graduate application.
6. Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit an official TOEFL score report. These applicants must score at least a 600 on the paper-administered test or 250 on the computer-administered test or 75 (less speaking component) on the TOEFL IBT. They must score at least 5.0 on the Test of Written English (TWE) or 24 on the IBT Writing Section; and 50 on the Test of Spoken English (TSE) or 26 on the IBT Speaking Section.

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subjects as well as in teacher education, in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. Program 1 students must take the Liberal Arts and Sciences Test (LAST) of the New York State Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in a college writing course or workshop series approved by an adviser before being permitted to register for any additional courses.

B. Fieldwork Benchmarks

Students must receive a grade of at least B in EDESL 79610 , EDESL 78500 and EDESL 78800 .Any student who receives a grade of B-, C+ or C must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU will not be allowed to continue in the program.

TESOL Program 2 Course of Study

Total Credits: 25-37 credits

Core Requirements

EDESL 79620 - Methodology of Teaching English to Speakers of Other Languages

An overview of program types and classroom options for teaching English to speakers of other languages. The course covers basic language teaching methods, options for classroom management, and setting up optimal learning environments. Required of students in Programs 2 and 3.

Hours includes 20 hours fieldwork

Credits 4

20 hours fieldwork

LING 70200 - Analysis and Structure of English from a Pedagogical Perspective

A comprehensive overview of the English Language for teachers of ESL, covering the sound system, systems of meaning making, orthographic and other representations, and the structures of English, with a specific focus on and

application to teaching ESL. Required for students in Programs 1, 2, and 3.

Hours includes 10 hrs fieldwork

Credits 4

LING 77400 - Theory and Research in Second Language Acquisition and Learning

A survey of current theory and research in second language acquisition with particular reference of the acquisition of English and applications of the classroom. Includes introduction to research methodology. Required of students in Program 1, 2, and 3.

prereq: G LING 70200

Credits 4

5 hours of field work.

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

prereq or coreq: G LING 70200

Credits 4

10 hours of field experience.

EDESL 77100 - K-12 ESL Curriculum and Materials through the Content Areas

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.

prereq: EDESL 79600/79610

prereq or coreq: G EDESL 79600 or G EDESL 79610 or G EDESL 79620

Hours includes 20 hrs fieldwork in K-12 classrooms

Credits 4

20 hrs fieldwork.

EDESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL

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. Includes identification and diagnosis of ESL students with special needs. Required of students in **Program 1** and **Program 2**.

prereq: EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser

Credits 4

includes 10 hrs fieldwork

EDESL 77200 - First and Second Language, and Technological Literacy in K-12 ESL

An in-depth treatment of theory and practice in the teaching of literacy skills, including technological, to English language learners in the public schools. Required of students in both Pre-K-12 Programs 1 and 2.

prereq: LING 70200

Hours includes 10 hrs fieldwork

Credits 4

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

Plus One of the Following:

EDESL 78500 - Supervised Student Teaching, Pre-K-6 and 7-12

Two-semester supervised student teaching experience in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs seminar plus student teaching and conference

Credits 2

this is a year-long course

EDESL 78800 - Supervised Practicum, Pre-K-6 and 7-12

Two-semester supervised practicum in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs seminar plus student teaching and conference

Credits 2

this is a year-long course

And One of the Following:

EDESL 76000 - Master's Essay Seminar in Educational Research

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits or permission of TESOL adviser

Credits 4

Comprehensive Examination

Note(s)

Students may be exempted from up to eight credits if they have taken equivalent course work elsewhere

**Student Teaching is a year-long course. Students must complete 60 days during one semester at the K-6 level, and 60 days during the other semester at the 7-12 level. Student teachers may start their student teaching in either the fall or spring semester.*

***Practicum Teaching is a year-long course. Students are expected to be in the classroom during the entire year of teaching. Practicum students may start their practicum in either the fall or spring semester.*

Exit Standards

1. A passing score on the comprehensive examination or successful completion of a master's essay (EDESL 76000).
2. Students must demonstrate graduate-level academic oral and written communication skills in their coursework, and the ability to serve as appropriate models of the English language for their future students. Students who cannot demonstrate this level of language ability must take a non-credit writing course offered by the School of Education in order to enroll in any courses after completing 12 credits.
3. An overall GPA of 3.0.
4. Students must pass the School of Education technology assessment.

Administration & Supervision Programs

School Building Leader/School District Leader - Advanced Certificate

Program Coordinator:

Marcia Knoll; 1025 West Building; (212) 772-4761; mknoll@hunter.cuny.edu

Hunter College offers qualified candidates a program in the administration and supervision of nursery, Pre-K, elementary, and secondary schools. The program leads to an advanced certificate granted by Hunter College. Students who complete the program qualify for New York State certification as school building leader (SBL) and school district leader (SDL). Leadership experiences of 25-35 hours, which provide field applications of course knowledge, skills and dispositions, are required in each course in the program. Students must also pass the required NY State exams to be certified in SBL and SDL.

All students must meet with a faculty member for advisement prior to registration each semester. All courses must be completed in five years.

Admission Requirements

1. Completion of an approved master's degree with a minimum average of B (3.0).
2. NYS certification as a teacher and/or pupil personnel service provider within grades N-12 is required.
3. A minimum of three years of approved teaching and/or school service within grades N-12 under regular appointment (or its equivalent for counselors, social workers, and school psychologists) or two years approved teaching and/or school service and at least one year of relevant management/leadership experience.
4. Submission of two letters of recommendation, including a letter of support from the candidate's immediate site supervisor
5. Promise of success in educational supervision and administration as determined by the completion of a comprehensive interview process that includes both oral and written activities.

Total Credits 32

ADSUP 70400 - Leadership to Enhance Human Resources

Interpersonal and group relationships applied to administrative and supervisory functions in schools and districts; intensive experience in group process and the development of a positive school climate and culture.

Hours 60 hours plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 71500 - Supervision for the Improvement of Instruction

An examination of varied productive supervisory techniques which promote the improvement of instruction and enhance the supervisory process.

Hours 60 hours plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 71600 - Leadership Strategies for School Reform

An introduction to leadership theory, school, district reform and the school principalship. Leadership theory is explored from a systems perspective with a focus on both the theoretical and practical tools for promoting school and district change that leads to high levels of student achievement.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 71700 - Seminar in Evaluating and Applying Educational Research

This course provides students seeking to be educational leaders with the theoretical and the practical considerations for evaluating, conducting and using research in schools and school districts.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 72100 - Legal Issues, Finance, Facilities and Operations

A study of school legal issues finance and budgeting. Processes and cases from New York State, New York City, local school district and building level management of operations and facilities.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work
Credits 4

ADSUP 73100 - Using Data, Technology and Assessment to Plan and Design Curriculum and Instruction

This course provides students seeking to be instructional leaders with both the theoretical and the practical considerations necessary for using technology, data, and assessment to plan and design curriculum for effective instruction.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 75100 - District and School Based Field Experience Seminar in Administration and Supervision

Intensive applications of program knowledge, skills and dispositions in school and district field settings available to the student, and a 40 hour seminar that includes a two-hour unit on each of both child abuse prevention and violence prevention.

Hours 60 hrs plus 200 hrs of leadership experiences in field work stipulated in a contract

Credits 4

ADSUP 74100 - School District Leadership: Problems and Issues

System-wide administrators must combine the elements of vision, with instructional and administrative leadership in order to guide learning organizations. They must develop skills, strategies and knowledge of the leading educational issues they are facing to be able to create collaborative, safe, and successful educational environments capable of being successful.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work

Credits 4

Exit Requirements

1. The culminating experiences of the program consist of an oral exit interview and a program portfolio review of selected leadership experiences and reflections on the learning process.
2. Students must pass the School of Education technology assessment.
3. Passing both parts of the NYSTCE School District Leader exam.

Adolescent Education Programs

Adolescent Biology - MA / Advanced Certificate

Education Adviser

Stephen Demeo
(212) 772-4776
908 West
sdemeo@hunter.cuny.edu

Biology Department Adviser (master's degree only)

Patricia Rockwell
(212) 650-3234
821 North
rockwell@genectr.hunter.cuny.edu

These programs are designed to serve individuals who do not have initial, professional or permanent certification in the teaching of science.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative GPA of 2.8.
2. A minimum of 21 credits in biology to include a year of introductory biology with laboratory and a semester of organic chemistry.
3. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and one course in calculus.
4. Two professional references to be included with the application for admission.
5. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in biology and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College. Coursework at either the undergraduate or graduate level must include a course in introductory biology with laboratory and a semester of organic chemistry.
2. A general education core in the liberal arts and sciences to include the following (in addition to biology): 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and one course in calculus.
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in biology.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.

2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop series for teachers before being permitted to register for any further courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Biology Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Biology courses listed below. (For other biology courses, go to Biological Sciences)

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

37-41 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

41-44 credits: Master's Degree program for students who matriculated on or after Fall 2011.

Education Courses for Advanced Certificate and Master's Degree Programs

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12

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.

prereq: SEDC 71300

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

Take either

SEDC 75401 - Student Teaching in Biology, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

prereq or coreq: SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77411 - Practicum in Biology, Grades 7–9

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Students who take SEDC 774.11 must also take SEDC 774.21.

plus

SEDC 77421 - Practicum in Biology, Grades 10-12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Students who take SEDC 77421 must also take SEDC 77411.

Biological Science Courses for Master's Degree Programs

BIOL 61055 - Laboratory Workshop in Biology Education

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.

prereq: a graduate course in biology or permission of instructor

Hours 120 hrs,

Credits 3 cr

BIOL 63000 - 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.

prereq: BIOL 61055 or permission of instructor

BIOL 66000 - Challenging Concepts in the Biological Sciences

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.

prereq: BIOL 61055, BIOL 63000, and one elective course or permission of instructor

Hours 4 hrs,

Credits 4 cr

Category A:

For students who have completed molecular biology and molecular genetics at the undergraduate level. Choose one:

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,

Credits 4 cr

fall only

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr

fall only

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry

Hours 60 hrs,

Credits 4 cr

spring only

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,

Credits 4 cr

Spring only

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 60000 - Molecular Biology for Science Teachers

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.

*prereq: An undergraduate degree in Biology and a course in Organic Chemistry and permission of instructor.
Fall only*

BIOL 60210 - Molecular Genetics for Science Teachers

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.

*prereq: BIOL 60000 or equivalent and permission of instructor
Spring only*

Culminating Experiences

- Professional teaching portfolio

Culminating Project in Biology:

Students will be expected either to prepare a research proposal or to conduct a research project while enrolled in the following, which serves as the capstone course in biology.

BIOL 66000 - Challenging Concepts in the Biological Sciences

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.

*prereq: BIOL 61055, BIOL 63000, and one elective course or permission of instructor
Hours 4 hrs,
Credits 4 cr*

Exit Standards

An overall GPA of 3.0.

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students will also be expected to prepare a research proposal or to conduct a research project while enrolled in BIOL 66000 - Challenging Concepts in the Biological Sciences, which serves as the capstone course in biology.

Students must pass the School of Education technology assessment.

Adolescent Chemistry - MA / Advanced Certificate

Education Adviser Stephen Demeo; (212) 772-4776; sdemeo@hunter.cuny.edu

Chemistry Department Adviser (Master's Degree only) Pamela Mills; (212) 772-5331; pam.mills@hunter.cuny.edu

These programs are designed to serve individuals who do not have initial, professional or permanent certification in the teaching of science.

Admission Requirements

Master's Degree

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 minimum of 29 credits in science and mathematics to include two years of chemistry (general and organic), one year of introductory physics with laboratory, and one semester of calculus.
3. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and one college course in calculus.
4. Two professional references to be included with the application for admission.
5. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in chemistry and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College. Coursework at either the undergraduate or graduate level must include a course in introductory chemistry with laboratory, one year of introductory physics with laboratory, and one semester of calculus.
2. A general education core in the liberal arts and sciences to include the following (in addition to chemistry): 6 credits in English, 6 credits in a language other than English (3 years of the same language in high school with a grade of "C" or better satisfies this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and one college course in calculus.

3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in chemistry.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Chemistry Course of Study

Education Courses

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Chemistry courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

37-41 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

41-44 credits: Master's Degree program for students who matriculated on or after Fall 2011.

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12

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.

prereq: SEDC 71300

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

Take Either

SEDC 75402 - Student Teaching in Chemistry, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

Or

SEDC 77412 - Practicum in Chemistry, Grades 7–9

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Students who take SEDC 77412 must also take SEDC 77422.

Plus One of the Following

SEDC 77422 - Practicum in Chemistry, Grades 10–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Students who take SEDC 77422 must also take SEDC 77412.

Chemistry Courses

For Master's Degree Program Only (For other chemistry courses go to, Chemistry Department)

Minimum of 15 credits

CHEM 65500 - Demonstrations, Models, and Technology

Demonstrations, models, and technology.

Credits 3 cr

CHEM 63000 - 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.

prereq: permission of instructor

Credits 3

CHEM 66000 - Challenging Concepts in Chemistry

Overview of research and theory related to misconceptions in chemistry. 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.

Hours 4 hrs,

Credits 4 cr

- Two electives chosen from 600- or 700-level courses in chemistry or biochemistry at least 5 cr.

for students who have not taken physical chemistry, one of the electives must be:

CHEM 65000 - Biophysical Chemistry

Essential physical chemical principles as applied to biological problems. Emphasis on kinetics, thermodynamics, equilibria.

prereq: 1 year organic chemistry, 1 year biology, MATH 15000 or equivalent

Hours 4 hrs,

Credits 4 cr

Fall

Culminating Experiences

- Professional teaching portfolio

Culminating Project in Chemistry:

See Exit Standards

CHEM 66000 - Challenging Concepts in Chemistry

Overview of research and theory related to misconceptions in chemistry. 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.

Hours 4 hrs,

Credits 4 cr

Exit Standards

An overall GPA of 3.0

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students will also be expected to either prepare a research proposal or to conduct a research project while enrolled in CHEM 66000 - Challenging Concepts in Chemistry, which serves as the capstone course in chemistry.

Students must pass the School of Education technology assessment.

Adolescent Chinese - MA

Program Adviser Fang Dai;

1426 West Building; (212) 772-5062;
fdai@hunter.cuny.edu

The MA program in the teaching of Chinese is designed for students who have majored in Chinese at the undergraduate level and want to pursue a teaching career in adolescent education. This program is not for individuals with initial, professional, or permanent certification in Chinese. The Teacher Education Program in Chinese does not offer an advanced certificate program.

Admission Requirements

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8 and a major in Chinese with a grade point average of 3.0, including a minimum of 18 credits in Chinese literature above the intermediate level and oral proficiency at the advanced low level of the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI);

OR

2. Applicants who do not have a Chinese major but have a liberal arts and science major (or interdisciplinary liberal arts or science concentration) of at least 30 credits can take two exams to meet the Chinese coursework requirement: the Oral Proficiency Interview (OPI) and the Written Proficiency Test (WPT) administered by American Council on the Teaching of Foreign Language (ACTFL). Candidates must achieve a minimum score of advanced-low on each to meet the admission requirement and must achieve a passing score on the on-site written test in Chinese/English about Chinese literature.

PLUS (for ALL applicants)

3. A general education core in the liberal arts and science to include the following: 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

4. Two professional references to be included with the application for admission.

5. A personal statement to be completed as part of the application for admission.

6. An interview conducted in Chinese/English with program adviser.

7. An on-site English writing sample.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC, SEDF, or CHND course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Chinese Course of Study

33-34 credits for students who matriculated before Fall 2011.

37-38 credits for students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

*Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3*

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

CHND 71200 - Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Chinese, Grades 7-12

The course covers options for classroom management, learning environment appropriate to 7-12 classrooms, and assessment. Attention is given to classroom management task, setting up and exploiting various learning environments, and methods for assessment. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes homework assignment and projects.

prereq or coreq: SEDF 70400 or permission of the adviser

CHND 71300 - Methods 2: Intensive Study of Teaching Diverse Learners in Chinese, Grades 7-12

This course aims to familiarize prospective 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 curricula in Chinese. Innovative uses of technology, development of instructional units, individualization for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course. Thirty-six hours of field experience/observation is a part of this course. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes development of lesson plans, homework assignment, and projects for classroom use.

prereq or coreq: CHND 71200 and SEDF 70500 or permission of the adviser

Hours 30 hrs plus 36 hrs fieldwork,

Credits 2

Take Either

CHND 73100 - Student Teaching in Chinese, Grades 7-12

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 criticism. These presentations will be videotaped for further self-analysis at home.

prereq or coreq: CHND 71300 or permission of the adviser.

Hours 60 days, 30 hrs seminar plus workshops and conferences,

Credits 5

or

CHND 74110 - Practicum in Chinese, Grades 7-9

Supervised practicum for teachers of Chinese 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. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take **CHND 74110** must also take **CHND 74120**.

prereq or coreq: CHND 71200 or permission of the adviser.

Hours 30 hrs plus conferences

Credits 2

plus

CHND 74120 - Practicum in Chinese, Grades 10-12

Supervised practicum for teachers of Chinese 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. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take **CHND 74120** must also take CHND 74110

prereq or coreq: CHND 71200 or permission of the adviser.

Hours 30 hrs plus conferences,

Credits 2

Chinese Courses

CHIN 70100 - Chinese Phonology and Romanization

This course will introduce Chinese phonetics, phonology, and the major sound transcription systems commonly used in teaching Chinese as a foreign language and found in Chinese dictionaries. Emphasis will be on acquiring accurate tones and standard pronunciation for English-speaking learners as well as learners who speak a Chinese dialect at home.

Hours 3

Credits 3

CHIN 70300 - Chinese Orthography and Lexicology

This course will give an overview of the development of Chinese orthography and Chinese lexicology. Differences between the spoken and written styles will be discussed. The relationship of formation methods of the Chinese lexicon to syntactic functions and the process of character-based meaning derivation will be emphasized.

Hours 3

Credits 3

CHIN 70200 - Modern Chinese Pedagogical Grammar

This course will introduce the grammatical system of modern Mandarin Chinese, including the characteristics of grammatical morphemes, word order, and sentence and discourse structures. The content will highlight difficulties for native speakers of English and helping them to overcome these difficulties effectively. The course will discuss pedagogical issues concerning grammar instruction such as how it differs from syntax; what grammar points need to be taught at each level; and the methods of teaching grammar.

Hours 3

Credits 3

Advanced Language and Culture Training (may choose 1 or more)

CHIN 70500 - Topics in Advanced Conversation

This course will give students advanced language training in speaking in a wide range of topics as well as specialized vocabulary needed to discuss Chinese instruction in Chinese. Students will further practice speaking skills to achieve advanced-mid or advanced-high oral proficiency according to the ACTFL (American Council for Teachers of Foreign Languages) scale. Authentic materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70600 - Topics in Advanced Writing

This course will give students advanced language training in writing Chinese in everyday life situations as well as a Chinese language teaching professional with writing samples. Students will further practice writing skills to achieve advanced-low proficiency according to the ACTFL scale. Authentic writing tasks and materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70700 - Topics in Advanced Reading

This course will give students advanced language training in reading Chinese. Students will further practice reading skills to achieve advanced-mid or advanced-high proficiency according to the ACTFL scale. Authentic writing tasks and materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70800 - Topics in Chinese Culture and Society

This course will give students advanced language training in topics related to Chinese culture and society. Students will learn topics concerning Chinese culture and society in traditional and contemporary China. Authentic writing tasks and materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70900 - Independent Study

Students will carry out an independent project approved by their faculty advisor and chairperson and supervised by a staff member.

Credits 1-3

Notes:

1. *Students who enter with initial or professional certification in adolescent education in another area will not be required to take any SEDC or SEDF courses. They will be required to take all CHIN and CHND courses in the program.*
2. *The minimum number of credits for the degree for students who enter with certification in adolescent education is 24 credits.*
3. *Students without certification may be exempted from up to 6 credits based on prior equivalent course work.*

Culminating Experiences

Professional teaching portfolio - School of Education

Students must pass the School of Education technology assessment.

Adolescent Earth Science - MA / Advanced Certificate

Education Adviser Stephen Demeo; (212) 772-4776; 908 West Building; sdemeo@hunter.cuny.edu

Geography Department General Advising Jochen Albrecht; 1030 North Building; (212) 772-5221; geog@geo.hunter.cuny.edu

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

Admission Requirements

Master's Degree

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 the liberal 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 (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 6 credits in math/technology (a college course in calculus meets this requirement).
5. Two professional references to be included with the application for matriculation.
6. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in earth science and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College. Coursework at either the undergraduate or graduate level must include a course in introductory earth science with laboratory, one of introductory physics with laboratory, and one semester of calculus.
2. A general education core in the liberal arts and sciences to include the following (in addition to earth science): 6 credits in English, 6 credits in a language other than English (3 years of the same language in high school with a grade of "C" or better satisfies this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and one college course in calculus.
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in earth science.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Earth Science Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Geography courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

38-41 credits: Master's Degree program for students who matriculated on or after Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

42-44 credits: Master's Degree program for students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12

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.

prereq: SEDC 71300

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

Take Either

SEDC 75404 - Student Teaching in Earth Science, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

Or

SEDC 77414 - Practicum in Earth Science, Grades 7–9

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 77414** must also take **SEDC 77424**.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2

Plus

SEDC 77424 - Practicum in Earth Science, Grades 10–12

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 77424** must also take **SEDC 77414**.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Earth Science Courses

For Master's Degree Programs Only (For other earth science courses go to, Geography Department)

Minimum of 16 credits

PGEOG 70563 - Earth Science Today

A survey of the primary topics included in an earth science curriculum (grades 7-12). Laboratory methodology and demonstration techniques used to convey information about the earth's lithosphere, hydrosphere and atmosphere, as well as its place in the solar system, will be introduced.

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

GTECH 71000 - Introduction to GIS

Thorough introduction to geographic information systems with an emphasis on spatial data handling and project management.

Hours 60 hrs including conference (2 lectures, 2 labs),

Credits 3 cr

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

PGEOG 63000 - 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.

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 66000 - 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.

Hours 45 hrs, including conferences,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

Students lacking a significant background in geology or earth science may be required to take the following course as their elective:

PGEOG 70564 - Introducing Earth Science at the Museum of Natural History

This course is part of the MA Teacher Education Program in Earth Sciences.

Culminating Experiences

- Professional teaching portfolio

Culminating Project in Earth Science:

Students will be expected either to prepare a research proposal or to conduct a research project while enrolled in the following, which serves as the capstone course in earth science.

PGEOG 66000 - 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.

Hours 45 hrs, including conferences,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

Exit Standards

An overall GPA of 3.0.

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students will also be expected to either prepare a research proposal or to conduct a research project while enrolled in PGEOG 660, which serves as the capstone course in earth science.

Students must pass the School of Education technology assessment.

Adolescent Education

Return to: School of Education

Master's degree and advanced certificate programs at Hunter College prepare prospective teachers to serve as highly effective educators in urban middle and high schools. Through rigorous course work, fieldwork and student teaching experiences in New York City schools, students learn how to provide an academically rigorous education to students of diverse backgrounds, abilities and interests.

Content Knowledge

Courses in the academic discipline offered by the School of Arts & Sciences will deepen teacher candidates' subject knowledge. They will learn how to use knowledge of their subject to design and implement classroom instruction that reflects State and professional standards.

Professional Knowledge

Teacher candidates will learn the theory and practice of effective pedagogy in their subject area. They will gain a grounding in the history, philosophy, psychology and sociology of education that will inform their teaching. They will study research-based theories and methods of teaching their subject to students with special needs, including special education students and English language learners.

Skills

Teacher candidates will learn to design lessons and units of work for students, and to adapt their instruction to students' prior knowledge and level of skill. They will gain expertise in analyzing and using assessments of student achievement to guide and inform their instruction. They will master the use of technology as a tool for teaching their subject. They will learn to manage their classrooms to provide effective instruction for all students. They will practice ways to assess and reflect on their teaching practice in order to strengthen their work with students and grow as professionals.

Creating Community

Teacher candidates will learn to create humane and ethical learning communities in their classrooms and schools in which all students receive the support they need to achieve academically. They will learn to communicate effectively with parents, families, community members and other members of the school faculty and staff in order to provide this support.

Adolescent Education Programs

- Biology - MA / Advanced Certificate
- Chemistry - MA / Advanced Certificate
- Earth Science - MA / Advanced Certificate
- English - MA / Advanced Certificate
- French - MA / Advanced Certificate
- Italian - MA / Advanced Certificate
- Latin - MA
- Mathematics - MA / Advanced Certificate
- Mathematics Professional Certificate- MA
- Physics - MA / Advanced Certificate
- Social Studies - MA / Advanced Certificate
- Spanish - MA / Advanced Certificate

Adolescent English - MA / Advanced Certificate

Education Adviser Melissa Schieble; (212) 772-4044; 902 West Building; mschiebl@hunter.cuny.edu

English Department Adviser (Master's Degree only) Angela Reyes; (212) 772-5076; 1248 West Building; gradenglished@hunter.cuny.edu

These programs are designed to serve individuals who do not have initial, professional, or permanent certification in the teaching of English. Provisionally certified teachers should apply for the MA in English .

Admission Requirements

Master's Degree

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 minimum of 21 credits of advanced courses in British, American or World Literature written in English (no more than 3 credits of the latter).
3. A general education core in the liberal arts and sciences to include the following (in addition to English major): 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

4. Students must submit a writing sample of about 10 pages (preferably an undergraduate research paper of literary criticism).
5. Two references (preferably including at least one academic reference) to be included with the application for matriculation.
6. A personal statement to be completed as part of the application for matriculation.

Advanced Certificate

1. An undergraduate major of at least 30 credits in English, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.
2. A general education core in the liberal arts and sciences to include the following (in addition to English): 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 6 credits in a language other than English (3 years of the same language in high school with a grade of "C" or better fulfills this requirement), 3 credits in the arts, and 12 credits in math/ science/ technology (a college course in calculus satisfies 6 credits of this requirement).
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
5. In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in English.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

Please note: Nonmatriculated students should apply for matriculation at the beginning of the semester in

which they will complete 12 credits in the program.

B. Fieldwork Benchmarks

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

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent English Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the English courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

46-48 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

50-51 credits: Master's Degree program for students who matriculated on or after Fall 2011.

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71100 - Advanced Study of Young Adult Literature in Our Diverse Society

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

*Hours 15 hrs,
Credits 1 cr*

SEDC 72100 - Advanced Study of Teaching English Methods to a Diverse Population in Grades 7–12

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.

*prereq: SEDC 71100
prereq or coreq: SEDF 70500
Hours 45 plus 36 hrs fieldwork
Credits 3*

Take Either

SEDC 75100 - Student Teaching in English, Grades 7–12

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.

*prereq: SEDC 72100, SEDF 706
Hours 30 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr*

Or

SEDC 77110 - Practicum in English, Grades 7–9

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 **SEDC 77120**.

*prereq: SEDC 72100, SEDF 70600
Hours 30 hrs plus conferences,
Credits 2 cr*

Plus

SEDC 77120 - Practicum in English, Grades 10–12

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 77120** must also take SEDC 77110 .

prereq: SEDC 72100, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

English Department Courses

(see English Programs and Courses, for course descriptions)

For Master's Degree Programs

Minimum 24 credits

- **Literature** Eighteen credits in literature courses given by the English department, including 3 credits in Shakespeare, 3 credits in literature with a multicultural/minority emphasis, 6 credits in American literature, and 6 credits in electives.

ENGL 60700 - English Linguistics

Structure of Modern English, with emphasis on analytical method and pedagogical implications. Survey of phonology, morphology, syntax, and dialectal variation.

Hours 45 hrs,

Credits 3 cr

ENGL 61500 - Rhetoric and Composition

Rhetorical theory; analysis of selected masterpieces of prose; practice in writing a variety of prose forms.

Hours 45 hrs,

Credits 3 cr

Exit Criteria: Culminating Experiences

An overall GPA of 3.0.

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students must also pass a written comprehensive examination in British and American literature.

Students must pass the School of Education technology assessment.

Adolescent French - MA / Advanced Certificate

Education Adviser Jenny Castillo

(212) 772-4614

905 West Building

jmcastil@hunter.cuny.edu

Romance Languages Department Adviser (Master's Degree only)

Marlene Barsoum

(212) 772-3511

1320 West Building

mbarsoum@hunter.cuny.edu

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

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8 and a major of at least 30 credits in French with a GPA of 3.0.
2. A general education core in the liberal arts and sciences to include the following (in addition to a French major): 6 credits in English, 3 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
5. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

Advanced Certificate

1. An undergraduate major of at least 30 credits in French, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.
2. A general education core in the liberal arts and sciences to include the following (in addition to French): 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/ science/ technology (a college course in calculus satisfies 6 credits of this requirement).

3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
5. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in French.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent French Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and French courses listed below.

22-24 credits: Advanced Certificate Program for students who matriculated before Fall 2011.

43-45 credits: Master's Degree Program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate Program for students who matriculated on or after Fall 2011.

47-48 credits: Master's Degree Program for students who matriculated on or after Fall 2011.

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

*Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3
A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit*

course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12

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.

*prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr*

SEDC 72000 - Adolescent Health and Safety

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.

*Hours 15 hrs,
Credits 1 cr*

SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12

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 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.

*prereq: SEDC 71200
prereq or coreq: SEDF 70500
Hours 45 plus 36 hrs fieldwork
Credits 3*

Take either

SEDC 75201 - Student Teaching in French, Grades 7–12

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.

prereq: SEDC 722, SEDF 706

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77211 - Practicum in French, Grades 7–9

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 77211 must also take SEDC 77221 .

prereq: SEDC 72200

Hours 30 hrs plus conferences,

Credits 2 cr

plus

SEDC 77221 - Practicum in French, Grades 10–12

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 77221 must also take SEDC 77211.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Romance Language (French) Courses

For Master's Degree Programs Only

Minimum 21 Credits

Graduate level French and Francophone literature. See Romance Languages

Culminating Experiences

Comprehensive examination in French: See Exit Standards

Romance Languages department

Professional teaching portfolio

School of Education

Exit Standards

An overall GPA of 3.0.

Master's degree 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 advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students must also pass a written comprehensive examination in French.

Students must pass the School of Education technology assessment.

Adolescent Italian - MA / Advanced Certificate

Education Adviser Jenny Castillo; (212) 772-4614; 905 West Building; jmcastil@hunter.cuny.edu

Romance Languages Department Adviser(Master's Degree Only) (Italian) Maria Paynter; (212) 772-5090; 1312 West Building; mpaynter@hunter.cuny.edu

and/or

Paolo Fasoli; (212) 772-5129; 1307 West Building; pfasoli@hunter.cuny.edu

These programs are designed to serve individuals who do not have initial or provisional certification in the teaching of Italian.

Admission Criteria

Master's Degree

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8 and a major of at least 30 credits in Italian with a GPA of 3.0.
2. 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 U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
5. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

Advanced Certificate

1. An undergraduate major of at least 30 credits in Italian, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.
2. A general education core in the liberal arts and sciences to include the following (in addition to Italian): 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/ science/ technology (a college course in calculus satisfies 6 credits of this requirement).
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
5. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).
In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in Italian.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Italian Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Italian courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

43-45 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

47-48 credits: Master's Degree program for students who matriculated on or after Fall 2011.

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12

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 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.

prereq: SEDC 71200

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork
Credits 3

Take Either

SEDC 75202 - Student Teaching in Italian, Grades 7–12

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.

prereq: SEDC 72200, SEDF 70600
Hours 30 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr

Or

SEDC 77212 - Practicum in Italian, Grades 7–9

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 77212 must also take SEDC 77222 .

prereq: SEDC 72200
Hours 30 hrs plus conferences,
Credits 2 cr

Plus

SEDC 77222 - Practicum in Italian, Grades 10–12

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 77222 must also take SEDC 77212.

prereq: SEDC 72200, SEDF 70600
Hours 30 hrs plus conferences,
Credits 2 cr

Romance Languages (Italian) Courses

For Master's Degree Program Only

21 Credits

Graduate level Italian literature. See Romance Languages

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 through critical reflection.

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation). See the School of Education Graduate Handbook in Adolescent Education, available in the Office of Educational Services, Room 1000 West Building, for specific guidelines.

See the Romance Languages section of the catalog for information about the comprehensive examination in Italian.

Students must pass the School of Education technology assessment.

Adolescent Latin - MA / Advanced Certificate

Education Adviser Carla Asher; (212) 772-4621; 1000 West Building; carla.asher@hunter.cuny.edu

Classical and Oriental Studies Department Adviser Larry Kowerski; (212) 772-5007; 1435 West Building; lkowerski@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 adolescent 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

Master's Degree

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. Students with 18 credits in Latin may be admitted provisionally if they are certified to teach a language other than Latin.
3. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 3 credits in the arts, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
4. Two professional references to be included with the application for matriculation.
5. A personal statement to be completed as part of the application for matriculation.

Advanced Certificate

1. Minimum of 30 credits in Latin at the undergraduate and/or graduate level, and a master's degree in Classics, Latin, or Ancient Greek with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.
2. A general education core in the liberal arts and sciences to include the following (in addition to Latin): 6 credits in English, 3 credits in the arts, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
3. Two professional references to be included with the application for matriculation.
4. A personal statement to be completed as part of the application for matriculation.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC, SEDF, or LATED course work will not be allowed to continue in the program.
3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop series before being permitted to register for any courses.

B. Fieldwork Benchmarks

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

Any student who receives a grade of B-, C+ or C in a field experience or student teaching course must apply to the chairperson of the department for permission to repeat that course, 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.

Adolescent Latin Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and Latin courses listed below.

25-26 credits for Advanced Certificate Program students.

46-47 credits for Masters of Education students who matriculated before Fall 2011.

49-50 credits for Masters of Education students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

LATED 71200 - Methods 1: Classroom Organization, Management, and Assessment of Instruction in Latin

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.

prereq: completion of 18 credits of graduate Latin courses

prereq or coreq: SEDF 70400

Hours 45 hrs, including conferences,

Credits 3

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

LATED 71300 - Methods 2: Teaching for Diverse Learners in Latin

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.

prereq: LATED 71200

prereq or coreq: SEDF 70500

Hours 30 hrs plus 36 hrs fieldwork,

Credits 2

Take Either

LATED 73100 - Student Teaching in Latin, Grades 7–12

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 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 this course and may not continue in the program.

prereq: LATED 71300

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

Or

LATED 74110 - Practicum in Latin, Grades 7-9

Supervised practicum in the teaching of Latin in grades 7–9. 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 this course and may not continue in the program. Students who take **LATED 74110** must also take **LATED 74120**.

prereq: LATED 71300

Hours 30 hrs plus conferences,

Credits 2 cr

plus

LATED 74120 - Practicum in Latin, Grades 10-12

Supervised practicum in the teaching of Latin in grades 10–12. 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 this course and may not continue in the program. Students who take **LATED 74120** must also take **LATED 74110**.

prereq: LATED 71300

Hours 30 hrs plus conferences,

Credits 2 cr

Latin Literature and Composition and Classical Culture Courses (24 credits)

Each course is 45 hours, including conferences, and 3 credits unless otherwise noted.

For Master's Degree Programs Only

Latin 18 credits

LAT 72700 - Speaking and Writing Latin

Development of aural/oral and written skills, including traditional Latin Composition, history of the language, and analysis of Latin grammar and syntax.

LAT 71000 - Topics in Latin literature.

May be taken three times for credit.

A. At least 3 credits from the following courses:

LAT 71100 - Literature of the Republic

Selection from poetry and prose authors of the Latin language and the development of literary forms and styles.

LAT 71200 - Literature of the Augustan Age

Selections from poetry and prose authors of the Augustan period.

LAT 71300 - Literature of the Empire

Selections from poetry and prose authors of the Imperial period.

B. At least 3 credits from the following courses:

LAT 70500 - Caesar

Selections from the Commentaries on the Civil War and Commentaries on the Gallic War.

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

LAT 70600 - Cicero

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

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

LAT 70700 - Vergil

Selections from the Aeneid, Eclogues, and Georgics.

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

LAT 72500 - Ovid

Selections from the *Metamorphoses* and *Amores*.

LAT 72600 - Horace and Catullus

Selections.

6 additional credits from the courses in section A and/or B or LAT 708 or LAT 710 (LAT 708 and LAT 710 may each be taken up to 3 times total).

Classical Culture 6 credits

CLA 70100 - The Legacy of Ancient Greece

A survey of Greek culture and civilization from the second millennium BCE to the rise of Alexander.

Hours 45 hrs, including conferences,

Credits 3 cr

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

CLA 70200 - 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.

Hours 45 hrs, including conferences,

Credits 3 cr

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

CLA 70700 - A Survey of Classical Literature in Translation

CLA 70600 - Supervised Reading

Independent reading on a particular aspect of ancient Greek or Roman culture, supervised by a faculty member.

Prior approval of graduate adviser required. May be taken twice for credit.

Culminating Experiences

Comprehensive examination in Latin and Classical Culture: Classics Division

See Exit Criteria

Note (s)

Students who enter with initial or provisional certification in adolescent 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 adolescent education is 39 credits. Students may be exempted from up to 6 credits based on prior equivalent course work.

Exit Criteria: Culminating Experiences

An overall GPA of 3.0.

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 advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Students must pass the School of Education technology assessment.

Check with the Classical and Oriental Studies Department adviser for information about the Comprehensive Examination in Latin and Classical Culture.

Adolescent Mathematics - MA / Advanced Certificate

Program Coordinator Patrick Burke

1138 West Building; (212) 772-4728;
patrick.burke@hunter.cuny.edu

The master's degree and advanced certificate degree programs are designed to serve individuals who do not have initial, professional, or permanent certification in the teaching of mathematics.

Applicants with permanent or professional certification in mathematics should apply to the Professional Certificate master's degree program.

Admission Requirements

Master's Degree

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 adviser, 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. A grade point 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 (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 6 credits in science/technology, 3 credits in the arts.
5. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in mathematics and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College. Coursework at either the undergraduate or graduate level must include a course in elementary statistics, a year of calculus and a course in matrix algebra or linear algebra.
2. A general education core in the liberal arts and sciences to include the following (in addition to mathematics): 6 credits in English, 6 credits in a language other than English (3 years of the same language in high school with a grade of "C" or higher satisfies this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 6 credits in science and technology.
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in mathematics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.

2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Mathematics Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Mathematics courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

37-39 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

41-42 credits: Master's Degree program for students who matriculated on or after Fall 2011.

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

*Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3*

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72300 - Methods II: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7–12

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.

prereq: SEDC 71300

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork,

Credits 3

Take either

SEDC 75300 - Student Teaching in Mathematics, Grades 7–12

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.

prereq: SEDC 72300, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77310 - Practicum in Mathematics, Grades 7–9

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 77310 must also take SEDC 77320 .

prereq: SEDC 72300

Hours 30 hrs plus conferences,

Credits 2 cr

plus

SEDC 77320 - Practicum in Mathematics, Grades 10-12

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 SEDC 77310 .

prereq: SEDC 723, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Mathematics and Statistics Course of Study

Master's Degree Only (For other courses go to Mathematics and Statistics Department)

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

prereq: Calculus II and a course in linear or matrix algebra

Hours 45 hrs,

Credits 3 cr

Open only to Teacher Education Program students.

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

Hours 45

Credits 3

Open only to Teacher Education Program students.

MATH 63300 - Axiomatic Geometry

The development of geometry from the point of view of axiom systems. The course includes axiomatic systems for Euclidean geometry from the classical period to the Hilbert axioms of the early 20th century, and the development of

non-Euclidean hyperbolic geometry.

prereq: MATH 63000

Hours 3

Credits 3

MATH 63500 - Problem Solving Explorations in Mathematics

A study of the heuristics of problem solving through intensive work with non-routine problems chosen from many areas of mathematics.

Hours 3

Credits 3

STAT 61200 - Discrete Probability

Hours 3

Credits 3

Or

STAT 61400 - Data Analysis Using Statistical Software

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.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

Note:

1. *Students who present certain courses and prior experience may be able to substitute another course or seminar(s) with approval of graduate mathematics adviser.*
2. *Although students are required to take EITHER STAT 612 or STAT 714, students are encouraged to take both courses.*

Culminating Experiences

Comprehensive examination in two parts: mathematics and pedagogy:

See Exit Standards

Mathematics and Statistics department

Professional teaching portfolio

School of Education

Exit Standards

An overall GPA of 3.0.

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students must also pass a comprehensive examination in mathematics. A student can take the comprehensive exam in mathematics twice; after that, a committee formed by the mathematics/statistics chairperson and consisting of members from the Department of Mathematics and Statistics and the School of Education will decide if the students can take the exam a third and final time.

Students must pass the School of Education technology assessment.

Adolescent Mathematics Professional Certificate- MA

Program Coordinator Patrick Burke

1138 West Building; (212) 772-4728;
patrick.burke@hunter.cuny.edu

This 30-credit program provides advanced coursework in methods of teaching mathematics, as well as coursework in mathematics focused on the needs of secondary teachers. It is intended for teachers holding initial certification in mathematics 7-12 and leads to professional certification in adolescent mathematics. It is also intended for teachers who already hold professional or permanent certification and who are seeking to further their knowledge/skills, and gain additional graduate credits. Teachers holding initial, permanent or professional certification in adolescent mathematics may apply to this program. Students who do not hold New York State certification in mathematics should refer to the Adolescent Mathematics program, which leads to initial certification.

The program is designed to increase students' pedagogical and content knowledge in mathematics. Coursework includes courses in the School of Education and in the Mathematics Department of the School of Arts & Sciences.

Admission Requirements

1. Completion of an approved bachelor's degree program with a minimum overall GPA of 2.8
2. New York State Certification to teach mathematics in grades 7-12.
3. Students must have at least 24 undergraduate credits in mathematics with a B average, including courses in Calculus and Linear Algebra.
4. Students who possess a master's degree in mathematics or mathematics education must have a minimum overall GPA of 3.0 in their graduate courses, with a B average in mathematics courses.

Professional Certification in Mathematics Course of Study

Total Credits: 33 credits

(For other courses in Mathematics or Statistics go to, Mathematics and Statistics Department)

CEDC 74000 - Contemporary Mathematics in the Elementary School

A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

*Hours 45 hrs,
Credits 3 cr*

SEDC 73000 - Development of Mathematical Thinking: Implications For Teaching and Learning Mathematics in Grades 7 to 12

A course exploring the role of the teacher in developing mathematical reasoning ability in students. What are the possibilities and limitations? A research-based approach to the problem of providing a solid mathematics education for all students.

SEDC 73100 - Seminar in Mathematics Curriculum, Grades 7-12

A study of the current Standards-Based Mathematics Curriculum from an historical perspective.

SEDC 73200 - Research Seminar in Mathematics Education, Grades 7-12

A course in which students will study the research relative to the mathematics curriculum and complete a research project in a field of mathematics education of their choice.

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

*Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3*

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

*prereq: Calculus II and a course in linear or matrix algebra
Hours 45 hrs,
Credits 3 cr
Open only to Teacher Education Program students.*

MATH 62300 - Theory of Numbers

Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.

prereq: a course in linear algebra

Hours 45 hrs,

Credits 3 cr

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

Hours 45

Credits 3

Open only to Teacher Education Program students.

STAT 61400 - Data Analysis Using Statistical Software

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.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

Electives (Choose 2): Any MATH or STAT 600 or 700 Level Course (6 cr)

Exit Standards

An overall GPA of 3.0.

Students must pass the School of Education technology assessment.

Adolescent Physics - MA / Advanced Certificate

Education Adviser Stephen Demeo; (212) 772-4776; 908 West Building; sdemeo@hunter.cuny.edu

Physics and Astronomy Department Adviser (Master's Degree Only) Rodney Varley; (212) 772-5252; 1216 North Building; rvarley@hunter.cuny.edu

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

Admission Requirements

Master's Degree

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 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 (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 6 credits in math/technology (a college course in calculus meets 6 credits of this requirement).
4. Two professional references to be included with the application for admission.
5. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in physics and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.
 2. A general education core in the liberal arts and sciences to include the following (in addition to physics): 6 credits in English, 6 credits in a language other than English (3 years of the same language in high school with a grade of "C" or higher satisfies this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 6 credits in math/technology (a college course in calculus meets this requirement).
 3. Two professional references to be included with the application for admission.
 4. A personal statement to be completed as part of the application for admission.
- In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in physics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course

work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Physics Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Physics courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

38-40 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

42-43 credits: Master's Degree program for students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

*Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3*

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

*prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr*

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12

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.

prereq: SEDC 71300

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

Take either

SEDC 75403 - Student Teaching in Physics, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77413 - Practicum in Physics, Grades 7–9

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 77413 must also take SEDC 77424.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2

plus

SEDC 77423 - Practicum in Physics, Grades 10–12

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 77423 must also take SEDC 77413 .

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Physics Courses*

For Master's Degree Programs Only

16 Credits

PHYS 63000 - Science and Society

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.

prereq: one graduate-level physics course or permission of instructor

Hours 45

Credits 3

PHYS 66000 - Challenging Concepts in Physics: Using Research to Identify Student Misconceptions and Assess Student Learning

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.

prereq: PHYS 63000 and two elective courses in physics or permission of instructor

Hours 60

Credits 4

Plus three electives (9 cr)

PHYS 60500 - Mathematical Physics

Introduction to basic mathematical techniques used in physics.

Hours 45

Credits 3

PHYS 61500 - Electromagnetic Theory

Electrostatics; electromagnetics; Maxwell's equations with application to waves; waves in guides; radiation.

Hours 45

Credits 3

PHYS 62500 - Introduction to Quantum Mechanics

Fundamental ideas in the study of atomic sized systems.

Hours 45

Credits 3

PHYS 64500 - Solid State Physics

Introduction to basic theory and techniques in study of matter on solid state.

Hours 45

Credits 3

PHYS 68500 - Numerical Methods I

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 (Cross-listed with MATH 68500.)

prereq: MATH 15500

Hours 45

Credits 3

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

Culminating Experiences

Culminating Project in Physics: See Exit Standards

Physics Department

Professional teaching portfolio

School of Education

Exit Standards

An overall GPA of 3.0

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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).

Master's degree students will also be expected to either prepare a research proposal or to conduct a research project while enrolled in PHYS 660, which serves as the capstone course in physics.

Students must pass the School of Education technology assessment.

Adolescent Social Studies - MA / Advanced Certificate

Education Adviser Terrie Epstein; (212) 772-4675; 1108 West Building; tepstein@hunter.cuny.edu

History Department Adviser (Master's Degree only) Jonathan Rosenberg; (212) 772-5546; 1519A West Building; jrosen8637@aol.com

This program is designed to serve individuals who do not have initial, professional or permanent certification in the teaching of social studies.

Admission Requirements

Master's Degree

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 (history, political science, geography, or economics) with a GPA of 3.0, 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 general education core in the liberal arts and sciences to include the following: 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
4. Two professional references to be included with the application for admission.
5. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in one of the areas of social studies, and a master's degree in the discipline (history, political science, geography, or economics) with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College. Coursework at either the undergraduate or graduate level must include 21 credits of history, 3 credits in geography, 3 credits in political science and 3 credits in economics. The coursework 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.
2. 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 (3 years of the same language in high school fulfills this requirement), 3 credits in the arts, and 12 credits in math/ science/ technology (a college course in calculus satisfies 6 credits of this requirement).

3. Two professional references to be included with the application for admission.

4. A personal statement to be completed as part of the application for admission

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in social studies.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.

2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.

3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Social Studies Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the history and geography courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

40-42 credits: Master's Degree credits for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

44-45 credits: Master's Degree credits for students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71500 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Social Studies, Grades 7–12

Rationales and methodologies for teaching social studies based on current theories of the nature of students, the social sciences and secondary schooling.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72500 - Methods II: Intensive Study of Teaching Diverse Learners in Social Studies, Grades 7–12

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.

prereq: SEDC 71500

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

Take either

SEDC 75500 - Student Teaching in Social Studies, Grades 7–12

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.

prereq: SEDC 72500, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77510 - Practicum in Social Studies, Grades 7–9

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 77510 must also take SEDC 77520.

prereq: SEDC 72500, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

plus

SEDC 77520 - Practicum in Social Studies, Grades 10–12

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 77520 must also take SEDC 77510.

prereq: SEDC 72500, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

History And Geography Courses

For Master's Degree Programs Only

18 Credits

History and Geography Courses

History 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.

Plus 3 Credits (One Course) from the Following:

GEOG 70100 - Geographic Thought and Theory

Principal people and themes in American geography and its historical antecedents. Emphasis on change in geographical technology, philosophy, methods, and the nature of the discipline to the present day.

Hours 45 hrs including conference,

Credits 3 cr

fall only This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70500 - Cultural and Social Geography

Review of recent work in cultural and social geography; emphasis on literature, critiques.

prereq: GEOG 34700 and 34100 or permission of instructor

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70600 - Latin Americanist Geography

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

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70900 - 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.)

prereq: permission of the graduate adviser

Hours 45 hrs including conference

Credits 3 cr

Field courses may be offered during intersession periods. GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 71200 - Geography of Sustainable Development in Developing Countries

Analysis of factors that influence sustainable development, e.g., available resources, environment, population, food production, water supply in developing countries.

prereq: graduate standing and one course focusing on development of a developing region, or permission of instructor
Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 74100 - Population Geography

Theoretical and empirical analyses of spatial distribution of population. Particular emphasis is on processes and impacts of migration, residential mobility, and immigration.

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 74200 - International Migration and Ethnicity

Asynchronous online seminar. 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.

Hours 45 hrs including conference,

Credits 3 cr

GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

Culminating Experiences

Comprehensive examination in history: History department (see Exit Standards)

Professional teaching portfolio: School of Education

Exit Standards

An overall GPA of 3.0

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students must also pass a written comprehensive examination in history. These examinations are offered twice each year, in February and September. A student who fails the examination twice is dropped from the program but may appeal in writing to the Graduate Committee, Department of History, to take the examination a third time.

Students must pass the School of Education technology assessment.

Adolescent Spanish - MA / Advanced Certificate

Education Advisor Jenny Castillo; (212) 772-4614; 905 West Building; jmcastil@hunter.cuny.edu

Romance Languages Department Adviser, Spanish (Master's Degree only) Magdalena Perkowska; (212) 772-5132; 1319 West Building; mperkows@hunter.cuny.edu

and/or

Rolando Perez; (212) 772-5126; 1349A West Building; rperez@hunter.cuny.edu

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

Admission Criteria

Master's Degree

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8, or better, and a major in Spanish with a GPA of 3.0, with a minimum of 18 credits in upper-level Spanish literature (not to include courses in civilization/culture, linguistics or advanced language).

Or

2. Applicants who do not have a Spanish major but have a liberal arts and science major (or interdisciplinary liberal arts or science concentration) or at least 30 credits may take a Spanish literature exam designed and administered by the Department of Romance Languages. Candidates must achieve a passing score on the Department's test of Spanish literature, which will be graded by the Department. They must also achieve a minimum grade of Advanced Low on the ACTFL Writing Proficiency Test.

Plus (for all applicants)

3. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

4. Two professional references to be included with the application for admission.

5. An essay to be completed as part of the application for admission.

6. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

Advanced Certificate

1. An undergraduate major of at least 30 credits in Spanish, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.
2. A general education core in the liberal arts and sciences to include the following (in addition to Spanish): 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/ science/ technology (a college course in calculus satisfies 6 credits of this requirement).
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
5. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in Spanish.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Graduate Adolescent Education Course Sequence in Languages Other Than English (Spanish)

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Spanish courses listed below.

22-23 credits: Advanced Certificate program for students who matriculated before Fall 2011.

43-45 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

44-45 credits: Master's Degree program for students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12

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 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.

prereq: SEDC 71200

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

Take Either

SEDC 75203 - Student Teaching in Spanish, Grades 7–12

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.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

Or

SEDC 77213 - Practicum in Spanish, Grades 7–9

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 77213 must also take SEDC 77223.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Plus

SEDC 77223 - Practicum in Spanish, Grades 10

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 77223 must also take SEDC 77213.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Romance Languages (Spanish) Courses

For Master's Degree Program Only (18 Credits)

Graduate Credits in Spanish to include 3 credits in Structures of Modern Spanish (SPAN 601) to be taken during the first year; 15 credits in literature (2 courses in Spanish, 2 courses in Latin American Literature, and one in either). See Romance Languages department.

Culminating Experiences

- A final examination in Spanish based on a short reading list (42 titles: 21 in Spanish literature, 21 in Latin American literature). This exam will be different from the one offered to MA students in Spanish, although it may be administered on the same day. Passing score is 80.
- Professional teaching portfolio
- Technology Assessment

Total Credits for Master's Degree Program

44-45 credits

Exit Standards

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 through critical reflection.

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation). See the School of Education Graduate Handbook in Adolescent Education, available in the Office of Educational Services, Room 1000 West Building, for specific guidelines.

See the Romance Languages section of the catalog for information about the comprehensive examination in Spanish.

Students must pass the School of Education technology assessment.

Childhood, Early Childhood, and Bilingual Education Programs

Bilingual Education Extension NYS Teacher Certificate - Advanced Certificate

We offer two different advanced certificate programs in bilingual education extension. This six-course, 14-credit program is for teachers with NYS certification.

The program has been designed to prepare individuals to become effective bilingual practitioners with high levels of competence using two languages as mediums of instruction.

Admission Requirements

1. Either a master's degree with an overall GPA of at least 3.5 from an accredited institution acceptable to Hunter College or a bachelor's degree with an overall GPA of at least 2.8 and NYS teacher certification (initial, permanent or professional).
 - Early childhood education (birth-grade 2)
 - Childhood education (grades 1- 6)
 - Common Branches PreK-grade 6
 - Middle childhood education (grades 5 - 9)
 - Adolescent education (grades 7 - 12)
 - Special subjects
 - Literacy education
 - Students with disabilities in early childhood, childhood, middle childhood, or adolescent education or special education K-12
 - Teachers of students who are blind or visually impaired, deaf or hard of hearing, or speech and language impaired
2. An on-site writing sample in English and in Spanish or French and an interview conducted in English and in Spanish or French.
3. Two letters of recommendation, including one from a supervisor.

Bilingual Extension NYS Teacher Certification Course of Study

Total Credits: 14 credits

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork
Credits 3 cr

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900
Hours includes 5 hrs of fieldwork
Credits 3 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400

Hours 30 hrs plus 5 hrs of fieldwork and lab,

Credits 2 cr

BILED 71100 - Bilingual Literacy-Spanish

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.

coreq: BILED 71150

prereq or coreq: BILED 77100

Hours 30

Credits 2

OR

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education

Hours 30

Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100

Hours 75 hrs,

Credits 1 cr

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MEd/Childhood Education Grades 1-6 with bilingual extension; for the MEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

Hours 45

Credits 3

OR

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

Exit Standards:

1. An overall GPA of 3.0
2. A grade of at least B in the field experience course BILED 71150.

Bilingual Extension for Pupil Personnel Services

This Advanced Certificate Program is a course of study leading to a Bilingual Extension in Pupil Personnel Services, consistent with regulations of the New York State Education Department. The program is designed for bilingual pupil personnel professionals currently working full time without the bilingual certificate or through nomination and commitment by the district superintendent, building principal, or preschool director to appoint the applicant to a full-time position as a result of participating in and completing the program.

Admission Requirements

1. A master's degree and either permanent or professional certification in:

- Administration and Pupil Personnel Services
- School Counseling
- School Social Work
- School Psychology

OR

A bachelor's degree and provisional certification as a school counselor, social worker, or school psychologist.

2. An undergraduate GPA of at least 2.8 or a master's degree GPA of at least 3.5.

3. An on-site writing sample in English and in Spanish and an interview conducted in English and Spanish with two professors.
4. A recommendation from a supervisor.

Exit Standards

1. An overall GPA of 3.0.
2. A grade of at least B in the field experience course BILED 71150.

Intensive Teacher Institute (ITI) Additional Requirements

In addition, students who wish to receive ITI funding must meet the following criteria:

1. Currently working full time (100%) as bilingual pupil personnel professional (guidance counselor, social worker, or psychologist)

OR

2. A nomination and commitment by the district superintendent, building principal, or preschool director to appoint the applicant to a full-time position in bilingual pupil personnel services as a result of participating in and completing the ITI program.

- Applicants for the Bilingual Education Extension must already possess oral and written language proficiency in English and in the native language of instruction.
- Applicants must be working in either a NYSED-approved bilingual education preschool or in the K–12 grade continuum in a New York State school district.
- Applicants must complete the ITI application in its entirety and provide **all** required documentation.
- Applicants must agree to serve as bilingual pupil personnel professionals for 2 years in the nominating district/school or preschool upon completion of the ITI program.
- Applicants must **not** have received prior NYCDOE scholarships or funding incentives for shortage areas.

Curriculum

Course of Study for Pupil Personnel Services: Bilingual Education Extension (15 credits)

BILED 70100 - Foundations of Bilingual Education

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.

*Hours includes 5 hrs of fieldwork
Credits 3 cr*

BILED 71700 - Language Assessment for English Language Learners

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.

prereq: BILED 77100, CEDCF 70050

Hours 45 hrs,

Credits 3 cr

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

COCO 70700 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 71800 - Practicum in Counseling

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.

prereq: COCO 70000 and COUNS 71700 or COUNM 71600 or COUNR 71600

coreq: COCO 71900

prereq or coreq: COCO 70600

Hours 100

Childhood Education, Grades 1-6 - MEd

Program Coordinator Jason Riffaterre; 1001 West; (212) 772-4638; jriffate@hunter.cuny.edu

Hunter College's program in childhood education has been nationally recognized by the Association for Childhood Education International (ACEI). This program, which focuses on preparing teachers for New York City public schools is designed for students who do not have New York State 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; Childhood Special Education, Grades 1-6; TESOL (pre-K - 12); Early Childhood

Education, Birth through Grade 2; or the Childhood Education Math/Science Specialist program. 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.

Admission Requirements

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.
3. A liberal arts core to include the following: 6 credits in English, including one course in English composition in with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better); 6 credits in social studies (one course in must be in history or geography); 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 3 credits in the arts; 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement); and 3 credits in information retrieval (library studies, research, computer literacy or educational technology).
4. A personal statement to be completed as part of the application for admission.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any additional courses.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

Students must receive a grade of at least B in fieldwork CEDC 715. Any student who receives a grade of B-, C+ or C must apply to the Chairperson of the Department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU will not be allowed to continue in the program.

Childhood Education Course of Study

Total Credits: 36 - 49 credits

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.

Initial Core:

CEDF 71500 - Diversity in the American School

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.

*Hours 45 hrs,
Credits 3 cr*

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 70500 - Mathematics Curriculum and Methods

An exploration of 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.

*prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork*

CEDC 70400 - Teaching Developmental Reading

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.

*prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork*

Literacy Core:

CEDC 73000 - Perspectives on Literacy Across the Content Areas

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.

prereq: CEDF 70900 and CEDC 70400

coreq: CEDC 71500 and 72200

Hours 30 hrs,

Credits 2 cr

CEDC 72200 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq: CEDF 70900

coreq: CEDC 71500 and CEDC 73000

Hours 30 hrs,

Credits 2

CEDC 71500 - Fieldwork: Reading and Social Studies

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.

prereq: CEDF 70900

coreq: CEDC 73000 and 72200

Hours 75 hrs of fieldwork,

Credits 1 cr

Extended Core:

CEDF 71000 - Educational Psychology

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.

prereq: CEDF 70900

Hours includes 5 hrs of field work

CEDC 70000 - The Art of Effective Teaching

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.

prereq or coreq: CEDF 70900

Hours includes 5 hrs of fieldwork

CEDC 70300 - Teaching Science in the Elementary School

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900 and CEDC 70000

CEDC 71300 - Health Education for the Classroom Teacher

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDC 70700 - The Arts: An Interdisciplinary Learning Experience

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 71600 - Assessment of Teaching and Learning

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.

prereq: CEDF 70900 and CEDF 71000

CEDF 70600 - 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.

prereq: CEDF 70900 and CEDF 71500

Hours 45 hrs,

Credits 3 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

Culminating Core

CEDF 79200 - Integrative Seminar: Research in Childhood Education

Students prepare research proposals on topics which summarize and apply previous learnings. Written and oral presentations.

prereq: completion of 31 credits of course work including CEDC 73000 and CEDF 71600 or permission of the childhood education adviser

Hours 45 hrs,

Credits 3 cr

Choose either:

CEDC 72400 - Student Teaching in Grades 1–3 and 4–6

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 preregister 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.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

*Hours 30 hrs of seminar plus a minimum of 60 days of student teaching,
Credits 5 cr*

Or one of the following:

CEDC 72500 - Student Teaching in Grades 1–3

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800 . Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 728: Practicum in grades 4–6. 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 preregister 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 CEDC 72400 or 72700.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus 30 days of student Teaching

CEDC 72700 - Practicum in Grades 1–3

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800 . Note: Applications for spring semester student teaching are due in October; applications for fall semester practicum are due in March. Students who receive a grade of C+ or C in practicum must apply to the department chairperson for permission to preregister 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 CEDC 72400 or 72500.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

*Hours 30 hrs of seminar plus supervision and conferences,
Credits 2 cr*

Plus either

CEDC 72600 - Student Teaching in Grades 4–6

Teacher candidates who take this course must also take CEDC 72500 or CEDC 72700 . Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 72700 Practicum in grades 1–3.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus 30 days of student teaching

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 preregister 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 CEDC 72400 or 72800.

Or

CEDC 72800 - Practicum in Grades 4–6

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72700 .

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus supervision and conferences,

Credits 2 cr

Note: Applications for spring semester practicum are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in practicum must apply to the department chairperson for permission to preregister 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 CEDC 72400 or 72600.

Exit Standards

1. An 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, which may be repeated only once. 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 (CEDF 792) with a grade of B or better.
4. Students must pass the School of Education technology assessment.

Childhood Education, Grades 1-6 Bilingual (French/English)-MSEd

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 49 credits. Master's candidates who have completed some pedagogical coursework 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 the 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.

Admission 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 27 credits, distributed as follows: 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement); 6 credits in English including one course in English composition with a grade of at least B plus a writing intensive course in any discipline with a grade of B or better; 6 credits in social studies (of which one course must be in history or geography); 3 credits in the arts; and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).
4. Completion of a satisfactory writing sample in English and in French as part of the application process.
5. An on-site writing sample in English and in French and an interview conducted with at least two professors.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated

only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Course of Study

Total Credits: 37–49

(Master's candidates who have completed some pedagogical coursework 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 37.)

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

CEDCF 70050 - The Art and Science of Effective Teaching

This course is designed to introduce pre-service bilingual and TESOL 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.

Hours includes 5 hrs of fieldwork

CEDC 70400 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

CEDC 72950 - Fieldwork in Childhood Education for Bilingual Educators

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 preregister 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.

prereq: CEDF 70900; BILED 70100. Observing and assisting teaching in an elementary school setting

Hours 15 hrs of seminar plus 50 hrs fieldwork,

Credits 1 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400

Hours 30 hrs plus 5 hrs of fieldwork and lab,

Credits 2 cr

CEDF 70800 - Social, Historical, Philosophical Foundations of Education: The American School

For students pursuing certification in childhood education with a bilingual extension or in TESOL. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education

Hours 30

Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100

Hours 75 hrs,

Credits 1 cr

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70500 - Mathematics Curriculum and Methods

An exploration of 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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 70300 - Teaching Science in the Elementary School

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900 and CEDC 70000

CEDC 71400 - Advanced Educational Technology for Elementary School Teachers

Students will link prior knowledge of instructional technology with curriculum development strategies to design integrated learning events.

prereq: CEDF 70900, 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)

Hours 45 hrs,

Credits 3 cr

BILED 71700 - Language Assessment for English Language Learners

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.

prereq: BILED 77100, CEDCF 70050

Hours 45 hrs,

Credits 3 cr

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MEd/Childhood Education Grades 1-6 with bilingual extension; for the MEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

Hours 45

Credits 3

BILED 78000 - Bilingual Research Seminar

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.

prereq or coreq: 39 credits or permission of program coordinator

Hours 30 hrs plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

Take Either

BILED 78200 - Supervised Student Teaching Grades 1–3 and 4–6

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 preregister 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.

prereq or coreq: completion of 39 cr of course work or permission of the program coordinator

Hours 60 days (30 in grades 1-3, 30 in grades 4-6) plus 15 hrs of seminar

Credits 4

Or One of the Following

BILED 78300 - Practicum in Grades 1–3

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 preregister 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 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator

Hours 15 hrs of seminar plus conferences

Credits 2 cr

BILED 78500 - Student Teaching in Grades 1–3

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 preregister 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 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator

Hours 30 days student teaching, 15 hrs of seminar plus conferences,

Credits 2 cr

Plus One of the Following

BILED 78400 - Practicum in Grades 4–6

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 preregister 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 78300 or BILED 78500

prereq: completion of 39 cr of course work or permission of the program coordinator

Hours 15 hrs of seminar plus conferences,

Credits 2 cr

BILED 78600 - Student Teaching in Grades 4–6

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 preregister 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 78300 or BILED 78500.

prereq: completion of 39 credits of course work or permission of the program coordinator

Hours 30 days student teaching, 15 hrs of seminar plus conferences,

Credits 2 cr

Exit Standards

1. 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 or WU 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 days.

3. Completion of the culminating experience BILED 780 (Bilingual Research Seminar), with a grade of B or better.
4. Students must pass the School of Education technology assessment.

Childhood Education, Grades 1-6 Bilingual (Spanish/English) - MSEd

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.

Admission 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 27 credits, distributed as follows: 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement); 6 credits in English including one course in English composition with a grade of B plus a writing intensive course in any discipline with a grade of B or better; 6 credits in social studies (of which one course must be in history or geography); 3 credits in the arts; and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).
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.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Childhood Education With a Bilingual Extension: Course of Study

Total Credits: 37-49 credits

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

CEDCF 70050 - The Art and Science of Effective Teaching

This course is designed to introduce pre-service bilingual and TESOL 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.

Hours includes 5 hrs of fieldwork

CEDC 70400 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

CEDC 72950 - Fieldwork in Childhood Education for Bilingual Educators

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 preregister 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.

prereq: CEDF 70900; BILED 70100. Observing and assisting teaching in an elementary school setting

Hours 15 hrs of seminar plus 50 hrs fieldwork,

Credits 1 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400

Hours 30 hrs plus 5 hrs of fieldwork and lab,

Credits 2 cr

CEDF 70800 - Social, Historical, Philosophical Foundations of Education: The American School

For students pursuing certification in childhood education with a bilingual extension or in TESOL. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

BILED 71100 - Bilingual Literacy-Spanish

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.

coreq: BILED 71150

prereq or coreq: BILED 77100

Hours 30

Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100

Hours 75 hrs,

Credits 1 cr

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70500 - Mathematics Curriculum and Methods

An exploration of 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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 70300 - Teaching Science in the Elementary School

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900 and CEDC 70000

CEDC 71300 - Health Education for the Classroom Teacher

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

BILED 71700 - Language Assessment for English Language Learners

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.

prereq: BILED 77100, CEDCF 70050

Hours 45 hrs,

Credits 3 cr

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

BILED 78000 - Bilingual Research Seminar

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.

prereq or coreq: 39 credits or permission of program coordinator

Hours 30 hrs plus lab,

Credits 2 cr

Take Either

BILED 78200 - Supervised Student Teaching Grades 1–3 and 4–6

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 preregister 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.

prereq or coreq: completion of 39 cr of course work or permission of the program coordinator

Hours 60 days (30 in grades 1-3, 30 in grades 4-6) plus 15 hrs of seminar

Credits 4

Or One of the Following

BILED 78500 - Student Teaching in Grades 1–3

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 preregister 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 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator

Hours 30 days student teaching, 15 hrs of seminar plus conferences,

Credits 2 cr

BILED 78300 - Practicum in Grades 1–3

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 preregister 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 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator

Hours 15 hrs of seminar plus conferences

Credits 2 cr

Plus One of the Following

BILED 78600 - Student Teaching in Grades 4–6

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 preregister 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 78300 or BILED 78500.

prereq: completion of 39 credits of course work or permission of the program coordinator
Hours 30 days student teaching, 15 hrs of seminar plus conferences,
Credits 2 cr

BILED 78400 - Practicum in Grades 4–6

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 preregister 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 78300 or BILED 78500

prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 15 hrs of seminar plus conferences,
Credits 2 cr

* Master's candidates who have completed some pedagogical courses may be exempted from up to 12 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained.

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.
4. Students must pass the School of Education technology assessment.

Childhood Education: Mathematics/Science Specialization - MSEd

Program Coordinator Patrick Burke; 1138 West Building; (212) 772-4728; patrick.burke@hunter.cuny.edu

This is a 33-credit program that prepares students with NYS initial/permanent certification in childhood education to become better qualified in the teaching of mathematics and science in the elementary grades. This program leads to professional certification in childhood education.

Admission Requirements

1. Undergraduate degree with a GPA of at least 2.8.
2. New York State initial professional or permanent certification in childhood education.
3. Completion of a satisfactory writing sample as part of the application process.
4. Two letters of recommendation including one from a supervisor.
5. Successful completion with a grade of C or better of college level mathematics course and a lab science course. Those who do not meet the mathematics requirement must successfully complete MATH 104 and MATH 105 in the School of Arts and Sciences. Those who do not meet the science requirement must take a one semester course in a lab science (biology, chemistry, physics or geology.)

Course Waivers

1. Master's candidates may transfer in and/or waive up to three required courses in the master's in mathematics and science education by providing evidence of prior equivalent coursework.
2. An elective course must be substituted for a waived course with adviser'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

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

Childhood Education Mathematics/Science Specialization Course of Study

Total Credits: 33 credits

CEDC 71600 - Educational Technology in Mathematics and Science Teaching/Learning

An advanced educational technology course for students concentrating in mathematics and science at the elementary school level. Students will link prior knowledge of instructional technology to curriculum development creating the strategies to design integrated learning materials in mathematics and science.

*Hours 45 hrs,
Credits 3 cr*

CEDC 73800 - The English Language: Theories and Pedagogical Implications

An overview of the acquisition, structure and use of English. Its goal is to provide Pre-K thru 6 teachers who already have prior certification in childhood education with the awareness and understanding of the aspects of the English language they will need in order to teach a variety of content area in grades Pre-K thru 6.

*Hours 45 hrs,
Credits 3 cr*

CEDC 74000 - Contemporary Mathematics in the Elementary School

A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

*Hours 45 hrs,
Credits 3 cr*

CEDC 74200 - Workshop Seminar in Elementary School Mathematics/Science

The major course goals are to continue to develop a foundation for the growth of the professional mathematics/science educator and to increase the effectiveness as a curriculum decision-maker. Through selective experiences, the course will focus on instructional styles and strategies.

*prereq: CEDC 74400, CEDC 77600 and CEDC 777000
Hours 45 hrs,
Credits 3 cr*

CEDC 74300 - Research Seminar in Mathematics/Science Education

An examination of the current research in mathematics and science education. Includes the evaluation of selected mathematics and science education research studies. Students will prepare a comparative, evaluative paper of research related to a specific curriculum topic or problem in the learning/teaching of mathematics and/or science.

*prereq or coreq: CEDC 71600 and CEDC 73800 and CEDC 74000 and CEDC 74400 and CEDC 77600 and CEDC 77700 and CEDF 71600
Hours 45 hrs,
Credits 3 cr*

CEDC 74400 - Development of Mathematical/Scientific Concepts in Children

Exposure to the development theories and school-based practices which allow children to develop the concepts in mathematical and science which underpin the learning in these areas. Appropriate learning activities for particular developmental levels will be addressed. Individual projects with children will be carried out.

prereq: all program courses except CEDC 74200 and CEDC 74300

prereq or coreq: None

Hours 45 hrs,

Credits 3 cr

CEDC 77600 - Planet Earth: Life Science, Environmental and Earth Science for Elementary School Teachers

Concepts in the biological sciences, ecological and earth sciences necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided.

Hours 45 hrs,

Credits 3 cr

CEDC 77700 - Physical Science for Elementary Teachers

Concepts in the physical sciences, chemistry and physics necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided.

Hours 45 hrs,

Credits 3 cr

CEDF 71600 - Assessment of Teaching and Learning

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.

prereq: CEDF 70900 and CEDF 71000

CEDC 74600 - Geographic Perspectives in Elementary Education

Geographic principles and practices; development of pedagogic skills to teach geography at the elementary school level; development of skills in teaching geography of New York City and New York State; development of understanding of global issues and of geographic factors affecting historical events.

Hours 45

Credits 3

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

CEDC 71700 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 1

CEDC 71800 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 2

CEDC 71900 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 3

** Note: Students who have already completed an introductory special education course may enroll in SPED 783.50 Math, Organizational and Social Strategies for Students with Learning Disabilities (for those not in the LD specialization).*

*** Independent study may be taken in lieu of a required course with permission of the program coordinator.*

Exit Standards

1. Overall GPA of 3.0 or better.
2. Students must pass the School of Education technology assessment.

Early Childhood Education, Birth - Grade 2 Bilingual (Spanish/English or French/English) - MEd

There are three master's degree programs in Early Childhood Education with a Bilingual Extension.

- Program 1 is for students without prior NYS certification.
- Program 2 is for students with initial certification in childhood education or with provisional certification in elementary education, special education, or TESOL.
- Program 3 is for students who have initial certification in early childhood education.

Program 1

The number of credits required to complete Program 1 of the master's degree in Early 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 52 credits. Master's candidate who have completed some pedagogical courses may be exempted from up to 12 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained. No one may be exempted from student teaching or practicum.

Program 2

The number of credits required to complete Program 2 of the master's degree in Early 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 45 credits. Master's candidate who have completed some pedagogical courses may be exempted from up to 12 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained. No one may be exempted from student teaching or practicum.

Program 3

The number of credits required to complete Program 3 of the master's degree in Early 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 36 credits. Master's candidate who have completed some pedagogical courses may be exempted from up to 6 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained. No one may be exempted from student teaching or practicum.

Admission Standards

Program 1

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 distributed as follows: 9 credits in math and science (a college course in calculus meets 6 credits of this requirement); 6 credits in English; 6 credits in social studies (of which one course must be in history or geography); 3 credits in the arts; and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).
4. Completion of a satisfactory on-site writing sample in English and in Spanish or French as part of the application process.
5. Demonstration of satisfactory oral English and Spanish or French through an interview.

Program 2

1. Undergraduate degree with GPA of 2.8 or master's degree with GPA of 3.5 or better.

2. NYS initial/professional/permanent teacher certification in childhood education, elementary education Pre-K-6, special education, or TESOL.
3. Completion of a satisfactory writing sample in English and in Spanish or French as part of the application process.
4. An on-site writing sample in English and in Spanish or French and an interview.

Program 3

1. Undergraduate degree with GPA of 2.8 or master's degree with GPA of 3.5 or better.
2. NYS initial teacher certification in early childhood education.
3. Completion of a satisfactory writing sample in English and in Spanish or French as part of the application process.
4. An on-site writing sample in English and in Spanish or French and an interview.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All Program 1 students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of coursework. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any additional courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Students must receive a grade of at least B in fieldwork BILED 71150. Any student who receives a grade of B-, C+ or C must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU will not be allowed to continue in the program.

Early Childhood Bilingual Education Birth through Grade 2, with a Bilingual Extension Course of Study

Total Credits: Program 1: 40-52 credits

Program 2: 33-45 credits

Program 3: 30-36 credits

Program 1

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*

ECC 70500 - Language and Literacy: Birth through Kindergarten

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.)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70600 - Language and Literacy: K through Grade 2

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.)

prereq or coreq: ECC 70500 (early childhood students only)

Hours 45 hrs,

Credits 3 cr

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

*Hours 45 hrs,
Credits 3 cr*

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

*prereq or coreq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 71500 - Educational Technology in Early Childhood

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.

*Hours 15 hrs,
Credits 1 cr*

BILED 70100 - Foundations of Bilingual Education

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.

*Hours includes 5 hrs of fieldwork
Credits 3 cr*

BILED 71100 - Bilingual Literacy-Spanish

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.

*coreq: BILED 71150
prereq or coreq: BILED 77100
Hours 30
Credits 2*

OR

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education
Hours 30
Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100
Hours 75 hrs,
Credits 1 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400
Hours 30 hrs plus 5 hrs of fieldwork and lab,
Credits 2 cr

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MEd/Childhood Education Grades 1-6 with bilingual extension; for the MEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100
Hours 45
Credits 3

OR

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71650 - Student Teaching in Early Childhood Bilingual Settings

Two student teaching placements of 20 days each at different age/grade levels (Pre-K–K and 1–2).

prereq: prereqs: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

Hours 30 hrs of seminar plus 40 days of student teaching

Or

ECC 71750 - Supervised Practicum in Early Childhood Bilingual Setting

Teaching practicum for students in early childhood bilingual education. Students who take ECC 71750 must also complete ECC 71850. (Not for students who have completed ECC 71650.)

*Hours 15 hrs of seminar plus conferences,
Credits 1 cr*

Plus

ECC 71850 - Early Childhood Bilingual Student Teaching

Student teaching for 20 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 71850 must also complete ECC 71750 . (Not for students who have completed ECC 71650.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

Program 2

33-45 credits

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

*Hours 45 hrs,
Credits 3 cr*

ECC 71500 - Educational Technology in Early Childhood

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.

*Hours 15 hrs,
Credits 1 cr*

BILED 70100 - Foundations of Bilingual Education

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.

*Hours includes 5 hrs of fieldwork
Credits 3 cr*

BILED 71100 - Bilingual Literacy-Spanish

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.

*coreq: BILED 71150
prereq or coreq: BILED 77100
Hours 30
Credits 2*

OR

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

*prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education
Hours 30
Credits 2*

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100

Hours 75 hrs,

Credits 1 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400

Hours 30 hrs plus 5 hrs of fieldwork and lab,

Credits 2 cr

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MEd/Childhood Education Grades 1-6 with bilingual extension; for the MEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

Hours 45

Credits 3

OR

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71650 - Student Teaching in Early Childhood Bilingual Settings

Two student teaching placements of 20 days each at different age/grade levels (Pre-K–K and 1–2).

prereq: prereqs: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

Hours 30 hrs of seminar plus 40 days of student teaching

Or

ECC 71750 - Supervised Practicum in Early Childhood Bilingual Setting

Teaching practicum for students in early childhood bilingual education. Students who take ECC 71750 must also complete ECC 71850. (Not for students who have completed ECC 71650.)

Hours 15 hrs of seminar plus conferences,

Credits 1 cr

Plus

ECC 71850 - Early Childhood Bilingual Student Teaching

Student teaching for 20 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 71850 must also complete ECC 71750. (Not for students who have completed ECC 71650.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

Hours 15 hrs of seminar plus 20 days of student teaching,

Credits 2 cr

Program 3

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 71100 - Bilingual Literacy-Spanish

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.

coreq: BILED 71150

prereq or coreq: BILED 77100

Hours 30

Credits 2

OR

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education

Hours 30

Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100

Hours 75 hrs,

Credits 1 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400

Hours 30 hrs plus 5 hrs of fieldwork and lab,

Credits 2 cr

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MEd/Childhood Education Grades 1-6 with bilingual extension; for the MEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

Hours 45

Credits 3

OR

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71650 - Student Teaching in Early Childhood Bilingual Settings

Two student teaching placements of 20 days each at different age/grade levels (Pre-K–K and 1–2).

prereq: prereqs: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

Hours 30 hrs of seminar plus 40 days of student teaching

Or

ECC 71750 - Supervised Practicum in Early Childhood Bilingual Setting

Teaching practicum for students in early childhood bilingual education. Students who take ECC 71750 must also complete ECC 71850. (Not for students who have completed ECC 71650.)

Hours 15 hrs of seminar plus conferences,

Credits 1 cr

Plus

ECC 71850 - Early Childhood Bilingual Student Teaching

Student teaching for 20 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 71850 must also complete ECC 71750. (Not for students who have completed ECC 71650.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

Plus 7-13 credits from the courses below based on a transcript review of prior coursework in early childhood education

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

*prereq or coreq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

*prereq: ECC 70300
prereq or coreq: ECF 70200
Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels*

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

*prereq or coreq: ECC 70300
Hours 45 hrs,
Credits 3 cr*

ECC 71300 - The Expressive Arts in Early Childhood

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.

*Hours 45 hrs,
Credits 3 cr*

ECC 71500 - Educational Technology in Early Childhood

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.

*Hours 15 hrs,
Credits 1 cr*

Master's candidates who have completed some pedagogical courses may be exempted from up to 12 credits (Program 2) or 6 credits (program 3) of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained.

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 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 obtains a grade of F in Student Teaching and/or Practicum will not be allowed to continue in the program.
3. Completion of ECC 72000 (Integrative Seminar in Early Childhood Education) with a grade of B or better.
4. Students must pass the School of Education technology assessment.

Early Childhood Education, Birth through Grade 2 - MSED

Coordinator Christina Taharally; (212) 772-4679; 1103 West Building; christina.taharally@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 NYS initial, professional, or permanent 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). 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. The programs in early childhood education have been recognized by the National Association for the Education of Young Children.

Admission Requirements

PROGRAM 1

(For applicants who do not hold New York State Certification)

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 distributed as follows: 9 credits in math, and science with at least one course in math and one course in science (a course in calculus meets 6 credits of this requirements); 6 credits in English; 6 credits in social studies (of which at least one course must be in history or geography); 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement); 3 credits in the arts; and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).
4. A personal statement to be completed as part of the application for admission.
5. Two letters of recommendation.

PROGRAM 2:

(For applicants who hold New York State Certification in childhood education, preK-6 education, childhood or early childhood special education, or TESOL)

1. Undergraduate degree with GPA of 2.8 or master's degree with GPA of 3.5 or better.
2. New York State initial, professional, or permanent teacher certification in childhood education, elementary education Pre-K-6, special education, or TESOL.
3. A personal statement.
4. Two letters of recommendation.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. Program 1 students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any additional courses.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

Program 1 students must receive a grade of at least B in fieldwork ECC 71200. Any student who receives a grade of B-, C+ or C must apply to the Chairperson of the Department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU will not be allowed to continue in the program.

Early Childhood Education Course of Study - Program 1

Total Credits: 36-42 credits

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 70500 - Language and Literacy: Birth through Kindergarten

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.)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70600 - Language and Literacy: K through Grade 2

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.)

prereq or coreq: ECC 70500 (early childhood students only)

Hours 45 hrs,

Credits 3 cr

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400

prereq or coreq: 70500 or 70600

Hours 15 hrs,

Credits 1 cr

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 71000 - Early Childhood Mathematics: Birth through Grade 2

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.)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71100 - Science in Early Childhood Education: Birth through Grade 2

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.)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

*Hours 15 hrs,
Credits 1 cr*

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71600 - Student Teaching in Early Childhood Settings

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.(Birth– 3, preK–2)

*prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only))
Hours 30 hrs of seminar plus 40 days of student teaching for students who are not teaching in an early childhood program*

Or

ECC 71700 - Supervised Practicum in Early Childhood

Teaching practicum for students in early childhood education. Students who take ECC 717 must also complete ECC 71800 . (Not for students who have completed ECC 716.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1)

*Hours 15 hrs of seminar plus conferences,
Credits 1 cr*

Plus

ECC 71800 - Early Childhood Student Teaching

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 71700 . (Also offered during the summer.) (Not for students who have completed ECC 716.)

prereq: prereqs: ECF 702; ECC 703, 704 (program 2) or 705 and 706 (program 1), 707, 708, 709 (program 2) or 710 and 711 (program 1), 712 (program 1)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

Note(s)

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. Students may be exempted from up to 6 credits (Program 1) or 5 credits (Program 2) based on prior equivalent course work.

Early Childhood Education Course of Study - Program 2

Total Credits: 30-35 credits

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400

prereq or coreq: 70500 or 70600

Hours 15 hrs,

Credits 1 cr

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

*Hours 45 hrs,
Credits 3 cr*

ECC 71300 - The Expressive Arts in Early Childhood

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.

*Hours 45 hrs,
Credits 3 cr*

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

*prereq or coreq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 71500 - Educational Technology in Early Childhood

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.

*Hours 15 hrs,
Credits 1 cr*

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71600 - Student Teaching in Early Childhood Settings

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.(Birth– 3, preK–2)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only))
Hours 30 hrs of seminar plus 40 days of student teaching for students who are not teaching in an early childhood program

Or

ECC 71700 - Supervised Practicum in Early Childhood

Teaching practicum for students in early childhood education. Students who take ECC 717 must also complete ECC 71800 . (Not for students who have completed ECC 716.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1)

*Hours 15 hrs of seminar plus conferences,
Credits 1 cr*

Plus

ECC 71800 - Early Childhood Student Teaching

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 71700 . (Also offered during the summer.) (Not for students who have completed ECC 716.)

prereq: prereqs: ECF 702; ECC 703, 704 (program 2) or 705 and 706 (program 1), 707, 708, 709 (program 2) or 710 and 711 (program 1), 712 (program 1)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

Note(s)

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. Students may be exempted from up to 6 credits (Program 1) or 5 credits (Program 2) based on prior equivalent course work.

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 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).

4. Students must pass the School of Education technology assessment.

Counseling Programs

Mental Health Counseling - MEd

Program Coordinator Markus Bidell; 1114 West Building; (212) 772-4714; mbidell@hunter.cuny.edu

The curriculum at Hunter includes basic core courses for the three counseling programs and specialization courses. Mental Health Counseling students select one elective from a sequence of predetermined courses. School Counseling students do not take electives. The curriculum integrates theory and practice through a carefully sequenced series of courses with emphasis on fieldwork in urban settings.

The **Mental Health Counseling Program** prepares graduates to work as mental health counselors in hospital, agency and community settings as well as in private practice. This program leads to professional licensure in New York State; professional licensure is required to practice mental health counseling.

Students in the mental health counseling program are eligible for licensure by New York State. Students in rehabilitation counseling may take the national certification examination for the Certified Rehabilitation Counselor (CRC) status after completing 75% of their course work.

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.

Admission Standards

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 references to aid in determining potential for work as a professional counselor.

6. Meeting these minimum requirements does not guarantee acceptance to the program. 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.

Progress Standards

1. Students must maintain a 3.0 GPA to remain in the program and must complete the total number of 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 below B, including WU, in any of the following courses cannot continue in the programs: COCO 70100, COCO 70600, COCO 71800, COCO 71900, COCO 72500 and COCO 72600.

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. Seven courses – COCO 701, 706, 707, 718, 719, 725, 726 – cannot be taken at other colleges or universities. These courses must be taken in the Hunter College Counselor Education program.

Mental Health Counseling Course of Study

Total Credits: 60 credits

COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

*Hours 45 hrs,
Credits 3 cr*

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs,
Credits 3 cr*

COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

*Hours 45 hrs,
Credits 3 cr*

COCO 70300 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70600 - Group Counseling

Theory and principles of group counseling. Developing group-counseling skills through practice.

*prereq: COCO 70100 and COCO 70200
Hours 45 hrs,
Credits 3 cr*

COCO 70700 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70800 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70900 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 71100 - 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.

prereq: COCO 70600 and COCO 71800

Hours 45 hrs,

Credits 3 cr

COCO 71200 - Career Counseling, Assessment and Placement

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site 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.

Hours 60 hrs,

Credits 4 cr

COCO 71500 - 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 in interaction with the family unit.

Hours 45 hrs,

Credits 3 cr

COCO 71800 - Practicum in Counseling

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.

prereq: COCO 70000 and COUNS 71700 or COUNM 71600 or COUNR 71600

coreq: COCO 71900

prereq or coreq: COCO 70600

Hours 100

COCO 71900 - Individual Supervision

Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student's proficiency and competence as a professional counselor.

coreq: COCO 71800

Hours 45

Credits 3

COCO 72500 - Internship in Counseling I

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.

prereq: COCO 71800 and COCO 71900

prereq or coreq: COUNM 71700 or COUNR 72000 or COUNS 72100

Hours Each 300 hrs to be arranged in selected field settings

Credits 4 cr each semester

COCO 72600 - Internship in Counseling II

The second part of the internship: follows COCO 72500 Internship in Counseling I.

prereq: COCO 72500

Hours 45

Credits 3

COUNM 71600 - Foundations of Mental Health Counseling

This course provides an overview of mental health counseling. The course will address the following: professional identity, functions and issues facing mental health practitioners; disparities in mental health services across culturally and linguistically diverse communities; principles, theories and practice of community interventions; public policy and governmental relations impacting mental health.

pre- or coreq: DSM-IV Workshop

COUNM 71700 - Psychopathology: Diagnosis and Treatment

This course provides a framework for understanding the range of personality and behavioral conditions that are presented in the Diagnosis and Statistical Manual of Mental Disorders of the American Psychiatric Association (DSM-IV). The class focuses on the description, etiology, assessment, diagnosis, treatment and prevention of these disorders within diverse urban settings.

prereq or coreq: COUNM 71600

Hours 45

Credits 3

Electives (Select One Course)

COCO 71000 - 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.

Hours 45 hrs,

Credits 3 cr

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

*Hours 45 hrs,
Credits 3 cr*

COUNS 72100 - Counseling Interventions for Children and Adolescents

This course focuses on prevention and intervention of mental health disorders of children and adolescents.

*prereq: COCO 70800
Hours 45
Credits 3*

Exit Standards

1. An overall GPA of 3.0.
2. Students must pass the School of Education technology assessment.

Rehabilitation Counseling - MSEd

Program Coordinator Arnold Wolf; 1127 West Building; (212) 772-4616; awo@hunter.cuny.edu

The curriculum at Hunter includes basic core courses for the three counseling programs and specialization courses. Rehabilitation Counseling students select two electives from a sequence of predetermined courses. The curriculum integrates theory and practice through a carefully sequenced series of courses with emphasis on fieldwork in urban settings.

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.

Students in rehabilitation counseling may take the national certification examination for the Certified Rehabilitation Counselor (CRC) status after completing 75% of their course work.

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.

Admission Requirements

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 references to aid in determining potential for work as a professional counselor.
6. Meeting these minimum requirements does not guarantee acceptance to the program. 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.

Progress Standards

1. Students must maintain a 3.0 GPA to remain in the program and must complete the total number of 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 below B including WU, in any of the following courses cannot continue in the programs: COCO 70100, COCO 70600, COCO 71800, COCO 71900, COCO 72500 and COCO 72600.
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. Seven courses – COCO 701, 706, 707, 718, 719, 725, 726 – cannot be taken at other colleges or universities. These courses must be taken in the Hunter College Counselor Education program.

Rehabilitation Counseling Sequence of Courses

COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

*Hours 45 hrs,
Credits 3 cr*

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs,
Credits 3 cr*

COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

*Hours 45 hrs,
Credits 3 cr*

COCO 70300 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70600 - Group Counseling

Theory and principles of group counseling. Developing group-counseling skills through practice.

*prereq: COCO 70100 and COCO 70200
Hours 45 hrs,
Credits 3 cr*

COCO 70700 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70800 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70900 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 71100 - 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.

prereq: COCO 70600 and COCO 71800

Hours 45 hrs,

Credits 3 cr

COCO 71200 - Career Counseling, Assessment and Placement

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site 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.

Hours 60 hrs,

Credits 4 cr

COCO 71500 - 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 in interaction with the family unit.

Hours 45 hrs,

Credits 3 cr

COCO 71800 - Practicum in Counseling

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.

prereq: COCO 70000 and COUNS 71700 or COUNM 71600 or COUNR 71600

coreq: COCO 71900

prereq or coreq: COCO 70600

Hours 100

COCO 71900 - Individual Supervision

Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student's proficiency and competence as a professional counselor.

coreq: COCO 71800

Hours 45

Credits 3

COCO 72500 - Internship in Counseling I

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.

prereq: COCO 71800 and COCO 71900

prereq or coreq: COUNM 71700 or COUNR 72000 or COUNS 72100

Hours Each 300 hrs to be arranged in selected field settings

Credits 4 cr each semester

COCO 72600 - Internship in Counseling II

The second part of the internship: follows COCO 72500 Internship in Counseling I.

prereq: COCO 72500

Hours 45

Credits 3

COUNR 71600 - 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.

Hours 45 hrs,

Credits 3 cr

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs,

Credits 3 cr

Electives (select two courses)

COCO 71000 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 72300 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 72700 - Special Topics in Counseling

Study of significant issues, problems, and emerging trends in counseling.

Hours 45 hrs,

Credits 3 cr

Total 54 credits

Exit Standards

1. An overall GPA of 3.0.
2. Students must pass the School of Education technology assessment.

School Counseling - MSEd

Program Coordinator Cynthia Walley; 1148 West Building; (212) 650-3983; cwalley@hunter.cuny.edu

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

The School Counseling 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.

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

In addition, school counseling students fluent in Spanish and English have the option of obtaining a New York 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.

Admission Requirements

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 references to aid in determining potential for work as a professional counselor.
6. Meeting these minimum requirements does not guarantee acceptance to the program. 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.

Progress Standards

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 below B including WU in any of the following courses cannot continue in the programs. COCO 70100, COCO 70600, COCO 71800, COCO 71900, COCO 72500, COCO 72600
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. Seven courses – COCO 701, 706, 707, 718, 719, 725, 726 – cannot be taken at other colleges or universities. These courses must be taken in the Hunter College Counselor Education program.

School Counseling Course of Study

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs,
Credits 3 cr*

COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

*Hours 45 hrs,
Credits 3 cr*

COCO 70300 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70600 - Group Counseling

Theory and principles of group counseling. Developing group-counseling skills through practice.

*prereq: COCO 70100 and COCO 70200
Hours 45 hrs,
Credits 3 cr*

COCO 70700 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70800 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70900 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 71100 - 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.

*prereq: COCO 70600 and COCO 71800
Hours 45 hrs,
Credits 3 cr*

COCO 71200 - Career Counseling, Assessment and Placement

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site 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.

*Hours 60 hrs,
Credits 4 cr*

COCO 71800 - Practicum in Counseling

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.

*prereq: COCO 70000 and COUNS 71700 or COUNM 71600 or COUNR 71600
coreq: COCO 71900
prereq or coreq: COCO 70600
Hours 100*

COCO 71900 - Individual Supervision

Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student's proficiency and competence as a professional counselor.

*coreq: COCO 71800
Hours 45
Credits 3*

COCO 72500 - Internship in Counseling I

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.

*prereq: COCO 71800 and COCO 71900
prereq or coreq: COUNM 71700 or COUNR 72000 or COUNS 72100
Hours Each 300 hrs to be arranged in selected field settings
Credits 4 cr each semester*

COCO 72600 - Internship in Counseling II

The second part of the internship: follows COCO 72500 Internship in Counseling I.

*prereq: COCO 72500
Hours 45
Credits 3*

COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

Hours 45 hrs,

Credits 3 cr

COCO 71500 - 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 in interaction with the family unit.

Hours 45 hrs,

Credits 3 cr

COUNS 71700 - Foundations of School Counseling

History, philosophy, legal, and ethical considerations in school counseling. The school context and professional issues in school counseling will be emphasized, including the school counselor's role, developmental programming, counseling interventions, consultation and liaison, and advocacy.

Hours 45

Credits 3

COUNS 72000 - 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. (Taken last semester prior to graduation)

prereq: COCO 70900

prereq or coreq: COCO 72600

Hours 45

Credits 3

COUNS 72100 - Counseling Interventions for Children and Adolescents

This course focuses on prevention and intervention of mental health disorders of children and adolescents.

prereq: COCO 70800

Hours 45

Credits 3

COUNS 72200 - School Based Consultation

This upper level course provides counselors with the knowledge and skills necessary to engage in consultation, collaborative problem solving, and systems level intervention in educational settings. Theories, models, and processes of consultation of change will be examined.

prereq or coreq: COCO 72500

Hours 45

Credits 3

Total 60 credits

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 two courses in addition to the Counseling Programs Sequence of Courses:

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

Total 66 credits

Exit Standards

1. An overall GPA of 3.0.
2. Students must pass the School of Education technology assessment.

Educational Psychology

Educational Psychology - MA

Program Coordinator Priscilla Hambrick-Dixon; 1129 West; (212) 772-4627; phambric@hunter.cuny.edu

The mission of the Hunter College Educational Psychology Program is to advance understanding and generate knowledge of human learning, development, and motivation; and to develop a solid foundation of research, measurement, assessment, program evaluation, and applied statistics in educational settings and related fields.

The Educational Psychology program at Hunter offers two concentrations of study: (1) General Educational Psychology; and (2) Assessment, Research, and Evaluation. This 32-credit program is designed for students with no prior experience in education as well as those who have a background in education and want to expand their skills and knowledge. All students will engage in analytical and scholarly approaches to assessing theoretical perspectives, research, and practice within and across disciplines.

The program is appropriate for students with diverse goals. Students in this program may use the degree as a bridge to a doctoral program in Educational Psychology or a related discipline. Alternatively, students may prepare for professional careers in program evaluation; institutional research; assessment, measurement and testing; and instruction and curriculum development in public and private institutions. The skills and knowledge base acquired in the program can be used in schools, education-related and government agencies, and business and health-related settings.

Admission Requirements

1. Prospective applicants 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 that are not fully accredited, or on the basis of nonacademic prior learning, test scores, and any coursework other than organized supervised coursework in academic subjects may not be considered comparable.
2. A 2.8 minimum undergraduate GPA. Students who do not meet the minimum GPA requirement may submit scores on the general aptitude test of the Graduate Record Examination (GRE) to serve as evidence of their ability to complete graduate-level work.
3. On-site interview.

Progress Standards

1. Students must maintain an overall GPA of 3.0 to continue in the program.
2. Students with more than one course grade below B in the first 12 credits of EDPS coursework will not be allowed to continue in the program.
3. Any student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.

Educational Psychology Course of Study

Total Credits: 32 credits

Core Courses

All students in the Master's Program are required to take 3 core courses and a proseminar.

EDPS 70100 - Statistics and Statistical Computing in Education I

This course provides students with an introduction to statistical analyses used in educational research, including descriptive statistics, hypothesis testing, t-tests, analysis of variance, correlation, regression, and the use of computer packages for these analyses.

Hours 60

Credits 4

EDPS 70200 - Educational Research Methods

This course is to increase students' understanding of the nature, purposes, needs, and types of research conducted by educational researchers and psychologists. Students will learn a range of research designs and methods, and their applications to education-related settings and issues.

Hours 60

Credits 4

EDPS 70300 - Learning and Behavior Theories

This course provides students with an overview of the study of human learning and behavior. A major goal of this course is to provide students with the knowledge and skills necessary to enable them to appropriately apply theories of learning in instructional settings.

Hours 60

Credits 4

EDPS 70000 - Educational Psychology Proseminar

This proseminar consists of workshops, discussions and presentations on topics orienting students to the field of educational psychology and introducing them to the research interests of faculty members.

Credits : none

Concentration Area Courses

Students are required to select 8 credits in their concentration area.

Concentration I: General Educational Psychology

EDPS 71100 - EDPS Metacognitive and Cognitive Processes in Education

This course provides students with an overview of major research on metacognitive and cognitive processes in learning and instruction. Focuses will be on major theories and research as well as metacognitive and cognitive processes and strategy applications in the areas of mathematical learning, text comprehension, science, and writing.

prereq: EDPS 70200

coreq: EDPS 70300

Hours 60

Credits 4

EDPS 71200 - Multicultural Issues in Learning and Instruction

This course will examine the current research in K-12 education to explore the role of multicultural issues in teaching and learning.

prereq or coreq: EDPS 70200

Hours 60

Credits 4

EDPS 71300 - Cognition and Educational Technology

This course covers research about the influence of educational technology on the development of thinking and learning.

prereq: EDPS 70300

Hours 60

Credits 4

Or

Concentration II: Assessment, Research, and Evaluation

EDPS 72100 - Statistics and Statistical Computing in Education II

This course builds on knowledge of basic statistics, focusing on multiple regression and factorial ANOVA for statistical analysis of continuous and categorical independent variables. Diagnosis and treatment of data analytic problems such as missing data are discussed.

prereq: EDPS 70100, EDPS 70200

Hours 60

Credits 4

EDPS 72200 - Tests and Measurement

This course covers the following topics: classical test theory, tests construction, reliability estimation and generalizability theory, validation, item analysis, test bias, and introduction to item response theory, and the use of high-stakes testing in educational policy.

prereq: EDPS 70100 and EDPS 70200

Hours 60

Credits 4

EDPS 72300 - Educational Program Evaluation

This course is designed to provide students with an overview of key concepts, theories, and methodologies utilized in the field educational evaluation.

Hours 60

Credits 4

Elective Courses in Educational Psychology

Students select 8 additional credits either from a concentration area or from the following electives:

CEDF 71200 - Child and Adolescent Development

This course provides a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and explore their potential impact on student behavior and learning in the classroom.

Hours includes 5 hrs of field work

Credits 4

CEDF 71700 - Independent Study in Educational Foundations

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.

Credits 1 cr

permission of faculty adviser and chairperson required

CEDF 71800 - Independent Study in Educational Foundations

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.

Credits 2 cr

permission of faculty adviser and chairperson required

CEDF 71900 - Independent Study in Educational Foundations

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.

Credits 3 cr

permission of faculty adviser and chairperson required

EDPS 71100 - EDPS Metacognitive and Cognitive Processes in Education

This course provides students with an overview of major research on metacognitive and cognitive processes in learning and instruction. Focuses will be on major theories and research as well as metacognitive and cognitive processes and strategy applications in the areas of mathematical learning, text comprehension, science, and writing.

prereq: EDPS 70200

coreq: EDPS 70300

Hours 60

Credits 4

EDPS 71200 - Multicultural Issues in Learning and Instruction

This course will examine the current research in K-12 education to explore the role of multicultural issues in teaching and learning.

prereq or coreq: EDPS 70200

Hours 60

Credits 4

EDPS 71300 - Cognition and Educational Technology

This course covers research about the influence of educational technology on the development of thinking and learning.

prereq: EDPS 70300

Hours 60

Credits 4

EDPS 72100 - Statistics and Statistical Computing in Education II

This course builds on knowledge of basic statistics, focusing on multiple regression and factorial ANOVA for statistical analysis of continuous and categorical independent variables. Diagnosis and treatment of data analytic problems such as missing data are discussed.

prereq: EDPS 70100, EDPS 70200

Hours 60

Credits 4

EDPS 72200 - Tests and Measurement

This course covers the following topics: classical test theory, tests construction, reliability estimation and generalizability theory, validation, item analysis, test bias, and introduction to item response theory, and the use of high-stakes testing in educational policy.

prereq: EDPS 70100 and EDPS 70200

Hours 60

Credits 4

EDPS 72300 - Educational Program Evaluation

This course is designed to provide students with an overview of key concepts, theories, and methodologies utilized in the field educational evaluation.

Hours 60

Credits 4

EDPS 74100 - Mediating Factors in Student Achievement

This course will examine the current research in K-12 education in an effort to explore several of the more widely identified mediating factors that directly impact upon student achievement.

prereq: EDPS 70300

Hours 60

Credits 4

EDPS 74200 - Special Topics in Educational Research Methods

This course will examine in-depth a selected method of research and statistical procedure in an educational psychology-related field. Topics and corresponding readings will vary each semester.

prereq: EDPS 70100, EDPS 70200, EDPS 70300

Hours 60

Credits 4

EDPS 74300 - Special Topics in Educational Psychology

This course will examine current research regarding a selected topic within the field of educational psychology; topics and readings will vary by semester.

prereq: EDPS 70100, EDPS 70200, EDPS 70300

Hours 60

Credits 4

(EDPS 711, EDPS 712, EDPS 713, EDPS 721, EDPS 722, EDPS 723) For students not using these courses to fulfill the concentration area requirement.

Culminating Courses

As a culminating experience, students elect either a thesis or a non-thesis option.

Students electing Thesis Research (EDPS 79501) and (EDPS 79502) will prepare a report of a research investigation in which they design and execute an empirical study under the supervision of a faculty advisor. Students electing the non-thesis option will enroll in a seminar course (EDPS 79000) in which they prepare a scholarly publishable-quality review of the research literature on a topic approved by the faculty.

EDPS 79000 - Educational Psychology Seminar

This course provides an opportunity for students to prepare an original scholarly review of research literature or theoretical paper of publishable quality on an educational psychological topic of interest. The general goal of the course is to enable students to apply their knowledge of educational psychological issues and research through the development of a scholarly research paper.

prereq: students must have completed a minimum of 24 credits

Hours 60

Credits 4

or

EDPS 79501 - Educational Psychology Thesis Research 1

This course provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

prereq: students must have completed a minimum of 24 credits

Hours 30

Credits 2

and

EDPS 79502 - Educational Psychology Thesis Research 2

This course provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

prereq: students must have completed a minimum of 24 credits

Hours 30

Credits 2

Exit Standards

1. An overall GPA of 3.0.
2. Completion of all required courses (32 credits).
3. Completion of Culminating Experience.
4. Students must pass the School of Education technology assessment.

Literacy Programs

Literacy Education: Birth - Grade 6 - MEd

Program Coordinator Yang Hu; 901 West Building; (212) 772-4753; yang.hu@hunter.cuny.edu

This is a 31-37 credit program that prepares teachers with NYS initial, professional, or permanent certification to meet New York State requirements for permanent certification as a teacher of literacy-birth through grade 6. The program has been nationally recognized by the International Reading Association (IRA).

Admission Requirements

1. Undergraduate degree with a GPA of at least 2.8.
2. New York State initial, professional, or permanent teacher certification in early childhood education, childhood education, elementary education, TESOL or special education.
3. Submission of a letter of recommendation from a supervisor as one of the two letters of recommendation to be included in the graduate application.
4. Completion of a satisfactory on-site writing sample after the application is reviewed.
5. Completion of a satisfactory interview.

Progress Standards

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 EDLIT 736, EDLIT 737, EDLIT 742 and EDLIT 740 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 more than one course. Those with two or more grades of Incomplete are prohibited from registering for any more courses until the Incomplete grades are removed.

Note: It is recommended that students with two or more INs take an official leave of absence.

Literacy Education: Birth through Grade 6 Course of Study

Total Credits: 31-37 credits

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

EDLIT 73200 - 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.

Hours Includes 5 hrs in a classroom-based dramatic demonstration

Credits 3 cr

EDLIT 73300 - Theories and Process of Teaching Writing: Pre-K–Grade 6

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.

Hours Includes 15 hours in the field observing and analyzing writing development

Credits 3 cr

EDLIT 73500 - Survey of Instructional Approaches for Language and Literacy Development: Grades K-12

Critically examine instructional approaches appropriate for language and literacy development in literacy education informed by current research. Course participants examine, select, design and organize linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of elementary, middle and high school students with varying developmental abilities.

Hours Includes 5 hours fieldwork
Credits 3 cr

EDLIT 73000 - Language, Literacy and Culture, Grades 1-12

Study linguistic knowledge base, as well as the interrelationship between language, literacy and learning in a pluralistic society. Topics include the structure of English language and its role in reading and writing; the nature of language acquisition; English language proficiency for academic purposes; strategies for meeting English language learners' needs and for promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools.

prereq or coreq: ECC 70400 (for Birth-Grade 6 students only) and EDLIT 73500
Hours includes 10 hrs in the field analyzing language use of ESL learners
Credits 3 cr

EDLIT 73100 - Literacy Assessment: Birth–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.

prereq or coreq: ECC 70400 and EDLIT 73500
Hours Includes 15 hrs in the field assessing diverse learners 45 hrs,
Credits 3 cr

EDLIT 73400 - Literacies within the Disciplines: K–Grade 6

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.

prereq or coreq: ECC 70400 and EDLIT 73500
Hours Includes 10 hrs in a classroom focused on older learners (grades 3-6) and content area literacy
Credits 3 cr

EDLIT 73600 - Diagnosis of Reading Difficulties

A study of factors related to students who are experiencing difficulty acquiring literacy. Procedures for diagnosing reading achievement and related language skills.

prereq: EDLIT 73100

Hours Includes 15 hours of diagnosis, under supervision, of students with reading difficulties

Credits 3 cr

EDLIT 73700 - Practicum in Remedial Reading

Theoretical consideration and procedures in the instruction of students with reading difficulties.

prereq: EDLIT 73600

Hours Includes 20 hrs of supervised remedial sessions with individual students on-site at Hunter College

Credits 3 cr

EDLIT 73800 - Literacy Programs: Organization and Resources

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.

prereq: EDLIT 73100 (for Birth-Grade 6 students only)

Hours Includes 15 hours of survey for the enhancement of literacy programs

Credits 3 cr

EDLIT 73900 - Literacy Instruction for Struggling Readers and Writers, PreK-6

prereq or coreq: None

Credits 3

EDLIT 74000 - Leadership in Literacy

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.

prereq: minimum of 27 cr. in the literacy program

Hours 45 hrs,

Credits 3 cr

EDLIT 74200 - Practicum in Literacy

Fifty-hour college-supervised practicum divided into two 25-hour placements; one at early childhood level and one at the childhood level.

prereq: 15 credit hours in the literacy master's program

Hours 15 hr seminar plus 50 hrs in the field,

Credits 1 cr

Students may be exempted from up to 6 credits on the basis of prior or equivalent coursework.

Exit Standards

1. Overall GPA of 3.0 or better.
2. An "achieved the standard" rating, or better, on the Professional Teaching Portfolio during final presentation to the Master's in Literacy Portfolio Review Committee.
3. A grade of B or better in literacy courses EDLIT 736, EDLIT 737, EDLIT 742, and EDLIT 740.
4. Students must pass the School of Education technology assessment.

Literacy Education: Grades 5-12 - MEd

Program Coordinator Yang Hu; 901 West Building; (212) 772-4753; yang.hu@hunter.cuny.edu

This is a 27-30 credit program that prepares teachers with NYS initial, professional, or permanent certification to meet New York State requirements for certification as a teacher of adolescent literacy. The program has been nationally recognized by the International Reading Association (IRA).

Admission Requirements

1. A cumulative undergraduate GPA of at least 2.8 from an accredited bachelor's degree program or a GPA of at least 3.5 from a master's program.
2. New York State initial, professional, or permanent teacher certification as a middle childhood (5-9) or adolescent (7-12) content teacher.
3. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample, after the application is reviewed.
4. Submission of a letter of recommendation from a supervisor to be included in the application as one of two required recommendations.

Progress Standards

1. Master's candidates must maintain an overall GPA of at least 3.0.
2. Master's candidates with more than one course grade 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. Those with two or more grades of Incomplete are prohibited from registering for any courses.

Note: It is recommended that students with two or more IN's take an official leave of absence.

Literacy Education: Adolescent Grades 5-12 Course of Study

Total Credits: 27-30 credits

Content Core (15 Credits)

EDLIT 73000 - Language, Literacy and Culture, Grades 1-12

Study linguistic knowledge base, as well as the interrelationship between language, literacy and learning in a pluralistic society. Topics include the structure of English language and its role in reading and writing; the nature of language acquisition; English language proficiency for academic purposes; strategies for meeting English language learners' needs and for promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools.

prereq or coreq: ECC 70400 (for Birth-Grade 6 students only) and EDLIT 73500
Hours includes 10 hrs in the field analyzing language use of ESL learners
Credits 3 cr

SEDC 71100 - Advanced Study of Young Adult Literature in Our Diverse Society

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.

prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr

EDLIT 75300 - Methods of Teaching Writing: Grades 5-12

Development and assessment of writing skills and methods for teaching writing including analysis of techniques and environments that foster writing development, and writing across the disciplines, in all students at middle childhood and adolescent levels (ELL, gifted, special needs). State writing standards and technology are integrated.

Hours includes 15 hours fieldwork
Credits 3

EDLIT 75400 - Literacies within the Disciplines: Grades 5-12

Exploration into the literacy demands and challenges inherent in the academic subjects of math, science, history and social studies, as well as media, health, technology and the arts.

Hours includes 10 hours in classrooms focused on literacies within the disciplines
Credits 3

EDLIT 73500 - Survey of Instructional Approaches for Language and Literacy Development: Grades K-12

Critically examine instructional approaches appropriate for language and literacy development in literacy education informed by current research. Course participants examine, select, design and organize linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of elementary, middle and high school students with varying developmental abilities.

Hours Includes 5 hours fieldwork
Credits 3 cr

Intervention Core (9 Credits)

EDLIT 75500 - Literacy Instruction for Struggling Readers and Writers: Grades 5-12

Exploration of historical, theoretical and research-based teaching practice issues related to overcoming reading/writing difficulties. Assessment and intervention strategies, adaptation and modification of instructional strategies, technology and curriculum to improve foundational skills and learning outcome of middle and high school struggling readers and writers.

Hours includes 15 hours fieldwork
Credits 3

EDLIT 75600 - Literacy Assessment: Grades 5-12

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 instruction planning and meeting NYS English Language Arts performance standards.

prereq: 9 credits in the content core
Hours includes 15 hours in the field assessing diverse learners

EDLIT 75700 - Practicum in Literacy Assessment and Intervention: Grades 5-12

A study of factors related to middle and high school students who are experiencing difficulty acquiring literacy. Implement, design and use a variety of procedures for diagnosing reading achievement and related language

skills. Use assessment data to plan and implement intervention activities for students with literacy difficulties.

prereq: EDLIT 75600

Hours includes 25 hours of supervised assessment and intervention sessions with individual middle school students on-site at Hunter College Literacy Space and 25 hours of supervised assessment/intervention sessions off site with high school students

Credits 3

Leadership Core (6 Credits)

EDLIT 73800 - Literacy Programs: Organization and Resources

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.

prereq: EDLIT 73100 (for Birth-Grade 6 students only)

Hours Includes 15 hours of survey for the enhancement of literacy programs

Credits 3 cr

EDLIT 74000 - Leadership in Literacy

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.

prereq: minimum of 27 cr. in the literacy program

Hours 45 hrs,

Credits 3 cr

Students may be exempted from up to 3 credits based on prior equivalent coursework.

Exit Standards

1. An overall GPA of 3.0.
2. A grade of B or better in EDLIT 740, in which a culminating project is completed.
3. A grade of B or better in EDLIT 756.
4. An "achieved the standard" rating, or better, on the Professional Teaching Portfolio during final presentation to the Master's in Literacy Portfolio Review Committee.
5. Students must pass the School of Education technology assessment.

PreK through Grade 12

Dance Pre-K - 12 - MA

Students applying for the MA program in Dance Education have the choice of applying to one of three tracks:

Track 1 - 49-credit MA: Those students who have a minimum of 34 credits in dance but who do not have NYS certification to teach dance in preK-12. This 49-credit program includes 27 credits in education (16 credits taken in the School of Education and 11 credits taken in the Dance Program). An additional 22 graduate credits in dance are required.

Track 2 - 30-credit MA: Those students who already have initial NYS certification to teach dance in preK-12. This 30-credit program includes 8 credits in education taken in the Dance Program in addition to 22 credits in dance.

Track 3 - 30-credit MA: Those students who have initial NYS certification in a subject area other than dance and have a minimum of 34 credits in dance. This 30-credit program includes 8 credits in education taken in the Dance Program in addition to 22 credits in dance.

Admission Requirements

All applicants to the MA in Dance Education must complete and submit the on-line Hunter Graduate School application. Minimum requirements for admission include:

A. Matriculation Requirements for Teacher Education Program in Dance

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average of 2.8.
2. A minimum of 34 credits in dance with a grade point average in dance of 3.0.
3. For Track I only: A general education core in the liberal arts and sciences to include the following (in addition to dance): 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
4. DVD or link to 1-3 clips of your creative work - between 5-15 minutes in total and a curriculum vitae. For more information on the additional admission requirements, visit the Dance program website: www.hunter.cuny.edu/dance.

Meeting the minimum requirements for admission does not guarantee acceptance to the program, which is based on the limitations of space and resources. Selected candidates, based on review of application, will be invited to an on-campus audition/interview.

B. Admission with Conditions

A student who is otherwise qualified for the MA in Dance but who has not completed all program prerequisites may be admitted 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. Any course taken to satisfy a deficiency will not be credited towards the Master's Degree in Dance.

Dance Course of Study

Track I

49 Graduate Credits

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 72000 - Adolescent Health and Safety

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.

*Hours 15 hrs,
Credits 1 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

*Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3*

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

DANED 76000 - Dance Methods I: Curriculum Design and Pedagogy for Productive Teaching and Learning

An introduction to pedagogical practices that support productive teaching and learning in dance. Students will examine pedagogical theories and practices and will conduct “action research” in order to identify conditions that support or hinder productive teaching and learning. This first phase of the “methods” course will lay the groundwork for deeper investigation, integration, and application of materials in the Methods II course. 36 hours of fieldwork is required. (track 2 MA students are exempt from the fieldwork requirement).

*prereq or coreq: 6 credits in education and 12 credits in dance
Hours 3 hrs + 36 hours of fieldwork
Credits 3 cr.*

DANED 76200 - Dance Methods II: Advanced Curriculum Design and Pedagogy for Productive Teaching and Learning

Advanced investigation of contexts for productive teaching and learning. Students will engage in intensive examinations of pedagogical theories and practices, conduct "action research" in order to identify conditions that support or hinder productive teaching and learning, develop unit plans, and participate in peer-to-peer inquiry groups to develop their own artistry in teaching.

prereq: DANED 76000

Hours 3
Credits 3

DANED 76605 - Student Teaching

Teacher candidates complete a total of 60 days of student teaching (30 days of student teaching at grades pre-K-5 and 30 days at grades 6-12) under the supervision of a Hunter College faculty member and a certified Dance teacher in a New York City school selected by the college. Student teachers will assume significant responsibility for classroom instruction and management and will be observed by Hunter dance faculty 4 times during their student teaching experience. All student teachers are required to participate in a seminar class meeting 1 hour per week for 15 weeks. A culminating professional project is required before graduation.

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000, DANED 76000, 76200

Hours 60 days + 15 hours seminar

Credits 5

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. All field placements are designated by Hunter College in New York City public schools. Scores on the LAST and the ATS-W exams must have been received by the coordinator of adolescent education prior to enrollment in student teaching. The dance content exam scores are required before graduation.

DAN 70100 - Physical Training

The ongoing, rigorous training in a dance/movement style pertinent to the individual student's artistic and pedagogical goals. Exploration of unfamiliar movement disciplines will be required. This course is designed to allow each student to articulate and execute a regular training regimen that will build and refine her/his skills as practitioner of an artistic movement discipline. A variety of individual training plans are overseen by faculty. Regular group meetings examine how underlying aesthetic and kinesiological assumptions embodied by the training inform students' approaches to teaching artistry, improvisation, and choreography.

prereq: Admission to a graduate dance program

Hours 3

Credits 2

Can be taken more than once for credit, required 3 times for MA, 2 times for BA/MA.

DAN 70500 - Maintenance of the Dancer's Instrument

An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motional training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

prereq or coreq: DAN 35000 or equivalent course and/or related professional background

Hours 3

Credits 3

DAN 73000 - Studies of Forms

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department

Hours 3

Credits 3

This course is repeatable once for credit.

DAN 73500 - Performance and Presentation

The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

prereq: Acceptance into one of the graduate dance programs: BA/MA, MA

Hours 3

Credits 1

This course is repeatable once for credit.

DAN 74000 - Aesthetics

A seminar examining a variety of global artistic practices and value systems from both aesthetic and cultural perspectives. The course focuses on a broad range of dance and examines how choreographers, dancers, designers, critics, audience members, teachers, producers and scholars function and interrelate. Students examine a variety of analytical paradigms-- including structuralism, semiotics and literary theory -- through the study of the major writers and thinkers in the field. A culminating study is typically a close analysis of the student's personal creative work.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

DAN 74200 - Graduate Dance History

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

prereq: Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.

Hours 3

Credits 3

DAN 74600 - Special Topics in Dance

A seminar/laboratory course focusing on a varying series of topics, selected according to student interests, current faculty research, and available guest artists and master teachers. Topics can include a wide variety of historical, aesthetic, cultural, technological and political issues. The course encourages advanced study in specialized areas of particular student interest. Possible topics include: dance in the digital age, specific cultural forms, dance in community settings, motor learning from multiple perspectives, etc.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

Can be repeated for credit with different content areas

Track II

30 Credits

DANED 76000 - Dance Methods I: Curriculum Design and Pedagogy for Productive Teaching and Learning

An introduction to pedagogical practices that support productive teaching and learning in dance. Students will examine pedagogical theories and practices and will conduct "action research" in order to identify conditions that support or hinder productive teaching and learning. This first phase of the "methods" course will lay the groundwork for deeper investigation, integration, and application of materials in the Methods II course. 36 hours of fieldwork is required. (track 2 MA students are exempt from the fieldwork requirement).

prereq or coreq: 6 credits in education and 12 credits in dance

Hours 3 hrs + 36 hours of fieldwork

Credits 3 cr.

DANED 76200 - Dance Methods II: Advanced Curriculum Design and Pedagogy for Productive Teaching and Learning

Advanced investigation of contexts for productive teaching and learning. Students will engage in intensive examinations of pedagogical theories and practices, conduct "action research" in order to identify conditions that support or hinder productive teaching and learning, develop unit plans, and participate in peer-to-peer inquiry groups to develop their own artistry in teaching.

prereq: DANED 76000

Hours 3

Credits 3

DANED 76400 - Practicum

Students with initial state certification in dance complete a semester of Practicum in their current full-time dance teaching situation or in assigned schools under the supervision of a Hunter College faculty member. Practicum teachers will assume all responsibility for classroom instruction and management and will be observed by Hunter faculty 4 times during the course of the semester. All Practicum students are required to participate in a seminar class meeting for a total of 15 hours. A culminating professional project is required before graduation.

prereq: DANED 76000, DANED 76200

Hours 2 hours and 15 hour seminar required

Credits 2

Students must apply in the fall semester if they have completed prerequisite courses and expect to register for Practicum in the spring, and in the spring semester if they wish to register for Practicum in the fall.

Open to MA/Dance Track 2 students with initial certification in dance OR by advisement, Track 1 students who are currently teaching dance in accredited schools that do not require teacher certification in dance.

DAN 70100 - Physical Training

The ongoing, rigorous training in a dance/movement style pertinent to the individual student's artistic and pedagogical goals. Exploration of unfamiliar movement disciplines will be required. This course is designed to allow each student to articulate and execute a regular training regimen that will build and refine her/his skills as practitioner of an artistic movement discipline. A variety of individual training plans are overseen by faculty. Regular group meetings examine how underlying aesthetic and kinesiological assumptions embodied by the training inform students' approaches to teaching artistry, improvisation, and choreography.

prereq: Admission to a graduate dance program

Hours 3

Credits 2

Can be taken more than once for credit, required 3 times for MA, 2 times for BA/MA.

DAN 70500 - Maintenance of the Dancer's Instrument

An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motional training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

prereq or coreq: DAN 35000 or equivalent course and/or related professional background

Hours 3

Credits 3

DAN 73000 - Studies of Forms

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department

Hours 3

Credits 3

This course is repeatable once for credit.

DAN 73500 - Performance and Presentation

The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

prereq: Acceptance into one of the graduate dance programs: BA/MA, MA

Hours 3

Credits 1

This course is repeatable once for credit.

DAN 74000 - Aesthetics

A seminar examining a variety of global artistic practices and value systems from both aesthetic and cultural perspectives. The course focuses on a broad range of dance and examines how choreographers, dancers, designers, critics, audience members, teachers, producers and scholars function and interrelate. Students examine a variety of analytical paradigms-- including structuralism, semiotics and literary theory -- through the study of the major writers and thinkers in the field. A culminating study is typically a close analysis of the student's personal creative work.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

DAN 74200 - Graduate Dance History

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

prereq: Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.

Hours 3

Credits 3

DAN 74600 - Special Topics in Dance

A seminar/laboratory course focusing on a varying series of topics, selected according to student interests, current faculty research, and available guest artists and master teachers. Topics can include a wide variety of historical, aesthetic, cultural, technological and political issues. The course encourages advanced study in specialized areas of particular student interest. Possible topics include: dance in the digital age, specific cultural forms, dance in community settings, motor learning from multiple perspectives, etc.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

Can be repeated for credit with different content areas

Track III

30 Credits

DANED 76000 - Dance Methods I: Curriculum Design and Pedagogy for Productive Teaching and Learning

An introduction to pedagogical practices that support productive teaching and learning in dance. Students will examine pedagogical theories and practices and will conduct "action research" in order to identify conditions that support or

hinder productive teaching and learning. This first phase of the “methods” course will lay the groundwork for deeper investigation, integration, and application of materials in the Methods II course. 36 hours of fieldwork is required. (track 2 MA students are exempt from the fieldwork requirement).

prereq or coreq: 6 credits in education and 12 credits in dance

Hours 3 hrs + 36 hours of fieldwork

Credits 3 cr.

DANED 76200 - Dance Methods II: Advanced Curriculum Design and Pedagogy for Productive Teaching and Learning

Advanced investigation of contexts for productive teaching and learning. Students will engage in intensive examinations of pedagogical theories and practices, conduct "action research" in order to identify conditions that support or hinder productive teaching and learning, develop unit plans, and participate in peer-to-peer inquiry groups to develop their own artistry in teaching.

prereq: DANED 76000

Hours 3

Credits 3

DANED 76602 - Student Teaching

Teacher candidates complete a total of 20 days of student teaching under the supervision of a Hunter College faculty member and a certified Dance teacher in a New York City school selected by the college. Student teachers will assume significant responsibility for classroom instruction and management and will be observed by Hunter dance faculty twice during the course of their student teaching experience. All student teachers are required to participate in a seminar class meeting for a total of 15 hours. A culminating professional project is required before graduation.

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000; DANED 76000, DANED 76200

Hours 20 days plus 15 hour seminar

Credits 2

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. All field placements are designated by Hunter College in New York City public schools. Scores on the LAST and the ATS-W exams must be received by the coordinator of adolescent education prior to enrollment in student teaching. The dance content exam scores are required before graduation.

Open to Track 3 students with initial certification in a subject area other dance OR by advisement for students who are currently teaching dance in accredited schools that do not require teacher certification in dance.

All students must, the semester before taking this course, apply for student teaching through the education division and the dance program.

DAN 70100 - Physical Training

The ongoing, rigorous training in a dance/movement style pertinent to the individual student's artistic and pedagogical goals. Exploration of unfamiliar movement disciplines will be required. This course is designed to allow each student to articulate and execute a regular training regimen that will build and refine her/his skills as practitioner of an artistic

movement discipline. A variety of individual training plans are overseen by faculty. Regular group meetings examine how underlying aesthetic and kinesiological assumptions embodied by the training inform students' approaches to teaching artistry, improvisation, and choreography.

prereq: Admission to a graduate dance program

Hours 3

Credits 2

Can be taken more than once for credit, required 3 times for MA, 2 times for BA/MA.

DAN 70500 - Maintenance of the Dancer's Instrument

An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motional training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

prereq or coreq: DAN 35000 or equivalent course and/or related professional background

Hours 3

Credits 3

DAN 73000 - Studies of Forms

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department

Hours 3

Credits 3

This course is repeatable once for credit.

DAN 73500 - Performance and Presentation

The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

prereq: Acceptance into one of the graduate dance programs: BA/MA, MA

Hours 3

Credits 1

This course is repeatable once for credit.

DAN 74000 - Aesthetics

A seminar examining a variety of global artistic practices and value systems from both aesthetic and cultural perspectives. The course focuses on a broad range of dance and examines how choreographers, dancers, designers, critics, audience members, teachers, producers and scholars function and interrelate. Students examine a variety of analytical paradigms-- including structuralism, semiotics and literary theory -- through the study of the major writers and thinkers in the field. A culminating study is typically a close analysis of the student's personal creative work.

prereq: Admission to one of the graduate dance programs

Hours 3
Credits 3

DAN 74200 - Graduate Dance History

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

prereq: Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.

Hours 3
Credits 3

DAN 74600 - Special Topics in Dance

A seminar/laboratory course focusing on a varying series of topics, selected according to student interests, current faculty research, and available guest artists and master teachers. Topics can include a wide variety of historical, aesthetic, cultural, technological and political issues. The course encourages advanced study in specialized areas of particular student interest. Possible topics include: dance in the digital age, specific cultural forms, dance in community settings, motor learning from multiple perspectives, etc.

prereq: Admission to one of the graduate dance programs

Hours 3
Credits 3

Can be repeated for credit with different content areas

Music Education: Pre-K-12 – MA

Education Adviser Carla Asher; (212) 772-4621; 1000 West Building; carla.asher@hunter.cuny.edu

Music Department Adviser Victor Bobetsky; (212) 650-3574; 400A North Building;
victor.bobetsky@hunter.cuny.edu

The MA program in the teaching of Music is designed for students who have majored in music on the undergraduate level and want to pursue a teaching career in K-12 education. This program is not for individuals with initial, professional, or permanent certification in Music. The Teacher Education Program in Music does not offer an advanced certificate.

Admission Requirements

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 (with a minimum of 24 credits) or the equivalent. See the Music department section of the Hunter College catalog for additional requirements.
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 (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (with at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
4. Two professional references to be included with the application for admission.
5. A personal statement to be completed as part of the application for admission.
6. An audition and interview.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Music Education Course of Study

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

*Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3
A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit*

course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

MUSED 67700 - 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.

*prereq or coreq: SEDF 70400
Hours 45 hrs plus 18 hrs of fieldwork
Credits 2*

SEDC 72000 - Adolescent Health and Safety

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.

*Hours 15 hrs,
Credits 1 cr*

MUSED 67800 - 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.

*prereq: MUSED 67700
prereq or coreq: SEDF 70500
Hours 45 hrs plus 18 hrs fieldwork,
Credits 2*

Take either

SEDC 75600 - Student Teaching in Music, Pre-K-12

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.

prereq: MUSED 67800, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77610 - Practicum in Music, Grades Pre-K–6

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 77510 must also take SEDC 77620 .

prereq: MUSED 67800, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

plus

SEDC 77620 - Practicum in Music, Grades 7–12

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 77520 must also take SEDC 77610.

prereq: MUSED 67800, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Music Department Courses

MUS 64100 - 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.

Hours 225

Credits 1

MUS 64300 - 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.

Hours 225

Credits 1

MUS 64500 - 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.

Hours 225

Credits 1

MUS 64700 - Percussion Skills

The teaching of fundamental techniques of playing percussion instruments: rudiments, stick control, coordination of hands and feet, syncopation, ensemble playing; acoustical principles of percussion; thorough review of percussion technique; basic pedagogical methods.

MUS 64900 - Piano Skills for Music Teachers

Introduction to piano skills including scales, chord progressions, keyboard harmony and sightreading. The activities and materials used will reflect the needs of music education students.

MUS 65100 - Conducting

The teaching of technique and proficiency in basic conducting skills including conducting patterns, baton technique, expressive gestures, score study, and philosophical and psychological approaches to ensemble management.

MUS 72400 - Advanced Studies in Music Theory 1

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

prereq: 4 sem. of undergraduate music theory courses

Hours 45 hrs,

Credits 3 cr

MUS 75100 - 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.

Hours 45

Credits 3

MUS 75200 - 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.

Hours 45

Credits 3

MUS 77900 - 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.

Hours 45

Credits 3

Music electives: Courses chosen in consultation with graduate adviser

** Students who have studied these subjects at the undergraduate level may be exempted from these requirements.*

*** Please note that 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.*

Culminating Experiences

Professional teaching portfolio

School of Education

Total credits: 39-46 credits

Exit Standards

1. An overall GPA of 3.0

2. 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

3. 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.

4. Students must pass the School of Education technology assessment.

TESOL Adult Program - MA

Program Coordinator: Anne Eideger; 1022 West Building; (212) 772-4686; aediger@hunter.cuny.edu

The TESOL Adult Program prepares students to teach adults in college, continuing education, literacy, business, private, and other community, 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.

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, related psychological, sociological, and anthropological aspects, as well as the methods and materials of English language instruction to various populations. Student must also complete a student teaching/practicum at the level(s) at which they intend to teach. 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 this sequence.

Students may be exempted from up to six credits of course work in any of the TESOL programs, subject to program approval, if they have taken similar content elsewhere.

Meeting minimum admission requirements does not guarantee acceptance into the program. Admission to the program is highly competitive. Each applicant's grade point average, college coursework, written personal statement and interview, English language proficiency, foreign language credits, letter of recommendation and quality of experience are all carefully considered for admission to the program.

Links to the ESL classroom are emphasized and students are exposed to extensive field experiences and practice. Students should be prepared to spend considerable amounts of time observing and participating in educational settings in addition to attending classes at Hunter.

Admission Requirements

1. A cumulative undergraduate GPA of 2.8 from an accredited bachelor's degree program or a GPA of 3.5 from a master's degree program. Applicants who have an undergraduate GPA between 2.5 and 2.8 may be interviewed by the TESOL faculty and accepted on a non-matriculated basis 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 a Foreign Language.
3. Submission of two letters of recommendation to be included in the graduate application.
4. Submission of statement of purpose to be included in the graduate applicant.
5. Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit an official TOEFL score report. These applicants must score at least 600 on the paper-administered test or 250 on the computer-administered test or 75 (less speaking component)

on the TOEFL IBT. They must score at least 5.0 on the Test of Written English (TWE) or 24 on the IBT Writing Section; and 50 on the Test of Spoken English (TSE) or 26 on the IBT Speaking Section.

6. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Student who receive a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

B. Fieldwork Benchmarks

- Fieldwork and clinical experience courses (EDESL 77900 and EDESL 77800) must be passed with at least a B.

TESOL Adult Program Course of Study

Total Credits: 36 credits

Core Requirements (24 credits)

EDESL 79630 - Methodology of Teaching English to Speakers of Other Languages

Hours 25 hrs fieldwork

Credits 4

LING 70200 - Analysis and Structure of English from a Pedagogical Perspective

A comprehensive overview of the English Language for teachers of ESL, covering the sound system, systems of meaning making, orthographic and other representations, and the structures of English, with a specific focus on and application to teaching ESL. Required for students in Programs 1, 2, and 3.

Hours includes 10 hrs fieldwork

Credits 4

EDESL 77000 - Content and Curriculum & Materials in Adult TESOL

An overview of current theory and practice in the design of content, curriculum, and materials for the teaching of Adult ESL, focusing primarily on designing ESL instruction for academic and adult continuing ESL contexts. Includes adult content area learning and English for Specific purposes, and integrating the 4 language skills.

prereq or coreq: pre- or coreq: EDESL 79600 or permission of TESOL adviser

Hours includes 10 hrs of fieldwork in Adult ESL classrooms,

Credits 4

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

prereq or coreq: G LING 70200

Credits 4

10 hours of field experience.

LING 77400 - Theory and Research in Second Language Acquisition and Learning

A survey of current theory and research in second language acquisition with particular reference of the acquisition of English and applications of the classroom. Includes introduction to research methodology. Required of students in Program 1, 2, and 3.

prereq: G LING 70200

Credits 4

5 hours of field work.

EDESL 79800 - Student Teaching in Academic ESL

Hours 60 hrs fieldwork.

Credits 2

EDESL 79900 - Adult Fieldwork / Practicum

Hours 60 hrs fieldwork.

Credits 2

At Least Two of the Following (8 credits):

At least two of the following three courses must be taken before taking EDESL 79900 or EDESL 79800.

EDESL 77600 - Language Assessment in Adult TESOL

An overview of the theories, concepts, methods, and materials for assessing the language and content knowledge of adult ESL students. For students in Program 3.

prereq: G LING 70200

Hours includes 10 hrs of fieldwork in Adult ESL classrooms,

Credits 4

EDESL 77800 - Teaching Oral Language Skills in Adult TESOL

An overview of current theory and practice in the teaching of oral skills (speaking, listening, and pronunciation) to adult ESL students, focusing primarily on designing ESL instruction to enhance students' skills in these areas. For students in Program 3.

prereq or coreq: G EDESL 77000

Credits 4

EDESL 77900 - Teaching Reading and Writing Skills in Adult TESOL

An overview of the theory and practice of teaching reading and writing to adults in ESL, with considerations for the wide range of adult ESL learning contexts, including adult continuing education, college English/ESL programs and English for academic purposes. For students in Program 3.

prereq: prereq: EDESL 79600

prereq or coreq: pre- or coreqs: EDESL 7700 or EDESL 78700 or EDESL 77500

Credits 4

4 Credits of Electives From Among (but not limited to) the Following Courses

EDESL 70100 - Selected Topics in TESOL

EDESL 701-704 Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser

Credits 1

EDESL 70200 - Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 2

EDESL 70300 - Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 3

EDESL 70400 - Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 4

ENGL 61500 - Rhetoric and Composition

Rhetorical theory; analysis of selected masterpieces of prose; practice in writing a variety of prose forms.

Hours 45 hrs,
Credits 3 cr

CEDC 71700 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 1

CEDC 71800 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 2

CEDC 71900 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 3

EDESL 76000 - Master's Essay Seminar in Educational Research

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits or permission of TESOL adviser

Credits 4

Exit Standards

1. An overall GPA of 3.0.
2. Comprehensive examination or a master's essay (EDESL 76000); the master's essay course may be used to fulfill the program elective requirement.
3. Students must pass the School of Education technology assessment.

TESOL PreK-12 - MA

Program Coordinator Anne Ediger; 1022 West Building; (212) 772-4686; aediger@hunter.cuny.edu

The TESOL program is designed to educate people who wish to teach 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 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, related psychological, sociological, and anthropological aspects, as well as the methods and materials of English language instruction to various populations. Student must also complete a student teaching/practicum at the level(s) at which they intend to teach. 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 this sequence.

TESOL Programs 1 and 2 satisfy the requirements for New York State certification:

These tracks are not interchangeable, and students must specify one of them for their applications to be processed.

Students may be exempted from up to six credits of course work in any of the TESOL programs, subject to program approval, if they have taken similar content elsewhere.

Meeting minimum admission requirements does not guarantee acceptance into the program. Admission to the program is highly competitive. Each applicant's grade point average, college coursework, written personal statement and interview, English language proficiency, foreign language credits, letter of recommendation and quality of experience are all carefully considered for admission to the program.

In these programs, links to the ESL classroom are emphasized and students are exposed to extensive field experiences and practice. Students should be prepared to spend considerable amounts of time observing and participating in

educational settings in addition to attending classes at Hunter. All fieldwork experience must be done in New York City public schools.

Admission Requirements

Program 1 for Students Without Prior Certification

The Pre-K-12 Program 1 prepares students for New York State certification in TESOL, for which students apply through the college during the last semester in the program.

1. A cumulative undergraduate grade point average of 2.8 from an accredited bachelor's degree program or 3.5 from a master'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 non-matriculated basis if space is available.
2. A liberal arts or sciences major or interdisciplinary concentration 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
 - 9 credits in science and mathematics, with at least one course in math and one course in science (a college course in calculus satisfies 6 credits of this requirement)
 - 6 credits in social studies (including at least one course in history or geography)
 - 3 credits in the arts
 - 3 credits in information retrieval (library studies, research, computer literacy, or educational technology)
4. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample.
5. Submission of two letters of recommendation to be included in the graduate application.
6. A statement of purpose to be included in the graduate application.
7. Applicants who have taken all or part of their undergraduate education in a country where English is not the native language countries are required to submit an official TOEFL test score report. These applicants must score at least 600 on the paper administered test or 250 on the computer administered test or 75 (less speaking component) on the TOEFL IBT. They must score at least 5.0 on the Test of Written English (TWE) or 24 on the IBT Writing Section; and 50 on the Test of Spoken English (TSE) or 26 on the IBT Speaking section.

Program 2 for Students With Prior Certification

The Pre-K-12 Program 2 is intended for students who already have prior New York State certification in another subject area. Students completing this program qualify for New York State certification in TESOL, in this case, an additional certification.

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.
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 a 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; students with disabilities; or literacy).
4. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample.
5. Submission of two letters of recommendation, to be included in the graduate application.
6. Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit an official TOEFL score report. These applicants must score at least a 600 on the paper-administered test or 250 on the computer-administered test or 75 (less speaking component) on the TOEFL IBT. They must score at least 5.0 on the Test of Written English (TWE) or 24 on the IBT Writing Section; and 50 on the Test of Spoken English (TSE) or 26 on the IBT Speaking Section.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subjects as well as in teacher education, in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. Program 1 students must take the Liberal Arts and Sciences Test (LAST) of the New York State Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in a college writing course or workshop series approved by an adviser before being permitted to register for any additional courses.

B. Fieldwork Benchmarks

Students must receive a grade of at least B in EDESL 79610 , EDESL 78500 and EDESL 78800 .Any student who receives a grade of B-, C+ or C must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU will not be allowed to continue in the program.

TESOL Program 1 Course of Study

Total Credits: 30-42 credits

Core Requirements

EDESL 79610 - Methodology of Teaching English to Speakers of Other Languages

An overview of K-12 program types and classroom options for teaching English to speakers of other languages. The course covers language teaching methods for teaching the four language skills, options for classroom management, and setting up learning environments. Required of students in **Program 1**.

Credits 4

includes 30 hours fieldwork

LING 70200 - Analysis and Structure of English from a Pedagogical Perspective

A comprehensive overview of the English Language for teachers of ESL, covering the sound system, systems of meaning making, orthographic and other representations, and the structures of English, with a specific focus on and application to teaching ESL. Required for students in Programs 1, 2, and 3.

Hours includes 10 hrs fieldwork

Credits 4

LING 77400 - Theory and Research in Second Language Acquisition and Learning

A survey of current theory and research in second language acquisition with particular reference of the acquisition of English and applications of the classroom. Includes introduction to research methodology. Required of students in Program 1, 2, and 3.

prereq: G LING 70200

Credits 4

5 hours of field work.

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

prereq or coreq: G LING 70200

Credits 4

10 hours of field experience.

EDESL 77100 - K-12 ESL Curriculum and Materials through the Content Areas

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.

prereq: EDESL 79600/79610

prereq or coreq: G EDESL 79600 or G EDESL 79610 or G EDESL 79620

Hours includes 20 hrs fieldwork in K-12 classrooms

Credits 4

20 hrs fieldwork.

EDESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL

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. Includes identification and diagnosis of ESL students with special needs. Required of students in **Program 1** and **Program 2**.

prereq: EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser

Credits 4

includes 10 hrs fieldwork

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

EDESL 77200 - First and Second Language, and Technological Literacy in K-12 ESL

An in-depth treatment of theory and practice in the teaching of literacy skills, including technological, to English language learners in the public schools. Required of students in both Pre-K-12 Programs 1 and 2.

prereq: LING 70200

Hours includes 10 hrs fieldwork

Credits 4

CEDF 71200 - Child and Adolescent Development

This course provides a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and explore their potential impact on student behavior and learning in the classroom.

Hours includes 5 hrs of field work

Credits 4

CEDCF 71000 - Social, Historical, & Philosophical Foundations of General and Bilingual Education: Theory and Practice

This course provides a foundation for TESOL and Bilingual Education students in the historical, social and philosophical foundations of general and bilingual education with an emphasis on the development and current educational policies and practices of educating English language learners. Required for TESOL Program 1.

Hours includes 10 hrs of fieldwork

Credits 4

Plus One of the Following:

EDESL 78500 - Supervised Student Teaching, Pre-K-6 and 7-12

Two-semester supervised student teaching experience in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs seminar plus student teaching and conference

Credits 2

this is a year-long course

EDESL 78800 - Supervised Practicum, Pre-K-6 and 7-12

Two-semester supervised practicum in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs seminar plus student teaching and conference

Credits 2

this is a year-long course

And One of the Following:

EDESL 76000 - Master's Essay Seminar in Educational Research

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits or permission of TESOL adviser

Credits 4

Comprehensive Examination

Note(s)

Students may transfer, waive, or be exempted from up to 8 credits if they have taken equivalent course work elsewhere. Credit transfers, waivers, and exemptions are determined by the School of Education upon presentation of acceptable supporting paperwork. Taking EDESL 76000 MA Essay adds 4 credits to the degree.

**Student teaching is a year-long course. Students must complete 60 days during one semester at the K-6 level, and 60 days during the other semester at the 7-12 level. Student teachers may start their student teaching in either the fall or spring semester.*

***Practicum Teaching is a year-long course. Students are expected to be in the classroom during the entire year of teaching. Practicum students may start their practicum in either the fall or spring semester.*

TESOL Program 2 Course of Study

Total Credits: 25-37 credits

Core Requirements

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

EDESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL

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. Includes identification and diagnosis of ESL students with special needs. Required of students in **Program 1** and **Program 2**.

prereq: EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser

Credits 4

includes 10 hrs fieldwork

EDESL 77100 - K-12 ESL Curriculum and Materials through the Content Areas

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.

prereq: EDESL 79600/79610

prereq or coreq: G EDESL 79600 or G EDESL 79610 or G EDESL 79620

Hours includes 20 hrs fieldwork in K-12 classrooms

Credits 4

20 hrs fieldwork.

EDESL 77200 - First and Second Language, and Technological Literacy in K-12 ESL

An in-depth treatment of theory and practice in the teaching of literacy skills, including technological, to English language learners in the public schools. Required of students in both Pre-K-12 Programs 1 and 2.

prereq: LING 70200

Hours includes 10 hrs fieldwork

Credits 4

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

prereq or coreq: G LING 70200

Credits 4

10 hours of field experience.

EDESL 79620 - Methodology of Teaching English to Speakers of Other Languages

An overview of program types and classroom options for teaching English to speakers of other languages. The course covers basic language teaching methods, options for classroom management, and setting up optimal learning environments. Required of students in Programs 2 and 3.

Hours includes 20 hours fieldwork

Credits 4

20 hours fieldwork

LING 70200 - Analysis and Structure of English from a Pedagogical Perspective

A comprehensive overview of the English Language for teachers of ESL, covering the sound system, systems of meaning making, orthographic and other representations, and the structures of English, with a specific focus on and

application to teaching ESL. Required for students in Programs 1, 2, and 3.

Hours includes 10 hrs fieldwork

Credits 4

LING 77400 - Theory and Research in Second Language Acquisition and Learning

A survey of current theory and research in second language acquisition with particular reference of the acquisition of English and applications of the classroom. Includes introduction to research methodology. Required of students in Program 1, 2, and 3.

prereq: G LING 70200

Credits 4

5 hours of field work.

Plus One of the Following

EDESL 78500 - Supervised Student Teaching, Pre-K-6 and 7-12

Two-semester supervised student teaching experience in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs seminar plus student teaching and conference

Credits 2

this is a year-long course

EDESL 78800 - Supervised Practicum, Pre-K-6 and 7-12

Two-semester supervised practicum in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs seminar plus student teaching and conference

Credits 2

this is a year-long course

And One of the Following

EDESL 76000 - Master's Essay Seminar in Educational Research

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in

lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits or permission of TESOL adviser

Credits 4

Or

Comprehensive Examination

Note(s)

Students may be exempted from up to eight credits if they have taken equivalent course work elsewhere

**Student Teaching is a year-long course. Students must complete 60 days during one semester at the K-6 level, and 60 days during the other semester at the 7-12 level. Student teachers may start their student teaching in either the fall or spring semester.*

***Practicum Teaching is a year-long course. Students are expected to be in the classroom during the entire year of teaching. Practicum students may start their practicum in either the fall or spring semester.*

Exit Standards

1. A passing score on the comprehensive examination or successful completion of a master's essay (EDES 76000).
2. Students must demonstrate graduate-level academic oral and written communication skills in their coursework, and the ability to serve as appropriate models of the English language for their future students. Students who cannot demonstrate this level of language ability must take a non-credit writing course offered by the School of Education in order to enroll in any courses after completing 12 credits.
3. An overall GPA of 3.0.
4. Students must pass the School of Education technology assessment.

Special Education Programs

Advanced Preparation in Special Education - MEd

This is a 30-credit program leading to a master's degree in Special Education: Advanced Preparation in Special Education as well as NYS Professional Certification in Childhood Special Education or Early Childhood Special Education. The program offers three tracks, each designed for teachers certified in special education who are seeking advanced preparation related to Special Education: Learning Disabilities (LD), Behavior Disorders (BD) or Early Childhood Special Education. The program is designed for those with initial NYS teacher certification in special education who are in need of graduate work leading to a master's degree and Professional Certification in Childhood Special Education or Early Childhood Special Education. It is also designed for those who hold NYS teacher certification in Special Education and a master's degree (e.g., those with permanent or professional certification at any age-level of special education) who are seeking to further their knowledge/skills, gain additional graduate credits, and, at the same time, add an extension, annotation, or additional age-level certificate.

The purpose of this program is to provide an advanced master's program that encourages practicing teachers to continue their professional development via individually tailored and highly practical graduate preparation focused on effective practices and specially designed instruction in Special Education.

Admission Requirements

1. New York State initial or professional teacher certification in Students with Disabilities grades 1-6 or birth to grade 2 or New York State permanent certification in special education, K-12.
2. An undergraduate BA or BS degree with a GPA of 2.8 or higher from an approved college **or** a graduate degree in special education (any age-level) with a GPA of 3.5 or higher.
3. Two professional references to be included with the application for admission.
4. A personal statement to be included as part of the application for admission.

Progress Standards

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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. It is recommended that students with two or more INs take an official leave of absence while they are completing their IN courses.

Advanced Preparation in Special Education Course of Study

Total Credits: 30 credits

Learning Disabilities (Track 1)

16-Credit Core of Courses

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1

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. Advanced students must complete individually-tailored assignments.

*Hours 45
Credits 3*

SPED 78251 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use. Advanced students must complete individually-tailored assignments.

Hours 15 hrs seminar, plus 20 hrs lab
Credits 2

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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. Advanced students must complete individually-tailored assignments.

Hours 45
Credits 3

SPED 78451 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2

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. Advanced students must complete individually-tailored assignments.

Hours 15 hrs seminar, plus 20 hrs lab
Credits 2

SPED 70151 - Advanced Preparation in Educational Assessment

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge, curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

Hours 45

Credits 3

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45

Credits 3

Plus

14 credits of electives from coursework related to—other special education topics, behavioral disorders, autism spectrum disorders, early childhood special education (could qualify for additional age level), blind/VI, deaf/HH, gifted and talented (could apply for a NYS extension), and severe/multiple disabilities (could apply for a NYS annotation)—to be determined jointly in mandatory consultation with a program adviser. (Note: written approval of a student's plan is required.)

Representative of the spectrum of choices, but not an exhaustive list of the elective options.

Behavior Disorders (Track 2)

Total Credits: 30 credits

18-credit Core of Courses

SPED 75051 - The Study of Behavior Disorders

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 75151 - Methods and Materials for Teaching Students with Behavior Disorders

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. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPED 75000

Hours 45

Credits 3

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 70151 - Advanced Preparation in Educational Assessment

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge, curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

Hours 45

Credits 3

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45

Credits 3

Plus

12 credits of electives from coursework related to—other special education topics, behavioral disorders, autism spectrum disorders, early childhood special education (could qualify for additional age level), blind/VI, deaf/HH, gifted and talented (could apply for a NYS extension), and severe/multiple disabilities (could apply for a NYS annotation)—to be determined jointly with mandatory consultation with a program adviser. (Note: written approval of a student's plan is required.)

Representative of the spectrum of choices, but not an exhaustive list of the elective options.

Early Childhood Special Education (Track 3)

Total Credits: 30 credits

17-Credit Core of Courses

SPEDE 77151 - Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies

Special learning and behavioral issues in educating infants/toddlers, preschoolers, and elementary age students with autism spectrum disorders; instructional strategies of particular value in working with children who have autism, PDD-NOS, and Asperger's syndrome. Advanced students must complete individually-tailored assignments.

Hours includes 5 hrs of field experience.

Credits 3

SPEDE 77251 - Behavioral Theory and Its Applications to Young Children with Special Needs

The major tenets of behavioral theory; variations in approaches to applied behavior analysis; how to do and use functional behavioral analysis with young children who have special needs. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPEDE 76900 or SPED 79000

Hours includes 5 hrs of field experience

Credits 3

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45

Credits 3

SPEDE 77951 - Practicum in Early Childhood Special Education

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPEDE 776

Hours 30 hrs seminar plus conferences

Credits 2

Plus

SPEDE 77051 - Curriculum Models and Methods in Early Intervention and Early Childhood Special Education

Major approaches in early intervention and early childhood special education; instructional sequences and methods for use in different settings such as inclusion programs and the natural environment of the home; team and collaborativeteaching models; the process of using assessment data to create IFSP and IEP goals and objectives and match them to teaching strategies; program evaluation. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPEDE 71400 and SPEDE 76900 or SPED 79100

Hours includes 5 hrs field experience

Credits 3

SPED 79251 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

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. Advanced students must complete individually-tailored assignments.

Hours includes 15 hrs of field experience

Credits 3

Or

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

Plus

13 credits of electives from coursework related to—other special education topics, behavioral disorders, autism spectrum disorders, early childhood special education (could qualify for additional age level), blind/VI, deaf/HH, gifted and talented (could apply for a NYS extension), and severe/multiple disabilities (could apply for a NYS annotation)—to be determined jointly with mandatory consultation with a program adviser. (Note: written approval of a student's plan is required.)

Representative of the spectrum of choices, but not an exhaustive list of the elective options.

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student teaching , Supervised Practicum, and Clinical Teaching Lab:

- A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.
- B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.
4. Culminating Activity—Students must perform satisfactorily on a two-part culminating activity:
A comprehensive research-based oral presentation on a current special education issue
and either an original written research proposal
or a written proposal for competitive grant funding.
5. Students must pass the School of Education technology assessment.

Applied Behavior Analysis - Advanced Certificate

This 15-credit advanced certificate program provides intensive training in Applied Behavior Analysis to professionals working with children, youth, and adults on the autism spectrum as well as to the supervisors and administrators of the programs in which they work. This program is designed to prepare professionals to implement Applied Behavior Analytic intervention for individuals with autism spectrum disorders. In addition, students who complete the Advanced Certificate will have the graduate training necessary to sit for the international Board Certified Behavior Analyst® exam.

Admission Requirements

1. A master's degree in education, psychology, social work, counseling, speech-language pathology, nursing or related field.
2. Completed a graduate level course in autism spectrum disorders. Applicants who have not completed such a course will be conditioned in SPEDE 77100 , Autism Spectrum Disorders, and must complete that course during their first semester in the program.
3. On-site interview will be required.

Advanced Certificate in Applied Behavior Analysis Course of Study

Total Credits: 15 credits

EDABA 79500 - Applied Behavior Analysis I

The primary focus of this course is on foundational principles and methods in applied behavior analysis, and their basic and general applications in educational and similar settings. Topics to be covered include defining and measuring behavior, displaying and analyzing data, experimental analysis of behavior change procedures, positive and negative reinforcement, positive and negative punishment, and schedules of reinforcement.

prereq or coreq: SPEDE 77100

Hours 45

Credits 3

EDABA 79600 - Applied Behavior Analysis II

This course examines specific behavior analysis methods and applications including behavior change procedures such as prompting, imitation, incidental teaching, shaping, and chaining. Procedures to address generalization, motivation, stimulus control, and self-management will be evaluated. In addition, both observational and experimental functional behavior assessment procedures are discussed.

prereq: EDABA 79500

Hours 45

Credits 3

EDABA 79700 - Applied Behavior Analysis Research Methods and Ethics

This course is an introduction to research methods used in applied behavior analysis. Topics include the development of research questions, measurement of behavior, single-subject experimental design, data collection, and data analysis. In addition, this course covers ethics and professional behavior for applied behavior analysts as they relate to research and practice.

Hours 45

Credits 3

EDABA 79800 - Behavior Analytic Approaches to Learning

This course provides a survey of behavior analytic approaches to learning. Major areas covered include respondent conditioning, operant conditioning, stimulus control, stimulus classes, taxonomies of verbal behavior, and motivation.

Hours 45

Credits 3

EDABA 79900 - Applied Behavior Analytic Autism Intervention

This course examines applied behavior analytic intervention for individuals with autism. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include interventions for basic discrimination skills, generalized imitation, independence, language skills, play skills, social skills, self-help skills, feeding, leisure skills, vocational skills, managing problem behavior, and transition to less restrictive environments.

prereq: EDABA 79500 or EDABA 79800

Hours 45

Credits 3

Progress Standards/Exit Standards

No course grade below B.

Blind and Visually Impaired - MSeD

Blind and Visually Impaired Program Coordinator: Rosanne K. Silberman; 911 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu, Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

Admission Requirements

Program 1

For applicants who do not hold New York State Certification

1. 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. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.

3. 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 (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 2

For applicants who hold early childhood, childhood, PreK-grade 6, middle school or adolescent education New York State teacher certification

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher

or

A graduate degree from an approved college with a GPA of 3.5 or better

plus

2. New York State initial, professional, or permanent teacher certification in early childhood, childhood, PreK-grade 6, middle school or adolescent education. Those holding permanent certification 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 HED 715, a 1-credit course covering these topics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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. Any student who receives an F will not be allowed to continue.
5. Program 1 students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the School's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 782, SPED 784, CEDC 729; ECC 712; SPEDE 776 or SPEDE 767). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once.

C. A student with two or more INs is prohibited from registering for any course.

Note: It is recommended that when not enrolled in any course students take an official leave of absence to complete their INs.

D. In order to enroll in student teaching or supervised practicum, all students must:

Have an overall GPA of at least 3.0

Have no outstanding INs.

Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 700, 701 or 791 and 702 or 702.50 Have taken or be registered concurrently for one methods course (e.g., SPED 706, 706.50, 731, 741, 751, 781, 781.50) Students in early childhood special education must complete SPEDE 776 or 767.

Blind and Visually Impaired Course of Study

Program 2

Total Credits: 40-41 credits

Cross-Categorical Core Courses (12 cr)

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 70250 - Classroom Management in Special Education and Inclusive Settings

Develops skills 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. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000, SPED 79000, SPED 79100, or SPED 74000, SPED 74100

Hours Includes 20 hrs of field experience, 45 hrs,

Credits 3 cr

SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000 and SPED 74200 or SPED 79100

Hours (includes 10 hours of field experience),

Credits 3 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,

Credits 3 cr

Blind and Visually Impaired Specialization

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000

Hours Includes 10 hrs of field experience

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities

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.

prereq or coreq: SPED 70000, SPED 79000

Hours Includes 15 hrs of field experience

SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000, SPED 74100

Hours Includes 15 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000, 74100, 74200, 74300

Hours 15 hrs,

Credits 1 cr

SPED 74600 - Educational Implications of Learners Who Are Deafblind

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.

prereq: SPED 70000, SPED 79000 or SPED 74100

Hours Includes 10 hrs of field experience

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

Take either

SPED 74800 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 12

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,

Credits 4 cr

Or one of the following:

SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 74851 - Student Teaching: Blindness and Visual Impairment, Grades 7–12

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in either middle adolescent or adolescent, 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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 74852 - Supervised Practicum: Blindness and Visual Impairment, Preschool–Grade 6

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 74853 - Supervised Practicum: Blindness and Visual Impairment, Grades 7–12

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, 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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

Plus one of the following:

SPED 74854 - Student Teaching 2: Blindness and Visual Impairment, Preschool–Grade 6

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 plan, writing functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours structured conferences, plus 20 days student teaching,

Credits 1

SPED 74855 - Student Teaching 2: Blindness and Visual Impairment, Grade 7–12

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnership with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences, plus 20 days student teaching

Credits 1 cr

SPED 74856 - Supervised Practicum 2: Blind and Visual Impairment Preschool–Grade 6

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 placement. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences

Credits 1 cr

SPED 74857 - Supervised Practicum 2: Blind and Visual Impairment, Grades 7–12

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placement. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences

Credits 1 cr

Additional Requirements for Program 1

Program 1

Total Credits: 47-60 credits

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork must apply to the chairperson for permission to preregister 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.

prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,
Credits 1 cr

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student Teaching, Supervised Practicum, and Clinical Teaching Lab

A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. 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 repeat that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

4. Culminating Activity. Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 707, Research Seminar: Issues in Special Education):

a comprehensive research-based oral

presentation on a current special education issue

and either

an original written research proposal

or

a written proposal for competitive grant funding.

5. Students must pass the School of Education technology assessment.

Blind and Visually Impaired: Orientation and Mobility - Advanced Certificate

Blind and Visually Impaired Program Coordinator: Rosanne K. Silberman; 911 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu, Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

The 18-credit advanced certificate program in orientation and mobility is designed to prepare rehabilitation teachers who have master's degrees and academy certification and/or teachers of the blind and visually impaired who have New York State certification to serve as orientation and mobility specialists in educational programs for infants, toddlers, children and youths, and adults who are blind and visually impaired, including those with multiples disabilities. The focus is on the development of specialized knowledge and skills through course work and internship experiences in the field of blindness and visual impairment. Graduates of this program will be eligible to obtain national certification from the academy for certification of vision rehabilitation and education professionals as orientation and mobility specialists.

Admissions Standards

1. Undergraduate BA or BS degree from an accredited institution, with a GPA 2.8 or better, plus teacher of the blind and visually impaired teaching certificate.

OR

- Master's degree from an approved college in rehabilitation teaching or teacher of the blind and visually impaired with a GPA of 3.5 or better,
2. Evidence of acceptable written languages skills,
3. Three letters of recommendation,
4. Evidence of work, volunteer or personal experience with individuals with visual impairments,
5. An interview with a special education faculty member.

Progress Standards

1. Students must maintain an overall GPA of at least 3.0 in order to continue the program.
 2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
 3. A student who receives a grade F in any course in the first 12 credits will not be allowed to continue in the program.
 4. Students with one grade of IN (incomplete) within the first 12 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.*

Orientation and Mobility Course of Study

Total Credits: 18 credits

COUNR 73000 - 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.

*Hours 45 hrs,
Credits 3 cr*

SPED 74900 - Orientation and Mobility for Students with Visual Impairments and Additional Disabilities

An advanced orientation and mobility course on specialized instructional strategies that address the special travel difficulties of learners (infants to older adults) who are blind or visually impaired with additional disabilities. Topics include deafness, deafblindness, multiple impairments, motoric, cognitive and affective impairments. This course also addresses instructional strategies for persons in unique living situations or environments.

*Hours includes 10 hrs field experience, 45 hrs,
Credits 3 cr*

SPED 76500 - Intermediate Orientation and Mobility

Theories related to perception, learning and development of individuals who are blind or visually impaired, and /or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

*prereq or coreq: SPED 76800
Hours includes 50 hrs of lab plus 15 hrs field experience
Credits 3 cr*

SPED 76600 - Advanced Orientation and Mobility

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

prereq: G SPED 76500

Hours includes 50 hrs of lab plus 15 hrs field experience

Credits 3 cr

SPED 76700 - Orientation and Mobility: Internship/Seminar

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

prereq: G SPEDE 77000 and G SPED 79000 and G SPED 79100

Hours 30 hrs seminar, plus conferences plus 340 hours of internship,

Credits 2 cr

SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar

This course teaches assessment of the systems of mobility used by persons who are visually impaired and develops competencies in teaching indoor travel techniques used by persons with visual impairments. Two week summer course.

prereq: SPED 74700

Credits 2 cr

Two week summer course.

SPED 76900 - Advanced Orientation and Mobility Lab and Seminar

This course demonstrates practical application of Orientation and Mobility instructional techniques as they are applied in outdoor settings under blindfold and with low vision simulators. Content related to instructional strategies will be provided during the in-class seminar. Two week summer course.

prereq: G SPED 76800 and G SPED 76500

Credits 2

Two week summer course.

Exit Standards

1. Students must attain an overall GPA at least 3.0 to be recommended for the certificate.
2. Students must demonstrate consistently satisfactory written English in all coursework.

Blind and Visually Impaired: Teacher of the Blind and Visually Impaired - Advanced Certificate

Blind and Visually Impaired Program Coordinator: Rosanne K. Silberman; 911 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu, Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

The 22-credit advanced certificate program in teacher of the blind and visually impaired is designed to prepare special education teachers who have master's degrees and New York State Certification in special education to serve as teachers of the blind and visually impaired in educational programs for infants, toddlers, children and youths, including those with multiple disabilities. The focus is on the development of specialized knowledge and skills through course work and practicum experiences in the field of blindness and visual impairment. Graduates of this program will be eligible for New York State Certification as teacher of the blind and visually impaired.

Admission Requirements

1. Teaching certificate in New York State: initial, professional or permanent certification in any area
2. Master's degree in education or a related services field (speech and language pathology, physical therapy, nursing) with a GPA of 3.5 or better.
3. Completion of SPED 70000 (Issues and Practices in Educationg Students with Disabilities) or the equivalent with a grade of B or better for all applicants without a master's degree in Special Education
4. Evidence of acceptable writing skills.
5. Three letters of recommendation.
6. Evidence of work, volunteer, or personal experience with individuals with visual impairments.
7. An interview with a special education faculty member.

Progress Standards

1. Students must maintain an overall GPA of at least 3.0 in order to continue the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade IN (Incomplete) within the first 12 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 to complete their INs.

Teacher of the Blind and Visually Impaired Course of Study

Total Credits: 22 credits

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000

Hours Includes 10 hrs of field experience

SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000, SPED 74100

Hours Includes 15 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000, 74100, 74200, 74300

Hours 15 hrs,

Credits 1 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 71451 - Topics in Special Education: ITI Practicum in Visual Impairment

Credits 1 cr

And one of the following

SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 74851 - Student Teaching: Blindness and Visual Impairment, Grades 7–12

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in either middle adolescent or adolescent, 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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 74852 - Supervised Practicum: Blindness and Visual Impairment, Preschool–Grade 6

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 74853 - Supervised Practicum: Blindness and Visual Impairment, Grades 7–12

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, 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.

prereq or coreq: SPED 74000, SPED 74100
Hours 30 hrs seminar, plus conferences,
Credits 2 cr

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all coursework.
3. Students must pass the School of Education technology assessment.

Childhood Special Education: Behavior Disorders - MEd

Behavior Disorders Program Coordinator: Tom McIntyre; 914 West Building; (212) 772-4706;
thomas.mcintyre@hunter.cuny.edu

Childhood Special Education: Admission Requirements

Program 1

For applicants who do not hold New York State Childhood or PreK-6 Certification.

Admission Requirements

1. 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. A liberal arts or science major or interdisciplinary concentration of at least 30.
3. A general education core in liberal arts and sciences to include 6 credits in English including a course in English composition with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement) and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 2

Admission Requirements

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher

or

A graduate degree from an approved college with a GPA of 3.5 or better

plus
2. New York State initial or professional teacher certification in Childhood or PreK-grade 6. Those holding permanent certification 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 HED 71500, a one credit course covering these topics.

Childhood Special Education: Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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 when not enrolled in any course students take an official leave of absence to complete their INs.

5. Program 1 students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the School's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmark

- All field experiences and student teaching will take place in New York City public schools.
- Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 78200, SPED 78400, CEDC 72900; ECC 71200; SPEDE 77600 or SPEDE 76700). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once.

C. Students with a grade of F will not be allowed to continue.

D. In order to enroll in student teaching or supervised practicum all students must:

- Have an overall GPA of at least 3.0.
- Have no outstanding INs.
- Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 70000, 70100 or 79100 and 70200 or 70250 and have taken or be registered concurrently for one methods course (e.g., SPED 70600, 70650, 73100, 74100, 75100, 78150).

Childhood Special Education: Behavior Disorders Course of Study

Program 2: 36 Credits

Cross-Categorical Core Courses (20 cr)

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 70100 - Assessment of Students with Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 10 hrs of field experience

Credits 3

SPED 70200 - Classroom Management in Special Education and Inclusive Settings

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 15 hrs of field experience

Credits 3

SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders

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.

prereq: SPED 70000

coreq: current employment as a teacher or enrollment in student teaching

Hours Includes 10 hrs of field experience, 45 hrs,

Credits 3 cr

SPED 70400 - Issues in Teaching English Second Language Learners with Special Education Needs

Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education 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.

prereq or coreq: SPED 70000

Hours 15 hrs,

Credits 1 cr

SPED 70500 - Use of Instructional Technology in Special Education

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.

prereq or coreq: SPED 70000

Hours 30 hrs lab,

Credits 1 cr

SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPEDE 76800

*Hours Includes 10 hours of field experience, 45 hrs,
Credits 3 cr*

SPED 70700 - Research Seminar: Issues 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.

*Hours 45 hrs,
Credits 3 cr*

Behavior Disorders Specialization (16 cr)

SPED 75000 - The Study of Behavior Disorders

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.

*prereq or coreq: SPED 70000
Hours Includes 20 hrs of field experience*

SPED 75100 - Methods and Materials for Teaching Students with Behavior Disorders

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.

*prereq or coreq: SPED 75000
Hours Includes 20 hrs of field experience
Credits 3*

SPED 78150 - Reading and Writing for Students with Learning Disabilities: Methods I (for those not in LD Specialization)

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.

prereq or coreq: SPED 70000
Hours Includes 10 hrs of field experience

SPED 78350 - Math, Organizational and Social Strategies for Students with Learning Disabilities

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.

prereq or coreq: SPED 70000
Hours 45 hrs,
Credits 3 cr

Plus Either:

SPED 75200 - Student Teaching: Behavior Disorders, Grades 1–3 and 4–6

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.

prereq: SPED 75000
prereq or coreq: SPED 75100 or SPED 78150
Hours 30 hrs seminar, plus conferences, plus 40 hours student teaching at two age levels,
Credits 4 cr

Or two of the following (must include two different grade levels):

SPED 75250 - Student Teaching: Behavior Disorders, Grades 1–3

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.

prereq: SPED 75000
prereq or coreq: SPED 75100 or SPED 78150
Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,
Credits 2 cr

SPED 75251 - Student Teaching: Behavior Disorders, Grades 4–6

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 75252 - Supervised Practicum: Behavior Disorders, Grades 1–3

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 75253 - Supervised Practicum: Behavior Disorders, Grades 4–6

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar plus conferences,

Credits 2 cr

Additional Course Requirements

Program 1: 43-55 Credits

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or the undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork must apply to the chairperson for permission to preregister 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.

prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,
Credits 1 cr

Special Education: Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student teaching , Supervised Practicum, and Clinical Teaching Lab:
 - A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

- B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.
4. Culminating Activity—Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education):
- A comprehensive research-based oral presentation on a current special education issue
- and either** an original written research proposal **or** a written proposal for competitive grant funding.
5. Students must pass the School of Education technology assessment.

Childhood Special Education: Learning Disabilities - MSEd

Learning Disabilities Program Coordinators:

Kate Garnett; 910 West Building; (212) 772-4700; kgarnett@hunter.cuny.edu

Sara Hines; 915 West Building; (212) 772-5667; shine@hunter.cuny.edu

Jennifer Samson; 949B West Building; (212) 772-4663; jennifer.samson@hunter.cuny.edu

Childhood Special Education: Admission Requirements

Program 1

For applicants who do not hold New York State Childhood or PreK-6 Certification.

Admission Requirements

1. 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. A liberal arts or science major or interdisciplinary concentration of at least 30.
3. A general education core in liberal arts and sciences to include 6 credits in English including a course in English composition with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement) and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 2

Admission Requirements

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher

or

A graduate degree from an approved college with a GPA of 3.5 or better

plus
2. New York State initial or professional teacher certification in Childhood or PreK-grade 6. Those holding permanent certification 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 HED 71500, a one credit course covering these topics.

Childhood Special Education: Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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 when not enrolled in any course students take an official leave of absence to complete their INs.

5. Program 1 students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the School's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmark

- All field experiences and student teaching will take place in New York City public schools.
- Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 78200, SPED 78400, CEDC 72900; ECC 71200; SPEDE 77600 or SPEDE 76700). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once.

C. Students with a grade of F will not be allowed to continue.

D. In order to enroll in student teaching or supervised practicum all students must:

- Have an overall GPA of at least 3.0.
- Have no outstanding INs.
- Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 70000, 70100 or 79100 and 70200 or 70250 and have taken or be registered concurrently for one methods course (e.g., SPED 70600, 70650, 73100, 74100, 75100, 78150).

Learning Disabilities Course of Study

Program 2: 35-37 Credits

Cross-Categorical Core Courses (20 cr)

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 70100 - Assessment of Students with Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 10 hrs of field experience

Credits 3

SPED 70200 - Classroom Management in Special Education and Inclusive Settings

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 15 hrs of field experience

Credits 3

SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders

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.

prereq: SPED 70000

coreq: current employment as a teacher or enrollment in student teaching

Hours Includes 10 hrs of field experience, 45 hrs,

Credits 3 cr

SPED 70400 - Issues in Teaching English Second Language Learners with Special Education Needs

Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education 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.

prereq or coreq: SPED 70000

Hours 15 hrs,

Credits 1 cr

SPED 70500 - Use of Instructional Technology in Special Education

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.

prereq or coreq: SPED 70000

Hours 30 hrs lab,

Credits 1 cr

SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPEDE 76800

*Hours Includes 10 hours of field experience, 45 hrs,
Credits 3 cr*

SPED 70700 - Research Seminar: Issues 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.

*Hours 45 hrs,
Credits 3 cr*

Learning Disabilities Specialization (15-17 cr)

SPED 78000 - The Study of Learning Disabilities in Children and Adolescents

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.

*prereq or coreq: SPED 70000
Hours 45
Credits 3*

SPED 78100 - Reading and Writing for Students with Learning Disabilities: Methods 1

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.

*coreq: SPED 78200
prereq or coreq: SPED 70000
Hours Includes 10 hrs of field experience
Credits 3
Only in the fall semester (note: must take concurrently with SPED 78200 and must take SPED 78300/78400 in semester immediately following)*

SPED 78200 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1

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, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 78100

prereq or coreq: SPED 70000

Hours 15 hrs seminar, plus 20 hrs lab,

Credits 2 cr

Fall only (note: must take concurrently with SPED 78100 and must take SPED 78300/78400 in semester immediately following)

SPED 78300 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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.

prereq: SPED 78100/78200

coreq: SPED 78400

Hours 45

Credits 3

Spring only (note: must take concurrently with SPED 78400 and have taken SPED 78100/78200 in preceding semester)

SPED 78400 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2

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

prereq: SPED 781/ 782

coreq: SPED 783

Hours 15 hrs seminar, plus 20 hrs lab,

Credits 2 cr

Spring only

Either:

SPED 78500 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

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.

prereq or coreq: SPED 70000

Hours 30 hrs seminar, plus conferences, plus 40 days student teaching,

Credits 4 cr

Or:

SPED 78550 - Supervised Practicum: Learning Disabilities, Grades 1–3 or 4–6

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.

prereq or coreq: SPED 70000

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

Or both of the following:

SPED 78551 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

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 78552.

prereq or coreq: SPED 70000

Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,

Credits 2 cr

SPED 78552 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

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 78551.

prereq or coreq: SPED 700

Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,

Credits 2 cr

Additional Course Requirements

Program 1: 42-56 Credits

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork must apply to the chairperson for permission to preregister 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.

prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,
Credits 1 cr

Special Education: Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student teaching , Supervised Practicum, and Clinical Teaching Lab:
 - A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

- B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.
4. Culminating Activity—Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education):
- A comprehensive research-based oral presentation on a current special education issue
- and either** an original written research proposal **or** a written proposal for competitive grant funding.
5. Students must pass the School of Education technology assessment.

Childhood Special Education: Severe/Multiple Disabilities (including Deafblindness) - MSeD

Severe/Multiple Disabilities (including Deafblindness) Program Coordinators:

Rosanne K. Silberman; 916 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu

Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

Childhood Special Education: Admission Requirements

Program 1

For applicants who do not hold New York State Childhood or PreK-6 Certification.

Admission Requirements

1. 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. A liberal arts or science major or interdisciplinary concentration of at least 30.
3. A general education core in liberal arts and sciences to include 6 credits in English including a course in English composition with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement) and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 2

Admission Requirements

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher

or

A graduate degree from an approved college with a GPA of 3.5 or better

plus
2. New York State initial or professional teacher certification in Childhood or PreK-grade 6. Those holding permanent certification 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 HED 71500, a one credit course covering these topics.

Childhood Special Education: Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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 when not enrolled in any course students take an official leave of absence to complete their INs.

5. Program 1 students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the School's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmark

- All field experiences and student teaching will take place in New York City public schools.
- Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 78200, SPED 78400, CEDC 72900; ECC 71200; SPEDE 77600 or SPEDE 76700). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once.

C. Students with a grade of F will not be allowed to continue.

D. In order to enroll in student teaching or supervised practicum all students must:

- Have an overall GPA of at least 3.0.
- Have no outstanding INs.
- Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 70000, 70100 or 79100 and 70200 or 70250 and have taken or be registered concurrently for one methods course (e.g., SPED 70600, 70650, 73100, 74100, 75100, 78150).

Severe/Multiple Disabilities (Including Deafblindness) Course of Study

Program 2: 37 Credits

Cross-Categorical Core Courses (12 cr)

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

*Hours 45 hours; includes 5 hours of field experience
Credits 3*

SPED 70250 - Classroom Management in Special Education and Inclusive Settings

Develops skills 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. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

*prereq or coreq: SPED 70000, SPED 79000, SPED 79100, or SPED 74000, SPED 74100
Hours Includes 20 hrs of field experience, 45 hrs,
Credits 3 cr*

SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education

classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000 and SPED 74200 or SPED 79100

Hours (includes 10 hours of field experience),

Credits 3 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,

Credits 3 cr

Severe/Multiple Disabilities (including Deafblindness) Specialization (25 cr)

SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hrs,

Credits 3 cr

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities

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.

prereq or coreq: SPED 70000, SPED 79000

Hours Includes 15 hrs of field experience

SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

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.

prereq or coreq: SPED 70000 or SPEDE 76800 or SPEDE 76900

Hours Includes 15 hrs of field experience

SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities

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.

prereq: SPED 70000

Hours includes 10 hrs of field experience, 30 hrs

Credits 2 cr

SPED 79400 - Functional Language and Culture of Learners with Low Incidence Disabilities

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.

prereq: SPED 70600

Hours Includes 5 hrs of field experience,

Credits 1 cr

SPED 74600 - Educational Implications of Learners Who Are Deafblind

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.

prereq: SPED 70000, SPED 79000 or SPED 74100

Hours Includes 10 hrs of field experience

SPED 78150 - Reading and Writing for Students with Learning Disabilities: Methods I (for those not in LD Specialization)

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.

prereq or coreq: SPED 70000

Hours Includes 10 hrs of field experience

SPED 78350 - Math, Organizational and Social Strategies for Students with Learning Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hrs,

Credits 3 cr

Either:

SPED 79500 - Student Teaching: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–6

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness in grades 1–3 and 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus 40 days of student teaching at two grade levels,

Credits 4 cr

Or two of the following (must include two different grade levels):

SPED 79550 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 1–3

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.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,

Credits 2 cr

SPED 79551 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 4–6

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.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus 20 days of student teaching,

Credits 2 cr

SPED 79552 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–3

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.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 79553 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 4–6

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.

prereq or coreq: SPED 79000, 79100

Hours 30 hours seminar, plus conferences,

Credits 2 cr

Additional Course Requirements

Program 1: 44-56 Credits

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork must apply to the chairperson for permission to preregister 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.

prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,
Credits 1 cr

Special Education: Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student teaching , Supervised Practicum, and Clinical Teaching Lab:
 - A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching

lab courses. Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

4. Culminating Activity—Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education):

A comprehensive research-based oral presentation on a current special education issue

and either an original written research proposal **or** a written proposal for competitive grant funding.

5. Students must pass the School of Education technology assessment.

Deaf and Hard-of-Hearing - MSEd

Deaf and Hard-of-Hearing Program Coordinator: Elaine Gale; 918 West Building; (212) 772-4702; egale@hunter.cuny.edu

Admission Requirements

Program 1

For applicants who do not hold New York State Certification

1. 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. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
3. 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 (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 2

For applicants who hold early childhood, childhood, PreK-grade 6, middle school or adolescent education New York State teacher certification

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher

or

A graduate degree from an approved college with a GPA of 3.5 or better

plus

2. New York State initial, professional, or permanent teacher certification in early childhood, childhood, PreK-grade 6, middle school or adolescent education. Those holding permanent certification 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 HED 715, a 1-credit course covering these topics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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. Any student who receives an F will not be allowed to continue.
5. Program 1 students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the School's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 782, SPED 784, CEDC 729; ECC 712; SPEDE 776 or SPEDE 767). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once.

C. A student with two or more INs is prohibited from registering for any course.

Note: It is recommended that when not enrolled in any course students take an official leave of absence to complete their INs.

D. In order to enroll in student teaching or supervised practicum, all students must:

Have an overall GPA of at least 3.0

Have no outstanding INs.

Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 700, 701 or 791 and 702 or 702.50 Have taken or be registered concurrently for one methods course (e.g., SPED 706, 706.50, 731, 741, 751, 781, 781.50) Students in early childhood special education must complete SPEDE 776 or 767.

Deaf and Hard of Hearing Course of Study

Program 2

Total Credits: 33-39 credits

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 70100 - Assessment of Students with Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 10 hrs of field experience

Credits 3

SPED 70200 - Classroom Management in Special Education and Inclusive Settings

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 15 hrs of field experience

Credits 3

SPED 70700 - Research Seminar: Issues 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.

*Hours 45 hrs,
Credits 3 cr*

SPED 72000 - American Sign Language I

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, fingerspelling, numbers, and spatial and pronominal reference.

*prereq or coreq: SPED 70000
Hours Includes 10 hrs of field experience, 90 hrs lab,
Credits 3 cr*

SPED 72100 - American Sign Language II

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.

*prereq: SPED 72000
Hours Includes 10 hrs of field experience 90 hrs lab,
Credits 3 cr*

SPED 72200 - The Study of ASL Educational Linguistics

Focus on the linguistic structure of ASL: phonology, morphology, syntax, pragmatics, and discourse rules. Traces acquisition of ASL during infancy, childhood and adolescent. 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.

*prereq: SPED 72100
Hours 60 hrs lab,
Credits 2 cr*

SPED 73000 - Education of Students Who Are Deaf and Hard-of-Hearing

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.

*Hours Includes 10 hours of field experience 45 hrs,
Credits 3 cr*

SPED 73300 - Math and Across-the Curriculum Adaptations for Students who are Deaf and Hard-of Hearing: Methods 2

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.

prereq: SPED 70000 and in the immediate preceding semester SPED 73100

Hours Includes 15 hrs of field experience

Spring only

SPED 73100 - Reading and Writing Development for Students Who Are Deaf and Hard-of Hearing: Methods 1

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.

prereq or coreq: SPED 73000

Hours Includes 15 hrs of field experience 45 hrs,

Credits 3 cr

Fall only

Must take SPED 73300 in semester immediately following.

SPED 73600 - Aural Rehabilitation of Students who are Deaf and Hard-of-Hearing

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.

prereq or coreq: SPED 70000

Hours Includes 5 hrs of field experience

SPED 73500 - Speech Development and Remediation of Students who are Deaf and Hard-of-Hearing

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.

prereq or coreq: SPED 70000

Hours Includes 5 hrs of field experience

Credits 3

Notes(s)

** 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 24 or 21 credits.*

Take either:

SPED 73700 - Student Teaching: Deaf and Hard-of- Hearing, Preschool–Grade 12

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. Weekly seminar and conferencing to integrate knowledge and skills prerequisite 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.

prereq or coreq: SPED 72100, SPED 73300

Hours 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,

Credits 4 cr

Or two of the following (must include two different grade levels):

SPED 73750 - Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 6

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student-teaching field experience. 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.

prereq or coreq: SPED 721, SPED 733

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 73751 - Student Teaching: Deaf and Hard-of-Hearing, Grades 7–12

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. 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.

prereq or coreq: SPED 721, SPED 733

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 73760 - Supervised Practicum: Deaf and Hard-of-Hearing, Preschool–2nd Grade

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. 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.

prereq or coreq: SPED 72100, SPED 73300

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2

SPED 73761 - Supervised Practicum: Deaf and Hard-of-Hearing, Grades 1-6

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. 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.

prereq or coreq: SPED 72100, SPED 73300

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching

Credits 2

SPED 73762 - Supervised Practicum: Deaf and Hard-of- Hearing, Grades 5-9

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised. 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.

prereq or coreq: SPED 72100, SPED 73300

Hours 30 hrs seminar, plus conferences,

Credits 2

SPED 73763 - Supervised Practicum: Deaf and Hard-of- Hearing, Grade 7–12

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised clinical teaching experience. 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.

prereq or coreq: SPED 7210, SPED 73300

Hours 30 hrs seminar, plus conferences,

Credits 2

Additional Course Requirements for Program 1

Program 1

Total Credits: 40-58 Credits

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork must apply to the chairperson for permission to preregister 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.

prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,
Credits 1 cr

Exit Standards

1. An overall GPA of 3.0.

2. Students must demonstrate consistently satisfactory written English in all course work.

3. Student Teaching, Supervised Practicum, and Clinical Teaching Lab

A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. 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 repeat that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

4. Culminating Activity. Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 707, Research Seminar: Issues in Special Education):

a comprehensive research-based oral

presentation on a current special education issue

and either

an original written research proposal

or

a written proposal for competitive grant funding.

5. Students must pass the School of Education technology assessment.

Early Childhood Special Education - MSED

Early Childhood Special Education Program Coordinators:

Jamie Bleiweiss; 929 West Building; (212) 772-4229; jbleiwei@hunter.cuny.edu

Donia Fahim; 919 West Building; (212) 772-4745; dfahim@hunter.cuny.edu

Angela Mouzakitis; 929 West Building; (212) 772-4709; amouzak@hunter.cuny.edu

Admission Requirements: Program 1

Program 1A

For applicants who do not hold New York State Certification.

Admission Requirements

1. 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
2. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
3. A general education core in liberal arts and sciences to include 6 credits in English including a course in English composition with a grade of B or better (or a writing intensive course in any discipline with a grade

of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement) and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 1B

This program is for applicants who hold New York State Certification in an area other than early childhood. Those with a childhood or preK-6 certificate complete 36-40 credits. Those with certification in an area other than childhood complete 40-50 credits.

1. Any New York State teacher certificate other than early childhood education.
2. An undergraduate BA or BS from an approved college with a GPA of 2.8 or a graduate degree from an approved college with a GPA of 3.5 or better.

Admission Requirements: Program 2

Admission Requirements

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher or a graduate degree from an approved college with a GPA of 3.5 or better
2. New York State initial/permanent teacher certification in early childhood or preK-grade 6. Those holding permanent certification 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 HED 71500, a one credit course covering these topics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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 while they are completing their IN courses.

5. Program 1A students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) 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 test of written analysis and expression must enroll in a college writing course or workshop series approved by an adviser, before being permitted to register for any courses.

B. Fieldwork Benchmark

Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 782, SPED 784, CEDC 729; ECC 712; SPEDE 776 or SPEDE 767). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

C. In order to enroll in student teaching or supervised practicum, all students must:

1. Have an overall GPA of at least 3.0; and
2. Have no outstanding INs.

Early Childhood Special Education Course of Study

Program 2

Total Credits: 36 credits

SPEDE 71400 - History and Context of Early Intervention and Early Childhood Special Education

Historical and current views of infants and young children with developmental delays and disorders; “War on Poverty” antecedents of current early childhood special education services; federal, state, and city regulations covering intervention services to young children with disabilities.

*Hours 15 hrs,
Credits 1 cr*

SPEDE 76800 - Characteristics and Developmental Problems of Infants and Young Children with Special Needs

Definition of populations; effects of disabilities on cognitive, social/emotional, language, and motor development; implications for early intervention and education.

*Hours Includes 2.5 hrs field experience,
Credits 3*

SPEDE 76900 - Assessment of Development and Learning in Infants and Young Children with Special Needs

Processes and procedures appropriate for assessing the development and learning of children from infancy through age 7 (second grade), including multidisciplinary screening and assessment; uses and limitations of assessment measures; practice in the use of selected assessment tools

*prereq or coreq: G SPEDE 76800
Hours Includes 5 hrs field experience,
Credits 3*

SPEDE 77000 - Curriculum Models and Methods in Early Intervention and Early Childhood Special Education

Major approaches in early intervention and early childhood special education; instructional sequences and methods for use in different settings such as inclusion programs and the natural environment of the home; team and collaborative teaching models; the process of using assessment data to create IFSP and IEP goals and objectives and match them to teaching strategies; program evaluation.

*prereq or coreq: SPEDE 71400 and SPEDE 76900 or SPED 79100
Hours Includes 5 hrs field experience,
Credits 3*

SPEDE 77100 - Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies

Special learning and behavioral issues in educating infants/toddlers, preschoolers, and elementary age students with autism spectrum disorders; instructional strategies of particular value in working with children who have autism, PDD-NOS, and Asperger's syndrome.

*prereq or coreq: SPEDE 776 and one of the following: SPED 70600, 70650, 73000, 74000, 75000, 77000, 78000, 78100, 79000, or permission of the early childhood special education program coordinator
Hours Includes 5 hrs of field experience
Credits 3*

SPEDE 77200 - Behavioral Theory and Its Applications to Young Children with Special Needs

The major tenets of behavioral theory; variations in approaches to applied behavior analysis; how to do and use functional behavioral analysis with young children who have special needs.

prereq or coreq: SPEDE 77100 or permission of the coordinator of the early childhood special education program
Hours Includes 5 hrs of field experience
Credits 3

SPEDE 77300 - Developing Partnerships with Families for Their Child's Development and Learning

The roles of parents in the development and education of infants and young children with special needs; communicating and relating appropriately and effectively with parents of diverse educational, language, economic, and ethnic backgrounds; including parents in the intervention team; resources for parents.

prereq or coreq: SPEDE 76800 or SPED 79000
Hours 15 hrs includes 2.5 hrs field experience
Credits 1

SPEDE 77400 - Reading and Writing for Students with Special Education Needs, Grades K–2

Methods for developing reading and writing in students with disabilities and special education needs, grades K–2; instructional approaches and specific methodologies effective with young children who have a variety of learning disorders. From this instructional base, teachers can make informed decisions regarding the importance and propriety of special teaching strategies for use with particular students.

prereq or coreq: SPEDE 76800 or SPEDE 76900 or SPED 79000
Hours Includes 5 hrs field experience
Credits 3

SPEDE 77500 - Mathematics for Students with Special Education Needs, Grades K–2

Principles, methods, and specially-designed mathematics instruction for students with disabilities and special education needs, grades K–2; focus on concept development, concrete materials, the counting substrate and strategies, and verbal memory supports, as well as on differentiating kinds and degrees of math learning and disability.

prereq or coreq: SPEDE 76700 and SPEDE 77100 and SPEDE 77200 and SPEDE 77300
Hours 15 hrs,
Credits 1 cr

SPEDE 77600 - Field Experiences in Early Childhood Special Education

Two field placements of 30 hours each, with the placements at different age/grade levels: Pre–K (Birth–five), Kindergarten, grades 1 or 2; one of these experiences must be in a program using an ABA approach with children who have autistic spectrum disorders, while the other experience must be in a program with a different approach.

prereq or coreq: SPEDE 77000 or SPEDE 76900
Hours 30 hr seminar plus 60 hrs of field experience,
Credits 2 cr

SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPEDE 76800
Hours Includes 10 hours of field experience, 45 hrs,
Credits 3 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,
Credits 3 cr

SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

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.

prereq or coreq: SPED 70000 or SPEDE 76800 or SPEDE 76900
Hours Includes 15 hrs of field experience

Take either:

SPEDE 77700 - Student Teaching: Early Childhood Special Education

Supervised student teaching in two settings with 20 days in each placement; placements must be at different age/grade levels: Pre-K (Birth-five); Kindergarten; grades 1-2; practice in the implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100, SPEDE 77200, SPEDE 77300

Hours 30 hrs seminar plus 40 days,

Credits 4

Or:

SPEDE 77800 - Student Teaching in Early Childhood Special Education

Supervised student teaching for 20 days at one of the following age/grade levels: Pre-K (Birth–5), Kindergarten, grades 1–2; practice in implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100

Hours 30 hrs seminar plus 20 days,

Credits 2

(Note that students who take SPEDE 77800 must also take SPEDE 77900 and the placements must be at different age/grade levels.)

Plus*:

SPEDE 77900 - Practicum in Early Childhood Special Education

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100

Hours 30 hrs seminar plus conferences,

Credits 2

(Note that students who take SPEDE 77900 must also take SPEDE 77800 and the two experiences must be at different age/grade levels. Pre-K [Birth–five], Kindergarten, grades 1–2. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)

Note(s)

** or a second semester of SPEDE 778. Students on Internship Certificates may complete a second semester of SPEDE 779. Students may also be exempted from the second semester of student teaching or practicum. Please see the program adviser for the criteria.*

Additional Course Requirements for Program 1

Program 1A

Program 1A (47-54 credits) is for students who do not have any teaching certificate. Students must take between 11-18 credits of early education credits in addition to the special education courses required for their degrees. Students can

be exempted from up to 7 credits of the coursework listed below on the basis of equivalent courses taken at the graduate or undergraduate level.

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*

ECC 70600 - Language and Literacy: K through Grade 2

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.)

*prereq or coreq: ECC 70500 (early childhood students only)
Hours 45 hrs,
Credits 3 cr*

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

*coreq: ECC 70400
prereq or coreq: 70500 or 70600
Hours 15 hrs,
Credits 1 cr*

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,

Credits 1 cr

Program 1B

Program 1B (36-40 credits) is for students who have a teaching certificate in an age level or area other than early childhood education. Students in Program 1B who have teacher certification in childhood education or in elementary preK-grade 6 will complete the 36-credit special education sequence plus the two early childhood courses listed below (unless a student is exempted from one or both of those courses based on an analysis of the applicant's prior coursework).

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student Teaching, Supervised Practicum, and Clinical Teaching Lab.

A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. 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 retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

4. Culminating Activity. Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 707, Research Seminar: Issues in Special Education): a comprehensive research-based oral presentation on a current special education issue

and either

an original written research proposal

or

a written proposal for competitive grant funding.

5. Students must pass the School of Education technology assessment.

Early Childhood Special Education: Severe/Multiple Disabilities - MSEd

Early Childhood Special Education Program Coordinators:

Jamie Bleiweiss; 929 West Building; (212) 772-4229; jbleiwei@hunter.cuny.edu

Donia Fahim; 919 West Building; (212) 772-4745; dfahim@hunter.cuny.edu

Angela Mouzakitis; 929 West Building; (212) 772-4709; amouzak@hunter.cuny.edu

Admission Requirements: Program 1

Program 1A

For applicants who do not hold New York State Certification.

Admission Requirements

1. 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
2. A liberal arts or science major or interdisciplinary concentration of at least 30.
3. A general education core in liberal arts and sciences to include 6 credits in English including a course in English composition with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement) and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 1B

This program is for applicants who hold New York State Certification in an area other than early childhood. Those with a childhood or preK-6 certificate complete 36-40 credits. Those with certification in an area other than childhood complete 40-50 credits.

1. Any New York State teacher certificate other than early childhood education.
2. An undergraduate BA or BS from an approved college with a GPA of 2.8 or a graduate degree from an approved college with a GPA of 3.5 or better.

Admission Requirements: Program 2

For applicants who hold early childhood New York State Certification

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher or a graduate degree from an approved college with a GPA of 3.5 or better
2. New York State initial/permanent teacher certification in early childhood or preK-grade 6. Those holding permanent certification 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 HED 71500, a one credit course covering these topics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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 while they are completing their IN courses.

5. Program 1A students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) 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 test of written analysis and expression must enroll in a college writing course or workshop series approved by an adviser, before being permitted to register for any courses.

B. Fieldwork Benchmark

Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 782, SPED 784, CEDC 729; ECC 712; SPEDE 776 or SPEDE 767). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

C. In order to enroll in student teaching or supervised practicum, all students must:

1. Have an overall GPA of at least 3.0; and
2. Have no outstanding INs.

Early Childhood Special Education with an Annotation in Severe/Multiple Disabilities Course of Study

Program 2

Total Credits: 41 credits

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000 and SPED 74200 or SPED 79100

Hours (includes 10 hours of field experience),

Credits 3 cr

SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hrs,

Credits 3 cr

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities

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.

prereq or coreq: SPED 70000, SPED 79000

Hours Includes 15 hrs of field experience

SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

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.

prereq or coreq: SPED 70000 or SPEDE 76800 or SPEDE 76900

Hours Includes 15 hrs of field experience

SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities

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.

prereq: SPED 70000

Hours includes 10 hrs of field experience, 30 hrs

Credits 2 cr

SPED 74600 - Educational Implications of Learners Who Are Deafblind

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.

prereq: SPED 70000, SPED 79000 or SPED 74100

Hours Includes 10 hrs of field experience

SPEDE 77000 - Curriculum Models and Methods in Early Intervention and Early Childhood Special Education

Major approaches in early intervention and early childhood special education; instructional sequences and methods for use in different settings such as inclusion programs and the natural environment of the home; team and collaborative teaching models; the process of using assessment data to create IFSP and IEP goals and objectives and match them to teaching strategies; program evaluation.

prereq or coreq: SPEDE 71400 and SPEDE 76900 or SPED 79100

Hours Includes 5 hrs field experience,

Credits 3

SPEDE 77100 - Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies

Special learning and behavioral issues in educating infants/toddlers, preschoolers, and elementary age students with autism spectrum disorders; instructional strategies of particular value in working with children who have autism, PDD-NOS, and Asperger's syndrome.

prereq or coreq: SPEDE 776 and one of the following: SPED 70600, 70650, 73000, 74000, 75000, 77000, 78000, 78100, 79000, or permission of the early childhood special education program coordinator

Hours Includes 5 hrs of field experience

Credits 3

SPEDE 77200 - Behavioral Theory and Its Applications to Young Children with Special Needs

The major tenets of behavioral theory; variations in approaches to applied behavior analysis; how to do and use functional behavioral analysis with young children who have special needs.

prereq or coreq: SPEDE 77100 or permission of the coordinator of the early childhood special education program

Hours Includes 5 hrs of field experience

Credits 3

SPEDE 77300 - Developing Partnerships with Families for Their Child's Development and Learning

The roles of parents in the development and education of infants and young children with special needs; communicating and relating appropriately and effectively with parents of diverse educational, language, economic, and ethnic backgrounds; including parents in the intervention team; resources for parents.

prereq or coreq: SPEDE 76800 or SPED 79000

Hours 15 hrs includes 2.5 hrs field experience

Credits 1

SPEDE 77400 - Reading and Writing for Students with Special Education Needs, Grades K–2

Methods for developing reading and writing in students with disabilities and special education needs, grades K–2; instructional approaches and specific methodologies effective with young children who have a variety of learning disorders. From this instructional base, teachers can make informed decisions regarding the importance and propriety of special teaching strategies for use with particular students.

prereq or coreq: SPEDE 76800 or SPEDE 76900 or SPED 79000

Hours Includes 5 hrs field experience

Credits 3

SPEDE 77500 - Mathematics for Students with Special Education Needs, Grades K–2

Principles, methods, and specially-designed mathematics instruction for students with disabilities and special education needs, grades K–2; focus on concept development, concrete materials, the counting substrate and strategies, and verbal memory supports, as well as on differentiating kinds and degrees of math learning and disability.

prereq or coreq: SPEDE 76700 and SPEDE 77100 and SPEDE 77200 and SPEDE 77300

Hours 15 hrs,

Credits 1 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,

Credits 3 cr

Take Two of the Following (Must Include Two Different Grade Levels)

SPEDE 79550 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar plus 36 days pre-K) plus conferences

Or

SPEDE 79552 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised practicum in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar, pre-K), plus conferences

Credits 2

And

SPEDE 79551 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar plus 36 days student teaching K-2) , plus conferences

Credits 2

Or

SPEDE 79553 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised practicum in a disability-specific or inclusive school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar, K-2), plus conferences

Credits 2

Additional Course Requirements for Program 1

Program 1A

Total Credits: 52-59 credits students must take between 11-18 credits of early childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 7 credits of the coursework listed below on the basis of equivalent courses taken at the graduate or undergraduate level.

ECF 70000 - Child Development: Birth to Age Eight

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.

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,

Credits 3 cr

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 70600 - Language and Literacy: K through Grade 2

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.)

prereq or coreq: ECC 70500 (early childhood students only)

Hours 45 hrs,

Credits 3 cr

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400

prereq or coreq: 70500 or 70600

Hours 15 hrs,

Credits 1 cr

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,

Credits 1 cr

Program 1B

Total Credits: 41-45 credits Students in Program 1B who have teacher certification in childhood education or preK-grade 6 will complete the 41-credit special education sequence plus the two early childhood courses listed below (unless a student is exempted from one or both of these courses on the basis of an analysis of the applicant's prior coursework).

Students whose prior certification is in an area other than childhood or elementary education (e.g., adolescent education, middle school education, music, dance, TESOL) may need to do additional coursework in early childhood education. The additional required number of credits and specific courses will be determined by an analysis of the applicant's prior coursework.

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student Teaching, Supervised Practicum, and Clinical Teaching Lab.

A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. 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 retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

4. Culminating Activity. Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 707, Research Seminar: Issues in Special Education): a comprehensive research-based oral presentation on a current special education issue

and either

an original written research proposal

or

a written proposal for competitive grant funding.

5. Students must pass the School of Education technology assessment.

Gifted Education Extension - Advanced Certificate

Gifted Education Program Coordinator:

909 West Building; (212) 650-3599

This is a 12-credit course of study for students who already have NYS teacher certification or who are in the process of completing such certification. It is designed to provide educators with a solid background of expertise in gifted education, enabling them to work effectively with exceptionally capable learners and to take leadership roles in the field. Achievement of specialized expertise in gifted education will be recognized by a post-master's degree certificate.

Admission Requirements

1. NYS teacher certification and at least 15 credits of graduate study in education for a specific school population, with at least one course in human development (including child or adolescent development).
2. A GPA of at least 3.5 in graduate courses.
3. Two letters of recommendation from appropriate professional or academic sources.

Extension in Gifted Education Course of Study

Total Credits: 12 credits

SPED 75300 - Understanding and Identifying Gifted Learners: Individual and Developmental Diversity

An overview of major questions and issues in the field, including What is intelligence? What is creativity? What is giftedness? How do we measure these qualities? Focus on the urban context, incorporating rich cultural, social, political, educational, and scientific resources possibilities, and developing expertise in educating gifted and talented students from a broad range of backgrounds.

Cross-listed (Cross-listed with CEDF 75300.)

Hours 45 hrs includes 10 hrs field experience

Credits 3 cr

SPED 75400 - Differentiating Curriculum for Gifted and Talented Learners

Consideration of a wide range of curriculum options appropriate for meeting diverse kinds of gifted learning needs from early childhood through Grade 12, as well as a variety of placement options, from the regular classroom to the full time gifted school.

Cross-listed (Cross-listed with CEDF 75400)

prereq or coreq: SPED 75300

Hours Includes 10 hrs field experience

Credits 3

SPED 75500 - Assessment and Instruction for Diversely Gifted Learners

Supervised learning lab experience involving scaffolded assessment, diagnosis, and associated curriculum differentiation for diversely gifted learners, including those with learning and emotional problems, physical disabilities, and special abilities. Includes writing and implementing individual education plans.

Cross-listed (Cross-listed with CEDC 755.)

prereq or coreq: SPED 75300 and SPED 75400

Hours Includes 20 hrs field experience

SPED 75600 - Professional Discourse and Leadership in Gifted Education

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

Cross-listed ADSUP 75600, CEDC 75600, CEDF 75600

prereq or coreq: SPED 75500 or CEDC 75500

Hours Includes 10 hrs field experience

Progress Standards/Exit Standards

No course grade below B.

Special Education - MEd

Department Office: 909 West Building; (212) 772-4700

Secretary Jean Leung; 909 West Building; (212) 772-4700; fax (212) 650-3542; jleung@hunter.cuny.edu

Acting Chairperson Tim Lackaye; 920 West Building; (212) 772-4777; tlackaye@hunter.cuny.edu

Advisers:

Learning Disabilities

- **Kate Garnett;** 910 West Building (212) 772-4700; kgarnett@hunter.cuny.edu
- **David Connor;** 917 West Building (212) 772-4746; dconnor@hunter.cuny.edu
- **Sara Hines;** 915 West Building; (212) 772-5667; shine@hunter.cuny.edu

Behavior Disorders

- **Tom McIntyre;** 914 West Building; (212) 772-4706; thomas.mcintyre@hunter.cuny.edu

Severe/Multiple Disabilities (including Deafblindness)

- **Rosanne K. Silberman;** 916 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu
- **Ellen Trief;** 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

Early Childhood Special Education

- **Jamie Bleiweiss;** 929 West Building; (212) 772-4229; jbleiwei@hunter.cuny.edu
- **Shirley Cohen;** 915 West Building; (212) 772-4708; shirley.cohen@hunter.cuny.edu
- **Donia Fahim;** 919 West Building; (212) 772-4745; dfahim@hunter.cuny.edu

Deaf and Hard-of-Hearing

- **Elaine Gale;** 918 West Building; (212) 772-4702; egale@hunter.cuny.edu

Blind and Visually Impaired

- **Rosanne K. Silberman;** 916 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu
- **Ellen Trief;** 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

Gifted Education

- **Razel Solow;** 909 West Building; (212) 650-3599; rsolow@hunter.cuny.edu

Hunter's graduate programs in special education prepare teachers to provide specially designed instruction for students with disabilities and to work across a variety of educational settings, including: special school, special classes, resource rooms, pre-schools, early intervention programs, supported general education classrooms in public and private schools, hospitals, clinics, health agencies, home programs, and residential facilities. Special education programs at Hunter have been nationally recognized by the Council for Exceptional Children.

Completion of any one of Hunter's for the master's degree in special education leads to New York State teacher certification. Hunter's specializations are:

- childhood special education: learning disabilities
- childhood special education: behavior disorders
- childhood special education with an annotation in severe/multiple disabilities (including deafblindness)

- early childhood special education
- early childhood with an annotation in severe/multiple disabilities (including deafblindness)
- deaf and hard-of-hearing
- blind and visually impaired

Students who enter the programs with no previous certification and subsequently complete the master's degree will meet the education requirements for New York State initial and professional certification in either childhood special education or early childhood special education and either childhood general education or early childhood general education. Students without prior teacher certification enter the Program 1 track.

Students who enter the childhood special education program with initial certification in grades 1-6 and subsequently complete the master's degree, will meet the education requirements for New York State professional certification in childhood/elementary education as well as for professional certification in childhood special education grades 1-6. Students with prior childhood certification enter the program 2 track.

Similarly, students who enter the early childhood special education program with initial certification in early childhood Birth to Grade 2 and subsequently complete the master's degree, will meet the education requirements for New York State professional certification in early childhood education as well as for professional certification in early childhood special education Birth to Grade 2. Students who hold early childhood certification enter the Program 2 track in early childhood special education.

The early childhood master's programs are designed for students whose primary interest is in teaching children from infancy through kindergarten. While students in the early childhood special education programs will also be prepared to teach grades 1 and 2, applicants whose primary interest is in these grades should apply to the childhood special education program, which encompasses grades 1-6.

The programs (with the exception of early childhood special education) are organized into a set of cross-categorical core courses and disability-specific specializations. Core courses develop knowledge and skills across a range of education 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 theory to effective instruction.

Special Education: Visual Impairment: Rehabilitation Teaching

40 cr in total or 55 cr with optional sequence in O&M

Cross-Categorical Core Courses (3 cr)

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

Visual Impairment: Rehabilitation Teaching Specialization (37 cr)

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000

Hours Includes 10 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 76000 - Skills and Techniques for Rehabilitation Teaching I

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.

prereq: SPED 74000, 74100

Hours Includes 10 hrs field experience

Credits 3

SPED 76100 - Skills and Techniques for Rehabilitation Teaching II

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.

prereq: SPED 76000

Hours includes 10 hrs field experience

Credits 3 cr

SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100

Hours 45 hrs,

Credits 3 cr

SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs,

Credits 3 cr

COUNR 73000 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

Hours 45 hrs,

Credits 3 cr

Optional Sequence in Orientation and Mobility (15 cr)

SPED 76500 - Intermediate Orientation and Mobility

Theories related to perception, learning and development of individuals who are blind or visually impaired, and /or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

prereq or coreq: SPED 76800

Hours includes 50 hrs of lab plus 15 hrs field experience

Credits 3 cr

SPED 76600 - Advanced Orientation and Mobility

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

prereq: G SPED 76500

Hours includes 50 hrs of lab plus 15 hrs field experience

Credits 3 cr

SPED 76700 - Orientation and Mobility: Internship/Seminar

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

prereq: G SPEDE 77000 and G SPED 79000 and G SPED 79100

Hours 30 hrs seminar, plus conferences plus 340 hours of internship,

Credits 2 cr

SPED 74900 - Orientation and Mobility for Students with Visual Impairments and Additional Disabilities

An advanced orientation and mobility course on specialized instructional strategies that address the special travel difficulties of learners (infants to older adults) who are blind or visually impaired with additional disabilities. Topics include deafness, deafblindness, multiple impairments, motoric, cognitive and affective impairments. This course also addresses instructional strategies for persons in unique living situations or environments.

Hours includes 10 hrs field experience, 45 hrs,

Credits 3 cr

SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar

This course teaches assessment of the systems of mobility used by persons who are visually impaired and develops competencies in teaching indoor travel techniques used by persons with visual impairments. Two week summer course.

prereq: SPED 74700

Credits 2 cr

Two week summer course.

SPED 76900 - Advanced Orientation and Mobility Lab and Seminar

This course demonstrates practical application of Orientation and Mobility instructional techniques as they are applied in outdoor settings under blindfold and with low vision simulators. Content related to instructional strategies will be provided during the in-class seminar. Two week summer course.

prereq: G SPED 76800 and G SPED 76500

Credits 2

Two week summer course.

Note(s)

** The Rehabilitation Teaching program alone does not lead to New York State teacher certification.*

Visual Impairment: Rehabilitation Teaching - MSEd

Visual Impairment: Rehabilitation Teaching Program Coordinators: Rosanne K. Silberman; 911 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu, Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

The Hunter College's master's degree program in Rehabilitation Teaching (RT) prepares professionals in vision rehabilitation therapy (VRT) to work with individuals with visual impairments. Upon completion of the program, candidates will be eligible for national certification from the Academy for Certification of Vision Rehabilitation and Education Professionals. This Program does not lead to New York State Teacher Certification.

Admission Requirements

An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher **or** a graduate degree from an approved college with a GPA of 3.5 or better.

Progress Standards

12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

Visual Impairment: Rehabilitation Teaching Course of Study

Total Credits: 40 credits

The Rehabilitation Teaching program alone does not lead to New York State teacher certification.

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000

Hours Includes 10 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 76000 - Skills and Techniques for Rehabilitation Teaching I

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.

prereq: SPED 74000, 74100

Hours Includes 10 hrs field experience

Credits 3

SPED 76100 - Skills and Techniques for Rehabilitation Teaching II

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.

prereq: SPED 76000

Hours includes 10 hrs field experience

Credits 3 cr

SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100

Hours 45 hrs,

Credits 3 cr

SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

*Hours 45 hrs,
Credits 3 cr*

COUNR 73000 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs,
Credits 3 cr*

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student teaching , Supervised Practicum, and Clinical Teaching Lab:
 - A. Students are required to attain a minimum grade of B in the internship courses (SPED 76300 and 76400). Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once.

Any student who receives a grade of F will not be allowed to continue.
 - B. Students must complete all required days and hours for each of the internship courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

Visual Impairment: Rehabilitation Teaching and Orientation and Mobility - MSED

Blind and Visually Impaired Program Coordinator: Rosanne K. Silberman; 911 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu, Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

The Hunter College's master's degree program in Rehabilitation Teaching (RT) prepares professionals in vision rehabilitation therapy (VRT) to work with individuals with visual impairments. Upon completion of the program, candidates will be eligible for national certification from the Academy for Certification of Vision Rehabilitation and Education Professionals. Those completing the combined program are also eligible to become Orientation and Mobility

specialists. The Combined Master's Degree in Rehabilitation Teaching and Orientation and Mobility includes 40 credits of the RT Master's Degree and 12 credits in Orientation and Mobility.

Admission Standards

1. Undergraduate BA or BS degree from an accredited institution, with a GPA 2.8 or better, plus teacher of the blind and visually impaired teaching certificate.

OR

- Master's degree from an approved college in rehabilitation teaching or teacher of the blind and visually impaired with a GPA of 3.5 or better,
2. Evidence of acceptable written languages skills,
3. Three letters of recommendation,
4. Evidence of work, volunteer or personal experience with individuals with visual impairments,
5. An interview with a special education faculty member.

Progress Standards

1. Students must maintain an overall GPA of at least 3.0 in order to continue the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (incomplete) within the first 12 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.

Rehabilitation Teaching and Orientation and Mobility Course of Study

Total Credits: 52 credits

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000

Hours Includes 10 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 76000 - Skills and Techniques for Rehabilitation Teaching I

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.

prereq: SPED 74000, 74100

Hours Includes 10 hrs field experience

Credits 3

SPED 76100 - Skills and Techniques for Rehabilitation Teaching II

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.

prereq: SPED 76000

Hours includes 10 hrs field experience

Credits 3 cr

SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100

Hours 45 hrs,

Credits 3 cr

SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

SPED 76500 - Intermediate Orientation and Mobility

Theories related to perception, learning and development of individuals who are blind or visually impaired, and /or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

prereq or coreq: SPED 76800

Hours includes 50 hrs of lab plus 15 hrs field experience

Credits 3 cr

SPED 76600 - Advanced Orientation and Mobility

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

prereq: G SPED 76500

Hours includes 50 hrs of lab plus 15 hrs field experience

Credits 3 cr

SPED 76700 - Orientation and Mobility: Internship/Seminar

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

prereq: G SPEDE 77000 and G SPED 79000 and G SPED 79100
Hours 30 hrs seminar, plus conferences plus 340 hours of internship,
Credits 2 cr

SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar

This course teaches assessment of the systems of mobility used by persons who are visually impaired and develops competencies in teaching indoor travel techniques used by persons with visual impairments. Two week summer course.

prereq: SPED 74700
Credits 2 cr
Two week summer course.

SPED 76900 - Advanced Orientation and Mobility Lab and Seminar

This course demonstrates practical application of Orientation and Mobility instructional techniques as they are applied in outdoor settings under blindfold and with low vision simulators. Content related to instructional strategies will be provided during the in-class seminar. Two week summer course.

prereq: G SPED 76800 and G SPED 76500
Credits 2
Two week summer course.

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs,
Credits 3 cr

COUNR 73000 - 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.

Hours 45 hrs,
Credits 3 cr

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs,
Credits 3 cr*

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student Teaching, Supervised Practicum, and Clinical Teaching Lab

A. Students are required to attain a minimum grade of B in the internship courses (SPED 763 and 764). Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once.

Any student who receives an F will not be allowed to continue.

B. Students must complete all required days and hours for each of the internship courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

Department of Curriculum and Teaching

About the Department

Welcome to the Department of Curriculum and Teaching at Hunter College, the home of a wide variety of graduate and undergraduate programs that will prepare you for one of the highest callings in society: education. Along with the other departments in the School of Education, we carry on the original mission of Hunter College: the preparation of educators.

As part of the largest department in the Hunter College School of Education, Curriculum & Teaching programs prepare teachers and other school personnel in the areas of Childhood Education (elementary), Adolescent Education (secondary), Early Childhood Education, Literacy, Bilingual Education, Teaching English to Speakers of Other Languages (TESOL--K-12 and Adult), and Administration & Supervision. Our primary mission is to prepare teachers for any classroom environment, although we are particularly committed to preparing teachers for the challenges of public education in an urban setting.

The Department of Curriculum and Teaching houses the majority of the programs and courses in the Hunter College School of Education, working closely with departments in the School of Arts & Sciences to train teachers in content area knowledge, and in the methods of teaching such subject areas as English/Language Arts, Social Studies, Foreign Languages, Music, ESL, Bilingual Education, Math, and Science. Its programs ask future teachers and administrators to be thoughtful and knowledgeable educators, advocates for children and other learners, active promoters of social justice, knowledgeable resources, and effective future leaders in education.

Administration

Chairperson:

Professor Jennifer Tuten
1023 West
212 772-4686

Administrative Assistant:

Genevieve Joseph

Assistant to the Department Chair:

Jade Young

College Assistant:

Angela Calvo

Hazera Jalil

Faculty

Laura Baecher, Assistant Professor; EdD, Teachers College, Columbia; TESOL

Nadine Bryce, Assistant Professor; EdD, Teachers College, Columbia; Reading and Language Arts

Jenny Castillo, Associate Professor; PhD, CUNY; Hispanic and Luso-Brazilian Literature

Brian Collins, Assistant Professor; PhD, NYU; Bilingual Education

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

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

Ann Ebe, Assistant Professor; PhD, Univ. of Arizona; Language Reading and Culture: Reading and Writing Processes, Uses and Research

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

Terrie Epstein, Professor; EdD, Harvard; Education

Timothy Farnsworth, Assistant Professor; PhD, UCLA; Applied Linguistics

Dolores Fernández, Professor; PhD, Hofstra; Language and Cognition

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

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

Robert Gyles, Professor; PhD, NYU; Mathematics Education/Curriculum and Instruction

Yang Hu, Associate Professor; EdD, Teachers College, Columbia; English Education

Deborah Ann Jensen, Associate Professor; PhD, Fordham; Language, Literacy and Learning

Abigail Jewkes, Assistant Professor; PhD, Univ. of Michigan; Education

Karen Koellner, Associate Professor, PhD, Arizona State; Mathematics

Marcia Knoll, Associate Professor; EdD, St. John's; Curriculum and Teaching

Carmen Mercado, Professor; PhD, Fordham; Reading and Language Arts

John Niman, Professor; PhD, Columbia; Mathematics and Mathematics Education

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

Janet Patti, Professor; EdD, Northern Arizona; Education

Anthony Picciano, Professor; PhD, Fordham Univ.; Educational Administration, Technology

Jody Polleck, Assistant Professor; PhD, NYU; English Education

Dennis Robbins, Associate Professor; EdD, Teachers College, Columbia; Science Education

Christine Rosalia, Assistant Professor; PhD, Teachers College, Columbia; Educational Communications & Technology

Melissa Schieble, Assistant Professor; PhD, Univ. of Wisconsin-Madison; Curriculum/Instruction

Debbie Sonu, Assistant Professor; EdD, Teacher's College, Columbia; Curriculum and Teaching Urban-Multicultural Education

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

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

John Toth, Assistant Professor; PhD, European Graduate School; Media & Communications

Jenny Tuten, Associate Professor and Chair; PhD, Fordham; Language and Literacy Education

Rachael Welder, Assistant Professor; PhD, Montana State; Mathematics and Mathematics Education

Sandra Wilde, Professor; PhD, Univ. of Arizona; Elementary Education

Jason Wirtz, Assistant Professor; PhD, Michigan State; Rhetoric and Writing

Department of Educational Foundations

About the Department

The Department of Educational Foundations & Counseling Programs prepares students to enter the teaching and counseling professions, eventually to obtain the appropriate certification(s), which will help them establish, improve and maintain themselves within these professions.

Departmental courses are the basis of training in education and human services. The Department of Educational Foundations includes the disciplines of psychology, sociology, anthropology, history and philosophy. Research in these areas, when applied to education and counseling, provides the foundation for understanding individuals in the learning and counseling process and the social psychological context in which personal development and learning occur. In addition, the study of the history and the philosophic foundations of American education and counseling is essential for enabling future teachers and counselors to meet the ever-changing intellectual and social needs of a diverse body of individuals in a pluralistic, democratic society.

Departmental course offerings are offered in three distinct areas: psychological foundations; social foundations and counseling. All courses are anchored in theory and research-based knowledge from which we emphasize applications to the urban environment, the applied use of theory to influence policy and practice, and solutions to concrete and practical problems that school and counseling professionals experience in daily practice.

The department's preparation of teachers and counselors goes beyond the acquisition of specific skills and methods. The focus of the department is on the professional identity and development of students so that they understand and seek to influence the social, political and economic context in which they function.

Administration

Acting Chairperson:

Professor Gess LeBlanc
1016 West
Telephone: (212) 772-4710

Administrative Assistant:

Raie Valdez

PT Secretary:

Amauche Obu-Eyisi

Faculty

Markus Bidell, Associate Professor; PhD, Univ. of California, Santa Barbara; Clinical Counseling/School Psychology

Sarah Bonner, Associate Professor; PhD, Univ. of Arizona; Educational Psychology

Tamara Buckley, Associate Professor; PhD, Teachers College, Columbia; Counseling Psychology

Elizabeth Cardoso, Professor; PhD, Univ. of Wisconsin-Madison; Psychology

Peggy Pei-I Chen, Associate Professor; PhD, CUNY; Educational Psychology

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

Sherryl Browne Graves, Professor and Acting Senior Associate Dean; PhD, Harvard; Clinical Psychology, Public Practice

Priscilla Hambrick-Dixon, Associate Professor; PhD, Univ. of Michigan; Education, Psychology

Calliope Haritos, Associate Professor; PhD, CUNY; Developmental Psychology

Mario A. Kelly, Associate Professor; EdD, Univ. of Rochester; Developmental/Educational Psychology

Kimberly Kinsler, Professor; PhD, CUNY; Educational Psychology

Gess LeBlanc, Associate Professor and Acting Chair; PhD, CUNY; Developmental Psychology

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

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

Cynthia Walley, Assistant Professor; PhD, Old Dominion; Counseling

Jeanne Weiler, Associate Professor; PhD, SUNY (Stony Brook); Social Foundations of Education

Arnold Wolf, Professor; PhD, NYU; Philosophy

Department of Special Education

About the Department

Hunter's graduate programs in special education prepare 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, pre-schools, early intervention programs, supported general education classrooms in public and private schools, hospitals, clinics, health agencies, home programs, and residential facilities. Special education programs at Hunter College have been nationally recognized by the Council for Exceptional Children.

Completion of any one of Hunter's specializations for the master's degree in special education leads to New York State teacher certification. Hunter's specializations are: childhood special education: learning disabilities; childhood special education: behavior disorders; childhood special education with an annotation in severe/multiple disabilities (including deafblindness); early childhood special education; early 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 programs with no previous certification and subsequently complete the master's degree will meet the education requirements for New York State initial and professional certification in either childhood special education or early childhood special education and either childhood general education or early childhood general education. Students without prior teacher certification enter the Program 1 track.

Students who enter the childhood special education program with initial certification in childhood grades 1-6 and subsequently complete the master's degree, will meet the education requirements for New York State professional certification in childhood/elementary education as well as for professional certification in childhood special education grades 1-6. Students with prior childhood certification enter the Program 2 track. Similarly, students who enter the early childhood special education program with initial certification in early childhood birth-grade 2 and subsequently complete the master's degree, will meet the education requirements for New York State professional certification in early childhood education as well as for professional certification in early childhood special education birth to grade 2. Students who hold early childhood certification enter the Program 2 track in early childhood special education.

The early childhood master's degree programs are designed for students whose primary interest is in teaching children from infancy through kindergarten. While students in the early childhood special education programs will also be prepared to teach grades 1 and 2, applicants whose primary interest is in these grades should apply to the childhood special education program, which encompasses grades 1-6.

The programs (with the exception of early childhood special education) are 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 education 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 theory to effective instruction.

Administration

Acting Chairperson:

Professor David Connor
909 West
(212) 772-4746

Secretary:

Jean Leung

Faculty

Jamie Bleiweiss, Assistant Professor; PhD, SUNY (Stony Brook); Clinical Psychology

David Connor, Associate Professor and Chair; EdD, Teachers College, Columbia; Curriculum and Teaching, Learning Disabilities

Donia Fahim, Assistant Professor; PhD, Birkbeck College, London; Applied Linguistics

Elaine Gale, Assistant Professor; PhD, Univ. of Colorado, Boulder; Speech, Language and Hearing Sciences

Katherine Garnett, Professor; EdD, Columbia; Assessment and Curriculum Development–Learning Disabilities

Sara Hines, Assistant Professor; PhD, Univ. of Maryland, College Park; Special Education

Timothy Lackaye, Assistant Professor; EdD, Teachers College, Columbia; Learning Disabilities

Thomas C. McIntyre, Professor; PhD, Univ. of Connecticut; Emotional and Behavior Disorders

Angela Mouzakis, Instructor; MS, Queens College, CUNY; School Psychology

Jennifer Samson, Assistant Professor; EdD, Harvard ; Human Development and Psychology

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

Ellen Trief, Professor; EdD, Teachers College, Columbia; Visual Impairment, Severe/Multiple Disabilities

School of Health Sciences

School of Health Sciences

About the School of Health Sciences

Hunter's Institute of Health Sciences, dedicated to the educational preparation of a range of health care professions, opened its doors on East 106th Street in 1968. Six years later, the Institute became the School of Health Sciences and moved downtown to the Brookdale Campus. Today Hunter College's School of Health Sciences' mission is the education of the next generation of health care professionals in the areas of Communication Sciences and Audiology, Medical Laboratory Sciences, and Physical Therapy. These professionals will work in health care centers, schools, organizations and private practice to improve the lives of those they assist through direct service delivery, research and education.

The Biomedical Laboratory Management program is a collaboration between the Medical Laboratory Sciences and the School of professional Studies, CUNY (<http://sps.cuny.edu>).

The Physical Therapy program is a three-year post-baccalaureate Doctor of Physical Therapy degree curriculum, a collaboration between the Graduate Center of CUNY and the physical therapy programs at Hunter College and the College of Staten Island. For information about the program go to <http://web.gc.cuny.edu/physicaltherapy/>

Facilities

Brookdale Health Science Center
425 East 25th Street
New York NY 10010

School Director: Marilyn Iris Auerbach

(212) 481-4234

mauerbac@hunter.cuny.edu

Administrative Offices:

6th Floor West
(212) 481-4313

Student Adviser:

628 West
(212) 481-4773
Website: <http://www.hunter.cuny.edu/schoolhp/>

Graduate Programs in the School of Health Sciences

Programs and Courses in Communication Sciences

Programs and Courses in Medical Laboratory Sciences

The Centers

Brookdale Center for Health Aging and Longevity of Hunter College

Brookdale Campus (BC) 13th floor, North Building; (212) 481-3780

Website: <http://www.brookdale.org/>

The Brookdale Center for Healthy Aging & Longevity of Hunter College is a multi-disciplinary center of excellence dedicated to the advancement of successful aging and longevity through research, policy analysis, advocacy, education, and the development of evidence-based practice models. The Center 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 Center includes the Sadin Institute for Law and Public Policy and the Jacob Reingold Institute for the Prevention of Elder Abuse. Current projects address legal rights of older people, elder abuse prevention, neighborhood-based determinants of healthy urban aging, community-based models of chronic disease management and prevention, emergency preparedness, and emerging policy issues affecting older populations.

Center for Urban and Community Health

Brookdale Campus (BC) 10th floor West Building; (646) 733-2862

Website: <http://www.hunter.cuny.edu/health/aidshp/>

The Center for Urban 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 grants from several private foundations and city, state and federal governments.

Center for Occupational and Environmental Health

Brookdale Campus (BC) 1028 West Building; (212) 481-4357

Website: <http://www.hunter.cuny.edu/health/coeh/>

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 Communication Disorders

The Hunter College Center for Communication Disorders (Speech-Language-Hearing Clinic) is located at the Brookdale Health Sciences campus, 425 East 25 St., Room 133 North. The Center is an integral part of the

Communication Sciences Program. The Center provides diagnostic and therapeutic services for a wide variety of language, speech, voice, fluency, swallowing, hearing, communication modality, and social communication disorders. Audiological services include complete audiological evaluations, auditory processing disorder testing, and auditory brainstem response assessment with state of the art instrumentation. Services are available to the Hunter College community as well as the general public. Appointments can be made by calling (212) 481-4464.

Academic Services for Faculty, Students and Staff

Hunter Health Professions Library (HPL)

The Hunter Health Professions Library (HPL) is located on the Brookdale Campus and is open 74 hours a week. HPL supports the curricular and research needs of the CUNY School of Public Health at Hunter College, Hunter-Bellevue School of Nursing and the Hunter School of Health Sciences. It also serves several research institutes at Brookdale, namely the Brookdale Center on Aging, the Center for Community and Urban Health, and the Center for Environmental & Occupational Health. The library has 26,500 volumes and 224 professional journals housed in its 10,000 sq./ft. In addition, full-text articles from over 50,000 journals are accessible via the library's electronic resources. The library provides seating for 212 (156 in the library and 56 computers).

Health Professions Education Center (HPEC)

Mezzanine floor
Brookdale West Building
(212) 481-5129

Health Professions Education Center

Director:

Mr. Martin Dornbaum
Mezzanine floor
Brookdale West Building
(212) 481-5129
mdornbau@hunter.cuny.edu

Morning Supervisor:

Ms. Alla Vasilenko
edcenter@hunter.cuny.edu

Evening Supervisor:

Mr. Devin Ruffin
edcenter@hunter.cuny.edu
Website: <http://www.hunter.cuny.edu/shp/centers/hpec/index.htm>

The Health Professions Education Center (HPEC) supports student learning and faculty teaching in the health professions by providing state-of-the-art instructional media and technology, audio/visual support, and highly specialized computer learning modules, which enhance the curricula of the School of Nursing, School of Public Health, Brookdale Center on Healthy Aging and Longevity, Center for Occupational and Environmental Health, Center for Community and Urban Health, and the Center for Communication Disorders.

The HPEC offers a unique service in that it approaches learning from a transdisciplinary perspective and combines traditional approaches to teaching with media-enhanced instruction and new technologies.

The HPEC provides a wide range of services to students and faculty, including:

- Access to the largest collection of health-related videos and instructional media within CUNY
- Computer-aided instruction through the use of educational software and virtual training technologies.
- State board testing preparation, where students gain a mastery of their disciplines through cutting-edge software.
- PC labs, multimedia study carrels, and reserve materials, including anatomical models and high resolution slides for use as visual aids.
- Smart classroom, distance learning, and audio/visual support for all Brookdale classes.
- Beta testing and evaluation of new instructional media, allowing us to continually update and expand our media collection.
- Consultation with faculty on embedding instructional technology into their syllabi to enhance the classroom learning experience, as well as into their research projects, trainings, and other activities.
- Development of strategic partnerships with vendors in order to provide a growing range of services to faculty, staff, and students.
- Development and administration of e-learning initiatives, online testing, and digital content.

Faculty and students from all Hunter College schools and departments are always welcome to view the many resources available at the HPEC.

The center maintains regular office hours throughout the academic year, Monday-Thursday 9AM-9PM and Fridays 9AM-5PM.

School of Health Sciences Faculty

Suzanne Babyar, Associate Professor, Physical Therapy; PhD, NYU, Physical Mobility

Giulia Bencini, Assistant Professor, Communication Sciences; PhD, Illinois-Champaign Urbana; language acquisition, language processing, neurolinguistics, aphasia, dementia

Paul Cascella, Professor, Communication Sciences; PhD, Connecticut; developmental disabilities, augmentative communication, stuttering, phonology

Nancy Eng, Associate Professor, Communication Sciences; PhD, CUNY; Typical language development bilingual speakers, specific language impairment

Elizabeth E. Galletta, Assistant Professor; PhD, CUNY; Aphasia, Dementia, Stuttering, Translational applications of therapy techniques

Michele MacCroy Higgins, Assistant Professor, Communication Sciences; PhD, CUNY; typical language acquisition, language and phonological disorders in children, Autism spectrum disorders

Thomas Holland, Assistant Professor, Physical Therapy; PTPhD, NYU, Kinesiology, stroke rehabilitation, wound care and prevention

Herbert Karparkin, Assistant Professor, Physical Therapy; PhD, Rocky Mountain University; Multiple Sclerosis, Neurorehabilitation, Neuroplasticity

Gary Krasilovsky, Associate Professor, Physical Therapy; PhD, NYU, Parkinson's Disease and Neurological Rehabilitation

Milo Lipovac, Associate Professor, Physical Therapy; PhD, Belgrade, Neuroanatomy and Physiology, Pharmacology

Michele MacCroy Higgins, Assistant Professor, Communication Sciences; PhD, CUNY; typical language acquisition, language and phonological disorders in children

Susan Pivko, Assistant Professor, Physical Therapy; PhD, UMDNJ; Clinical Education, spine, Performing Artists/Musicians, Elite Athletes

John Preece, Professor, Communication Sciences; PhD, Iowa, Rehabilitative Audiology, tinnitus, cochlear implants

Elaine Rosen, Professor, Physical Therapy; DPT, Institute of Physical Therapy, Orthopedic Management of Extremities and Spine

Carol R. Silverman, Professor, Communication Sciences; PhD, NYU, Diagnostic and Rehabilitative Audiology, Medical audiology

Donald Vogel, Assistant Professor, Communication Sciences; AuD, Central Michigan, pediatric difficult-to-test populations, vestibular and audiometric graphics

Dava Waltzman, Assistant Professor, Communication Sciences; PhD, CUNY, Preschool and School Age Language Development and Disorders, Cultural and Linguistic Diversity

Susan Wortsman, Instructor, Communication Sciences; MA, City College; Diagnostic Audiology, Pediatric Audiology, Patient Counseling

Hunter-Bellevue School of Nursing

Hunter-Bellevue School of Nursing

About the School

The Hunter-Bellevue School of Nursing offers accredited programs leading to the master of science degree, the MS as part of a dual degree and advanced certificates, and the Doctor of Nursing Practice (DNP) degree. Each program provides an advanced body of nursing knowledge that builds on the knowledge and competencies acquired through a baccalaureate education in nursing. Graduates are prepared to assume leadership positions and make significant contributions to the quality of health care through roles such as nurse practitioners, clinical nurse specialists, clinical nurse leaders, nursing administrators, advanced public health nurses, and nursing educators.

The MS degree can be earned in clinical specializations of community/public health nursing, adult health (medical-surgical nursing), primary care and psychiatric/mental health. Dual degrees are available in nursing administration (MS/MPA program with Baruch) and public health (MS /MPH in public health with the CUNY School of Public Health at Hunter. Graduates of these programs meet the educational requirement for certification by the American Nurses Credentialing Center.

The MS degree can be earned in nurse practitioner (NP) programs for gerontological/adult health nurse practitioner and psychiatric nurse practitioner. Graduates of these programs are eligible to apply for New York State Certification as

NPs. They can also apply to specialty organizations for national certification after passing a national certification examination.

Each specialization provides the opportunity for interested students to complete a sub-specialization in the care of HIV/AIDS clients, integrative modalities, or nursing education.

The School of Nursing offers two post-master's certificate programs: nursing education and psychiatric nursing (nurse practitioner).

The School of Nursing has been approved to offer four post-BSN DNP programs; in the fall of 2011 the ANP/GNP DNP opened, with the Psych-Mental Health DNP, Community/PH DNP and the FNP DNP expected to open in the near future.

All students must have an annual physical examination and submit the necessary clearance forms including malpractice and health insurance in order to progress through the clinical courses. Some clinical placements might have additional requirements.

Please note: Hunter College, Lehman, and The College of Staten Island, City University of New York, offer a Doctor of Philosophy (PhD) in nursing through the Graduate Center. For information, please go to www.gc.cuny.edu/Academics-Research/Degree-Programs/Doctoral-Programs and access the link to the PhD in nursing site.

Nursing Laboratory

The Nursing Laboratory provides space for graduate and undergraduate students to learn and practice basic skills and more advanced nursing interventions in simulated outpatient and hospital settings using a mix of anatomical models, high-fidelity simulators and some paid, trained "patients." Use of the laboratory is built into most clinical courses; individual appointments for practice or special project work can be arranged.

Programs and Courses in Nursing

Programs and Courses in Nursing

Administration and Faculty

The Hunter-Bellevue School of Nursing

425 East 25th Street

New York, NY 10010

Website: <http://www.hunter.cuny.edu/nursing/>

Joan Hansen Grabe Dean:

Gail C. McCain

530W, Brookdale Campus

(212) 481-7596

Director of Graduate Program:

David Keepnews

506 HB West

(212) 481-5101

(212) 481-4427 fax

dkeepnew@hunter.cuny.edu

**Community/Public Health Nursing,
Community/Public Health Nursing/
Urban Public Health Coordinator:**

Judith Aponte

411 HB West
(212) 481-7568
jap@hunter.cuny.edu

**Gerontological/Adult Nurse
Practitioner Coordinator:**

Kenya Beard

416 HB West
(212) 481-5164
kbeard@hunter.cuny.edu

**Psychiatric Nurse Practitioner/
Post Master's Certificate Coordinator:**

Kunsook Bernstein

524 HB West
(212) 481-4346
kbernst@hunter.cuny.edu

**Nursing Administration/Public
Administration Coordinator:**

Joan Arnold

412 HB West
(212) 481-5101
jar0004@hunter.cuny.edu

Advanced Certificate/Nursing Education Coordinator:

David Keepnews

506 HB West
(212) 481-5101
(212) 481-4427 fax
dkeepnew@hunter.cuny.edu

Adult Health/Med-Surg Coordinator:

Christine Cutugno

424 HB West
(212) 481-3512
ccutugno@hunter.cuny.edu

Clinical Nurse Leader

Vidette Todaro-Franceschi

513 HB West
(212) 481-4449

Doctor of Nursing Practice (DNP)

Steven Baumann
514 HB West
(212) 481-4457
sbaumann@hunter.cuny.edu

Nursing Laboratory Manager:

Anne Woodstock-Wallace
BC 225 HB West
(212) 481-5162
awoodsto@hunter.cuny.edu

Faculty

Judith Aponte, Associate Professor; AA NYC Technical College; BSN, MSN, Hunter; DNSc, School of Nursing, Columbia; Community/Public Health

Joan Arnold, Professor; BSN, Columbia; MA Nursing Ed, NYU; PhD, NYU; Community/Public Health

Steven L. Baumann, Professor; BSN, Molloy; MSN, Catholic; PhD, Adelphi; Geriatric and Psychiatric Mental Health Nurse Practitioner

Kenya Beard, Assistant Professor; BSN, Excelsior College; MSN, Stony Brook University; EdD, Dowling College; Adult Nurse Practitioner

Kunsook S. Bernstein, Associate Professor; BSN, Seoul National University; MA, NYU; PhD., Adelphi; PMHNP, Adelphi University; Psychiatric Mental Health Nurse Practitioner

Mark Canning, Instructor II; MSN, Univ. Med. & Den. NJ; Adult and Psychiatric Mental Health Nurse Practitioner

Christine Anne Ganzer, Assistant Professor; BS Nursing Syracuse U, MA NYU, MS Nursing SUNY Stony Brook, PhD U Arizona

Lori Smith Goshin, Assistant Professor; BA MSN U Texas Austin, PhD Columbia

Christine Cutugno, Assistant Professor; BSN, Cornell; MEd, Columbia; PhD, NYU; Adult Health

Joyce Griffin-Sobel, Professor; BSN, Lehman; MSN, Hunter; PhD, NYU; Adult Health (Oncology)

David Keepnews, Associate Professor; BSN, University of San Francisco; MS, Excelsior College; MS, University of California School of Public Health, JPhD, University of California Hastings College of the Law, PhD, Brandeis; Nursing Administration

Pamela Mahon, Associate Professor; BSN, Downstate (SUNY); MA Nursing/ PhD, NYU; Adult Health

Diana Mason, Rudin Professor of Nursing; BSN, West Virginia University; MSN, St. Louis University; PhD, NYU; Community/Public Health

Gail C. McCain, Professor and Dean; BA, Baldwin Wallace College; MA, Kent State University, MS (Nursing) SUNY Buffalo,; PhD, Case Western Reserve University; Neonatal/Child Health

Claudia Mitzeliotis, Instructor; AAS, Kingsborough CC; BS, Long Island University; MSN, Pace U; Hunter College, Post Masters Certificate PMHNP

Donna M. Nickitas, Professor; BSN, SUNY (Stony Brook); MA, NYU; RN, CNA, BC; PhD, Adelphi; Nursing Administration

Anita Nirenberg, W.R. Hearst Professor; BSN, Skidmore College; MS, Columbia; DNSC, Columbia; Pediatric Nurse Practitioner, Advanced Oncology Certified Nurse Practitioner

Kathleen A. Nokes, Professor; BSN, Hunter; MA, Teachers College, Columbia; PhD, NYU; Community Health Nursing (HIV/AIDS)

Alexandra Plavskin, Lecturer; BA, BSN University of Rochester; MSN Columbia; Adult Nurse Practitioner

Carol F. Roye, Professor; BA, NYU; MEd, Oklahoma; MS, Pace; MS, Columbia; EdD, Teachers College, Columbia; Pediatric Nurse Practitioner (Adolescent Health)

Joseph Saladino, Lecturer; BA, Queens College, CUNY; AAS Nursing, Pace ; MSN/N.P.P., SUNY (Stony Brook); Psychiatric Mental Health Nurse Practitioner

Lorraine Sanders, Associate Professor; BS, Regents College; MS, SUNY (Stony Brook); Midwifery Certificate, SUNY (Downstate); Post Masters Certificate, SUNY (Stony Brook); DNS, Columbia; Certified Nurse Midwife, Family Nurse Practitioner

Leighsa Sharoff, Associate Professor; BSN, Adelphi; MSN, Hunter; EdD, Columbia; Psychiatric Mental Health

Donald Smith, Assistant Professor; BSN, Indiana University of Pennsylvania; MA, PhD, NYU; Adult Health (Critical Care)

Vidette Todaro-Franceschi, Associate Professor; BS, CSI; MS, Hunter; PhD, NYU; Adult Health (End-of-Life Care)

Terri Yannaco, Assistant Professor; AAS Helene Fuld School of Registered Nurses, BS, Mercy College, EdD Columbia; Adult Health, Certified Clinical Nurse Leader

Graduate Doctorate

Doctor of Nursing Practice (DNP)

The program leading to the Doctor of Nursing Practice (DNP) at Hunter College is part of a national trend to require that all advanced practice nurses be educated at the doctoral level and that this education be clinical rather than research in focus. According to the leading nursing organizations, the DNP is designed to address the problems and shortfalls in the current health care system, in particular questions about the quality of health care, the lack of primary care providers, and cost. This DNP program is designed to complement the Doctor of Nursing Science (DNS) degree by preparing primary care clinicians who are well prepared to translate basic science to the bedside or community. The DNP program at Hunter College consists of four tracks: the Family Nurse Practitioner (FNP) DNP, the Adult/Gerontological (ANP/GNP) DNP, the Psychiatric-Mental Health (PMH) DNP, and the Public Health (PH) DNP. The Master's of Nursing Science advanced practice programs remain open, and the DNP program utilizes many of the same graduate nursing courses. The DNP program is designed as a post-baccalaureate program that requires 90 graduate credits and 1000 hours of clinical practice. This program meets all the requirements of the New York State Department of Education and of the leading nursing organizations for a doctorally prepared advanced practice nurse.

Admission Requirements

Applicants must meet the general university requirements for doctoral study stated in the Graduate Center Catalog as well as the following additional requirements:

- Current RN licensure in New York State
- Satisfactory score on the Graduate Record Exam (at or above 1200 on Math and English combined)
- Bachelor's degree in nursing from an accredited program
- Superior academic record (GPA of 3.5 or above in both the major and the cumulative GPA)
- Completion of an undergraduate statistics course
- Completion of a discrete undergraduate nursing research course

Curriculum

The curriculum consists of a total 90 credits and 1000 clinical hours at the post-baccalaureate nursing degree level.

Core Courses Completed by All DNP Students

The courses listed below are completed by all DNP students for a total of 48 credits in nursing science, economics and healthcare policy, and translational research and leadership.

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45

Credits 3

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies.

prereq: NURS 74900

Hours 45 hrs practicum,

Credits 3 cr

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400

Hours 45

Credits 3

NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000

Hours 45

Credits 3

NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200

Hours 45

Credits 3

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

Hours 45

Credits 3

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000

Hours 45

Credits 3

PH 75000 - Introduction to Biostatistics

This course is designed to enable students to analyze, present and interpret population health data.

prereq: Elementary statistics or calculus or equivalent.

PH 75200 - Introduction to Epidemiology

An introduction to epidemiologic principles, methods and measures commonly used in public health. T

prereq: PH 75000

Second Component

The second component consists of the advanced practice core content specific to one of the population tracks.

Family/Individual Across the Lifespan

NURS 80400 - Finance and Management Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200

coreq: NURS 71600

Hours 45

Credits 3

NURS 81100 - Advanced DNP Procedures

Students will perform clinical procedures that assist in the diagnosis and treatment of acute and chronic conditions encountered in the primary care setting. Students are expected to draw on knowledge from pathophysiology and advanced assessment in order to demonstrate competence in performing advanced procedures.

prereq or coreq: NURS 75100

Hours 3, 15 lab

Credits 3

Adult/Gerontology

NURS 80400 - Finance and Management Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200

coreq: NURS 71600

Hours 45

Credits 3

NURS 81100 - Advanced DNP Procedures

Students will perform clinical procedures that assist in the diagnosis and treatment of acute and chronic conditions encountered in the primary care setting. Students are expected to draw on knowledge from pathophysiology and advanced assessment in order to demonstrate competence in performing advanced procedures.

prereq or coreq: NURS 75100

Hours 3, 15 lab

Credits 3

Psychiatric-Mental Health

NURS 71900 - Psychopharmacology

Course provides evidence-based guidelines of pharmacology in treating mentally ill individuals. Neuro-biology and psychopharmacology theories, current clinical practice of pharmacology for major psychiatric diagnoses, and practical clinical application of relevant pharmacotherapy will be explored.

NURS 69903 - Therapeutic Modalities in Counseling and Advanced Nursing Practice

Exploration of evidence-based guidelines for treating individuals with psychological health issues of therapeutic modalities including Cognitive Behavioral Therapy, Dialectic Behavioral Therapy, Interpersonal Therapy and Play Therapy with children.

Hours 45

Credits 3

Community/Public Health

PH 75400 - Environmental Health and Safety

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation and noise hazards; hazardous substances; solid wastes; food protection; natural and human-made disasters; and specific hazards such as lead, asbestos, mold and pesticides.

Hours 3

Credits 3

PH 75600 - Public Health and Health Care Policy and Management

This course examines the organization, delivery and financing of health care in the United States with an understanding of the health policy-making process and a focus on issues related to the management of public health agencies.

Hours 3

Credits 3

Third Component

The third component consists of the courses with clinical experiences that are required in one of the four population options: Family Nurse Practitioner (FNP), Adult/Gerontological Nurse Practitioner (ANP/GNP), Psychiatric-Mental Health Practitioner (PMHNP), and Community/Public Health Nurse Practitioner (Advanced Practice Public Health Nurse, APPHN).

Specialization tracks, role, populations, and clinical courses:

Family/Individual Across the Lifespan

NURS 75500 - Primary Care Nursing I

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are introduced.

prereq: NURS 70000, NURS 70200, NURS 71700, NURS 74900, NURS 75100

prereq or coreq: NURS 75000

Hours 30 hrs. theory, 15 hrs seminar, 210 hrs practicum

Credits 5 cr

NURS 75700 - Primary Care Nursing II

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are developed.

prereq: NURS 75500

prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 210 hrs practicum,

Credits 5

NURS 76900 - Gerontological Nurse Practitioner Practicum

Preceptored practicum in gerontological nurse practitioner practice with seminar discussion of current theories, research and strategies for primary care of older adults with complex multisystem health problems are analyzed and applied.

coreq: NURS 755

Hours 15 hrs seminar, 105 hrs practicum,

Credits 3 cr

NURS 82600 - Assessment and Primary Care of Newborns to Age 5 Years

This course examines primary health care as a DNP practice role with infants and young children with emphasis on decision-making and clinical management to promote health, prevent illness/injury, and restore health.

prereq: NURS 71700, NURS 75000 and NURS 75100

Hours 15 lecture, 15 seminar and 125 clinical

Credits 3

NURS 82700 - Assessment and Primary Care of Children and Adolescents

Application of DNP practice strategies for primary care nursing of children and adolescents, with emphasis on decision-making and clinical management to promote health, prevent illness/injury and restore health.

prereq: NURS 71700, NURS 75000, NURS 75100

Hours 15 lecture, 15 seminar, 125 clinical

Credits 3

NURS 85100 - Advanced Physical Assessment Practicum

Application of multidimensional assessment strategies for primary care nursing of persons aged 16 and above, as well as their families and communities. Evidence-based assessment strategies are to be practiced in a college lab and clinical setting. Electronic documentation will be used to record a comprehensive assessment and improve access to information.

prereq: NURS 74900

coreq: NURS 75100

Hours 5 seminar, 40 clinical

Credits 1

NURS 85500 - DNP Practice with Adults/Older Adults I

Application of advanced practice strategies for primary care nursing of adults and older adults and their families and the health care organizations that provide services for them. Evidence-based practice guidelines are reviewed and practiced in the college lab and clinical setting, with the use of information systems/technology and patient care technology to improve the quality of care for adult and older patients and their families and the health care systems that care for them.

prereq: NURS 75100

Hours 5 seminar, 40 clinical

Credits 1

NURS 85700 - DNP Practice with Women

Application of advanced practice strategies for primary care nursing of women and their families. Evidence-based practice guidelines are reviewed and applied in the simulation lab and clinical setting. Information systems/technology and patient care technology to improve the quality of care for women and their families will be utilized in the clinical setting.

prereq or coreq: NURS 75700

Hours 5 seminar, 40 clinical

Credits 1

NURS 86900 - DNP Practice with Older Adults

Application of advanced practice strategies for primary care nursing of older adults and their families and communities. Evidence-based practice guidelines are reviewed and practiced in the college lab and clinical setting, with the use of information systems/technology and patient care technology to improve the quality of care to older adult patients and their families and communities, as well as the health care systems that care for them.

prereq or coreq: NURS 76900

Hours 15 seminar, 105 clinical

Credits 3

Adult/Gerontology

NURS 75500 - Primary Care Nursing I

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are introduced.

prereq: NURS 70000, NURS 70200, NURS 71700, NURS 74900, NURS 75100

prereq or coreq: NURS 75000

Hours 30 hrs. theory, 15 hrs seminar, 210 hrs practicum

Credits 5 cr

NURS 75700 - Primary Care Nursing II

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are developed.

prereq: NURS 75500

prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 210 hrs practicum,

Credits 5

NURS 76900 - Gerontological Nurse Practitioner Practicum

Preceptored practicum in gerontological nurse practitioner practice with seminar discussion of current theories, research and strategies for primary care of older adults with complex multisystem health problems are analyzed and applied.

coreq: NURS 755

Hours 15 hrs seminar, 105 hrs practicum,

Credits 3 cr

NURS 85100 - Advanced Physical Assessment Practicum

Application of multidimensional assessment strategies for primary care nursing of persons aged 16 and above, as well as their families and communities. Evidence-based assessment strategies are to be practiced in a college lab and clinical setting. Electronic documentation will be used to record a comprehensive assessment and improve access to information.

prereq: NURS 74900

coreq: NURS 75100

Hours 5 seminar, 40 clinical

Credits 1

NURS 85500 - DNP Practice with Adults/Older Adults I

Application of advanced practice strategies for primary care nursing of adults and older adults and their families and the health care organizations that provide services for them. Evidence-based practice guidelines are reviewed and practiced in the college lab and clinical setting, with the use of information systems/technology and patient care technology to improve the quality of care for adult and older patients and their families and the health care systems that care for them.

prereq: NURS 75100

Hours 5 seminar, 40 clinical

Credits 1

NURS 85700 - DNP Practice with Women

Application of advanced practice strategies for primary care nursing of women and their families. Evidence-based practice guidelines are reviewed and applied in the simulation lab and clinical setting. Information systems/technology and patient care technology to improve the quality of care for women and their families will be utilized in the clinical setting.

prereq or coreq: NURS 75700

Hours 5 seminar, 40 clinical

Credits 1

NURS 86900 - DNP Practice with Older Adults

Application of advanced practice strategies for primary care nursing of older adults and their families and communities. Evidence-based practice guidelines are reviewed and practiced in the college lab and clinical setting, with the use of information systems/technology and patient care technology to improve the quality of care to older adult patients and their families and communities, as well as the health care systems that care for them.

prereq or coreq: NURS 76900

Hours 15 seminar, 105 clinical

Credits 3

NURS 87000 - Acute Care DNP Practice

This course provides students with specialized knowledge and clinical experience in applying evidence-based national standards and treatment guidelines in the care of adolescents, adults, and older adults with acute and complex health problems. Leadership role expectations of doctorate-prepared nurse practitioners are explored and synthesized throughout the course content.

prereq: NURS 75100

Hours 30 theory, 15 seminar, 250 clinical

Credits 6

Psychiatric-Mental Health

NURS 74200 - Advanced Practice Psychiatric-Mental Health Nursing I

Exploration of mental health problems, recovery-oriented services and promotion of mental health in individuals. Students learn to provide primary mental health care for individuals experiencing a range of complex problems.

prereq: NURS 70000

prereq or coreq: NURS 70200, NURS 71700, NURS 74900, NURS 75000, NURS 75100

Hours 30 hrs lecture, 15 hrs seminar, 166 hrs clinical,

Credits 5 cr

NURS 74300 - Advanced Practice Psychiatric-Mental Health Nursing II

Exploration of mental health of families. Students learn to provide primary mental healthcare for families experiencing a range of complex problems.

prereq: NURS 742

prereq or coreq: NURS 704

Hours 30 lecture hours, 15 hrs seminar, 167 hrs clinical,

Credits 5 cr

NURS 74400 - Advanced Practice Psychiatric-Mental Health Nursing III

An exploration of contemporary mental health issues from group and community perspectives. Students learn to develop advanced practice group and community interventions that reduce risk, promote resilience, and enhance mental health.

prereq: NURS 74300

Hours 30 hrs lecture, 15 hrs seminar, 167 hrs of clinical practicum,

Credits 5 cr

NURS 84200 - DNP PMHNP Practice I

Clinical practicum in mental and behavioral health care delivery system and with current mental health policy makers, with seminar discussions of current mental health policy and politics in relation to the role of advanced practice nursing in the field of mental health systems.

prereq: NURS 85100

coreq: NURS 74200

Hours 5 seminar, 50 clinical

Credits 1

NURS 84300 - DNP PMHNP Practice II

Clinical practicum in advanced practice geriatric-mental health with seminar discussions of current gerontological and geriatric mental health theories, research and strategies for primary care nursing of older adults who need psychiatric or mental health services.

prereq or coreq: NURS 74300

Hours 5 seminar, 50 clinical

Credits 1

NURS 84400 - DNP PMHNP III

Clinical practicum in addictions nursing practice with seminar discussions of current addictions theories, research and strategies for the clients with substance abuse and dependence diagnosis.

prereq or coreq: NURS 74400

Hours 5 seminar, 50 clinical

Credits 1

NURS 84500 - DNP PMHNP Practice IV

This course provides a framework for DNP psychiatric mental health nurse practitioner (PMHNP) students in how to synthesize theoretical, scientific, and clinical knowledge for the assessment and management of both mental health and illness states of child- and adolescent-specific populations.

prereq: NURS 74400

Hours 30 lecture, 15 seminar, 210 clinical
Credits 6

NURS 85100 - Advanced Physical Assessment Practicum

Application of multidimensional assessment strategies for primary care nursing of persons aged 16 and above, as well as their families and communities. Evidence-based assessment strategies are to be practiced in a college lab and clinical setting. Electronic documentation will be used to record a comprehensive assessment and improve access to information.

prereq: NURS 74900
coreq: NURS 75100
Hours 5 seminar, 40 clinical
Credits 1

Community/Public Health

NURS 77100 - Community/Public Health Nursing I

Analysis of how clinical specialists in community/public health nursing conduct a community health assessment and participate on multidisciplinary teams that work in partnership with culturally diverse communities.

prereq: NURS 700, PH 700
prereq or coreq: NURS 702, NURS 749
Hours 30 hrs theory, 166 hrs practicum, 15 hrs seminar,
Credits 5 cr

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100
prereq or coreq: NURS 70400
Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,
Credits 5 cr

NURS 77300 - Community/Public Health Nursing III

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772
Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,
Credits 5 cr

NURS 85100 - Advanced Physical Assessment Practicum

Application of multidimensional assessment strategies for primary care nursing of persons aged 16 and above, as well as their families and communities. Evidence-based assessment strategies are to be practiced in a college lab and clinical setting. Electronic documentation will be used to record a comprehensive assessment and improve access to

information.

prereq: NURS 74900

coreq: NURS 75100

Hours 5 seminar, 40 clinical

Credits 1

NURS 87100 - Advanced Practice Public Health Nursing I

Analysis of the Advanced Practice Public Health Nurses (AAPHN) role in the use of technology to promote population health in order to achieve the DNP Competency Areas: Technology & Information Literacy Analysis and Quality of Practice.

prereq or coreq: NURS 77100, NURS 85000

Hours 15 seminar, 86 clinical

Credits 1

NURS 87200 - DNP in Public Health Nursing II

Analysis of the role of Advanced Practice Public Health Nurses (AAPHN) related to providing population health through partnerships and coalitions with the goal to achieve the DNP Competency Areas: Leadership in Practice, Independent Practice, and Health Delivery System.

prereq or coreq: NURS 77200, NURS 87100

Hours 15 seminar, 87 clinical

Credits 1

NURS 87300 - DNP in Public Health Nursing III

Analysis of evidence-based practice in the role of Advanced Practice Public Health Nurses (AAPHN) through community-based participatory research (CBPR), in order to achieve the DNP Competency Areas: Scientific Foundation for Practice, Healthcare Policy, and Practice Inquiry in Area Associated with Population Health.

prereq or coreq: NURS 77300, NURS 87200

Hours 15 seminar, 87 clinical

Credits 1

NURS 87400 - DNP in Public Health Nursing IV

Advanced Practice Public Health Nurses (APPHN) translate research into practice in a culturally competent manner by piloting their intervention using community-based research principles.

prereq or coreq: NURS 77300, NURS 87300

Hours 30, 15 seminar, 200 clinical

Credits 6

Graduate Certificate

Nursing Education Advanced Certificate

Specialization Coordinator: Joan Arnold, jar0004@hunter.cuny.edu

This specialization is for registered nurses who hold a master's degree in nursing from an accredited school preparing nurses for beginning positions as educators in both academic settings and in health care agencies. The 13 credit program consists of four courses, one of which is a 4 credit practicum including 135 hours of preceptored practice teaching. Graduates are eligible for to sit for certification as a Nursing Educator by the National League for Nursing.

Specialization Courses: 13 credits

NURS 70100 - Assessment, Measurement, and Evaluation in Nursing Education

Various methods of assessment and evaluation of learning will be addressed within a nursing context.

NURS 73000 - Instructional Design in Nursing Education

Examination of theoretical models and empirical factors that affect teaching-learning process in educational settings in nursing.

prereq: NURS 70000 or equivalent course

NURS 75200 - Advanced Concepts in Nursing Education

Advanced concepts in nursing education that allow for the construction of nursing education programs will be explored. Issues critical to academic and institutional education will be examined.

prereq: NURS 73000

NURS 73100 - Practicum in Nursing Education

Preceptored-supervised practicum emphasizing utilization of practice-related role of nurse educator and application of theoretical formulations in educational settings in nursing.

prereq: NURS 730

Hours 15 hrs seminar, 135 hrs practice,

Credits 4 cr

Nursing: Psychiatric Nurse Practitioner Advanced Certificate

Specialization Coordinators: Anna Acee, Kunsook Bernstein, aacee@hunter.cuny.edu, kbernst@hunter.cuny.edu

This specialization for registered nurses who hold a master's degree in nursing from an accredited school, prepares nurses to assume an advanced practice nursing role in a variety of community as well as institutional settings, in private practice, and in such fields as liaison nursing and hospice care. Faculty and preceptor supervised clinical experiences of a total of 600 clinical hours are in hospitals, private practice office, OPD, clinics, and community

settings. Graduates of the program are eligible for certification as psychiatric/mental health nurse practitioners by New York State and meet educational requirements for application to the national certification examination by the American Nurses Credentialing Center.

Advanced Practice Core: 9 credits

(May be waived)

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies.

prereq: NURS 74900

Hours 45 hrs practicum,

Credits 3 cr

Advanced Practicce Specialization Courses: 15 credits

NURS 74200 - Advanced Practice Psychiatric-Mental Health Nursing I

Exploration of mental health problems, recovery-oriented services and promotion of mental health in individuals. Students learn to provide primary mental health care for individuals experiencing a range of complex problems.

prereq: NURS 70000

prereq or coreq: NURS 70200, NURS 71700, NURS 74900, NURS 75000, NURS 75100

Hours 30 hrs lecture, 15 hrs seminar, 166 hrs clinical,

Credits 5 cr

NURS 74300 - Advanced Practice Psychiatric-Mental Health Nursing II

Exploration of mental health of families. Students learn to provide primary mental healthcare for families experiencing a range of complex problems.

prereq: NURS 742

prereq or coreq: NURS 704

Hours 30 lecture hours, 15 hrs seminar, 167 hrs clinical,

Credits 5 cr

NURS 74400 - Advanced Practice Psychiatric-Mental Health Nursing III

An exploration of contemporary mental health issues from group and community perspectives. Students learn to develop advanced practice group and community interventions that reduce risk, promote resilience, and enhance mental health.

prereq: NURS 74300

Hours 30 hrs lecture, 15 hrs seminar, 167 hrs of clinical practicum,

Credits 5 cr

Highly Recommended Elective: 3 credits

NURS 71900 - Psychopharmacology

Course provides evidence-based guidelines of pharmacology in treating mentally ill individuals. Neuro-biology and psychopharmacology theories, current clinical practice of pharmacology for major psychiatric diagnoses, and practical clinical application of relevant pharmacotherapy will be explored.

Graduate Masters

Nursing: Adult Health/Med-Surg Nursing MS

(42 Credits)

Specialization Coordinator Dr. Christine Cutugno

ccutugno@hunter.cuny.edu

The program prepares nurses to assume an advanced practice nursing role as a Clinical Nurse Specialist in a variety of health care settings, from acute care to home care. Nurses who earn this degree are preparing themselves for advanced practice positions in medical-surgical specialties within acute care or community-based nursing services.

Through course work, practicums (500 hours), and carefully selected electives, students develop expertise in such specialties as cardiovascular nursing, oncology, rehabilitation, and critical care. The advanced practicums are offered in a variety of medical-surgical specialties. Students also have an opportunity to participate in community-based programs aimed at serving a selected target population and promoting policy changes in the health care delivery system. Graduates of the program meet educational requirements for specialty certification by the American Nurses Credentialing Center (ANCC).

Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

Advanced Practice Core: 9 credits

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies.

prereq: NURS 74900

Hours 45 hrs practicum,

Credits 3 cr

Advanced Practice Specialization Courses: 15 credits

NURS 76100 - Clinical Leadership in Nursing I

Principles of leadership, teaching and learning, health communication, clinical outcomes, resource and information management, and evidence-based nursing practice are applied to promote health, decrease risk, and eliminate health disparities in specific clinical settings.

prereq: NURS 70000; NURS 70200, NURS 70400, NURS 74900

prereq or coreq: NURS 71700, NURS 75000, NURS 75100

Hours 30 hrs theory; 165 hrs clinical practicum, including 15 hrs clinical seminars,

Credits 5

NURS 76600 - Advanced Medical Surgical Nursing I

Provides specialized knowledge and clinical experience in order to implement the diverse roles of the clinical nurse specialist (CNS) in a variety of settings and with patients of different age groups.

prereq: NURS 76100

Hours 30 hours theory, 15 hours seminar, 167 hours clinical practicum

Credits 5

NURS 76700 - Advanced Medical Surgical Nursing II

Builds on specialized knowledge and clinical experience in order to implement the diverse roles of the clinical nurse specialist (CNS) in a variety of settings and with patients of different age groups.

prereq: NURS 76600

Hours 30 hours theory, 15 hours seminar, 167 hours clinical practicum

Credits 5

Electives: 6 credits

Nursing: Clinical Nurse Leader MS

(42 Credits)

Specialization Coordinator Mattia Gilmartin

mgilmar@hunter.cuny.edu

The program prepares nurses to assume a Clinical Nurse Leader™ role 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 practica for a total of 500 hours. Nurses who earn this degree are preparing themselves for practice as advanced generalists with competence in providing clinical outcomes management, care environment management, and clinical leadership for setting specific practice throughout the healthcare delivery system. Graduates of the program meet educational requirements for specialty certification by the American Association of Colleges of Nursing (AACN).

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

Advanced Practice Core: 9 credits

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies.

prereq: NURS 74900
Hours 45 hrs practicum,
Credits 3 cr

Specialization Courses: 15 credits

NURS 76100 - Clinical Leadership in Nursing I

Principles of leadership, teaching and learning, health communication, clinical outcomes, resource and information management, and evidence-based nursing practice are applied to promote health, decrease risk, and eliminate health disparities in specific clinical settings.

prereq: NURS 70000; NURS 70200, NURS 70400, NURS 74900
prereq or coreq: NURS 71700, NURS 75000, NURS 75100
Hours 30 hrs theory; 165 hrs clinical practicum, including 15 hrs clinical seminars,
Credits 5

NURS 76200 - Clinical Leadership in Nursing II

Synthesis of all aspects of leadership, care, and information management. Guided learning opportunities and clinical immersion in a unit or setting specific area; facilitates the integration of the multiple CNL functions into a professional model of CNL practice.

prereq: NURS 76100

Hours 60 hrs theory; 335 hrs clinical practicum (immersion), including 30 hrs clinical seminars

Credits 10

Electives: 6 credits

Nursing: Community/Public Health Nursing MS

(42 credits)

Specialization Coordinator: Judith Aponte, jap@hunter.cuny.edu

The program prepares nurses as advanced public health nurses to assume leadership roles in community/public 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 for a total of 500 hours. Graduates of the program meet additional requirements for specialty certification by the American Nurses Credentialing Center.

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45
Credits 3

Public Health Core Courses: 9 credits

PH 75000 - Introduction to Biostatistics

This course is designed to enable students to analyze, present and interpret population health data.

prereq: Elementary statistics or calculus or equivalent.

PH 75200 - Introduction to Epidemiology

An introduction to epidemiologic principles, methods and measures commonly used in public health. T

prereq: PH 75000

PH 75400 - Environmental Health and Safety

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation and noise hazards; hazardous substances; solid wastes; food protection; natural and human-made disasters; and specific hazards such as lead, asbestos, mold and pesticides.

Hours 3
Credits 3

Specialization Courses: 15 credits

NURS 77100 - Community/Public Health Nursing I

Analysis of how clinical specialists in community/public health nursing conduct a community health assessment and participate on multidisciplinary teams that work in partnership with culturally diverse communities.

prereq: NURS 700, PH 700

prereq or coreq: NURS 702, NURS 749

Hours 30 hrs theory, 166 hrs practicum, 15 hrs seminar,

Credits 5 cr

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100

prereq or coreq: NURS 70400

*Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,
Credits 5 cr*

NURS 77300 - Community/Public Health Nursing III

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

*prereq: NURS 772
Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,
Credits 5 cr*

Electives: 6 credits

Nursing: Community/Public Health Nursing/Urban Public Health MS/MPH Dual Degree

57 credits

Specialization Coordinator: Judith Aponte, jap@hunter.cuny.edu

The program prepares nurses as advanced public health nurses to assume leadership roles in community/public 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 for a total of 500 hours. Students who select the dual degree option attain additional knowledge of public health sciences with the option of either environmental and occupational health or community health education. Graduates of the program meet educational requirements for specialty certification by the American Nurses Credentialing Center.

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

*Hours 45
Credits 3*

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

*prereq: NURS 70000, undergraduate statistics, undergraduate research course
Hours 45
Credits 3*

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

Advanced Practice Core: 9 credits

PH 75000 - Introduction to Biostatistics

This course is designed to enable students to analyze, present and interpret population health data.

prereq: Elementary statistics or calculus or equivalent.

PH 75200 - Introduction to Epidemiology

An introduction to epidemiologic principles, methods and measures commonly used in public health. T

prereq: PH 75000

PH 75400 - Environmental Health and Safety

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation and noise hazards; hazardous substances; solid wastes; food protection; natural and human-made disasters; and specific hazards such as lead, asbestos, mold and pesticides.

Hours 3

Credits 3

Specialization Courses: 15 credits

NURS 77100 - Community/Public Health Nursing I

Analysis of how clinical specialists in community/public health nursing conduct a community health assessment and participate on multidisciplinary teams that work in partnership with culturally diverse communities.

prereq: NURS 700, PH 700

prereq or coreq: NURS 702, NURS 749

*Hours 30 hrs theory, 166 hrs practicum, 15 hrs seminar,
Credits 5 cr*

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100

prereq or coreq: NURS 70400

*Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,
Credits 5 cr*

NURS 77300 - Community/Public Health Nursing III

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772

*Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,
Credits 5 cr*

Public Health Core Courses: 9 credits

PH 75500 - Urban Health and Society

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.

*Hours 3
Credits 3*

PH 75600 - Public Health and Health Care Policy and Management

This course examines the organization, delivery and financing of health care in the United States with an understanding of the health policy-making process and a focus on issues related to the management of public health agencies.

*Hours 3
Credits 3*

Choice of:

Community Health Education Courses: 9 credits

COMHE 75100 - Community Health Interventions

An introduction to community-level interventions as explained by theories of individual, organizational and community change from the disciplines of psychology, sociology and health education.

prereq: PH 75500, COMHE 75000

Credits 3

COMHE 75300 - Health Program Planning and Funding

This course will engage students in identifying or designing a health program, finding funding sources, and developing a proposal covering program need, program objectives, a management and quality assurance plan, preliminary work, evaluation, budget, and a plan for funding support.

prereq: completion of 15 cr incl PH 75000 or 75100, PH 75500 and either COMHE 75000, COMHE 75100, COMHE 75200 or COMHE 75000 and NUTR 71000 or NURS 77100, COMHE 75100 and COMHE 75200.

Credits 3 cr

COMHE 75200 - Community Organizing and Development for Health

Prepares students to work in communities by presenting the theory and practice of organizing for social justice, skills for promoting leadership development within communities, and the tools to create and sustain healthy organizations.

prereq: PH 75500, COMHE 75000, COMHE 75100

Credits 3

-or-

Environmental and Occupational Health Sciences Courses: 9 credits

EOHS 70200 - 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.

Credits 3

EOHS 75700 - Principles of Industrial Hygiene

Recognition, evaluation, and control of industrial hazards due to chemical and physical agents. Topics include occupational health standards, regulatory agency activities, effects of contaminants on human health, sampling and control of hazards, current issues.

prereq: EOHS 70200 and 70500

Credits 3

EOHS 75400 - Environment and Occupational Toxicology

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.

prereq: PH 75400 and EOHS 70500

Credits 3

Electives: 3 credits

Nursing: Gerontological/Adult Health Nurse Practitioner Program MS

42 credits

Specialization Coordinator: Steven Baumann, sbaumann@hunter.cuny.edu

This specialization prepares nurses to assume a leadership role in primary care for adults and older adults in the community and in a variety of health care settings. Students learn to apply select theories and research in 735 hours of preceptored practicums. Graduates of the program will be eligible for certification as adult nurse practitioners and gerontological nurse practitioners by the New York State Education Department and by the American Nurses Credentialing Center after passing the national certification examination.

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

Advanced Practice Core: 9 credits

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies.

prereq: NURS 74900

Hours 45 hrs practicum,

Credits 3 cr

Specialization Courses: 18 credits

NURS 75500 - Primary Care Nursing I

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are introduced.

prereq: NURS 70000, NURS 70200, NURS 71700, NURS 74900, NURS 75100

prereq or coreq: NURS 75000

Hours 30 hrs. theory, 15 hrs seminar, 210 hrs practicum

Credits 5 cr

NURS 75700 - Primary Care Nursing II

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are developed.

prereq: NURS 75500

prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 210 hrs practicum,

Credits 5

NURS 76800 - Primary Care Nursing III

Theories, research and strategies for primary care nursing of adolescent, adult, and older adults with complex multisystem health problems are analyzed and applied; role expectations of nurse practitioners are synthesized. Capstone project is finalized.

prereq: NURS 75700

Hours 30 hrs theory, 15 hrs seminar, 210 hrs practicum,

Credits 5 cr

NURS 76900 - Gerontological Nurse Practitioner Practicum

Preceptored practicum in gerontological nurse practitioner practice with seminar discussion of current theories, research and strategies for primary care of older adults with complex multisystem health problems are analyzed and applied.

coreq: NURS 755

Hours 15 hrs seminar, 105 hrs practicum,

Credits 3 cr

Electives: 3 credits

Select courses such as NURS 75400 - Psychosocial Behavioral Patterns of Older Adults

Nursing: Nursing Administration/Public Administration MS/MPA Dual Degree with Baruch College

57 credits

Specialization Coordinator: David Keepnews, dkeepnew@hunter.cuny.edu

This specialization prepares nurses to assume positions of leadership in nursing in a variety of health care settings, systems and agencies. The program emphasizes multidisciplinary approaches to management and policy in nursing and health care including practicum experiences (500

hours). Graduates of the program meet the educational requirements for specialty certification by the American Nurses Credentialing Center.

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

Advanced Core Courses: 18 credits

PAF 91000 - Introduction to Public Affairs

Systematic study of the institutions Americans have developed to pursue the public interest; government, markets, nonprofit organizations, the family. Overview of political economy, institutions, and culture; the policy process; role of values and ethics.

PAF 91720 - Applying Information, Research, and Analysis II

This course is the second in a two-course sequence that provides an introduction to research and analytical methods as applied to public policy and management. Students will develop expertise as consumers of research findings and learn methods for designing and conducting research.

PAF 91200 - Managing Organizations in the Public and Not-for-Profit Sectors

Fundamental concepts and techniques for managing government and not-for-profit agencies, including schools. This course focuses on structural models, individual behavior, including group dynamics and leadership, and political and cultural frameworks. Questions of effectiveness, responsibility, and professional relations are considered.

PAF 91300 - Economic Analysis and Public Policy

Introduction to concepts and analytic tools necessary to economic examination of individual and firm behavior; analysis of causes and consequences of public sector intervention in the economy.

PAF 91400 - Budgeting, Accounting and Financial Analysis

Introduction to budgeting, accounting and financial analysis. Overview of the context of budgeting in the government decision process and analysis of the fiscal cycle through budget development, implementation, and review. Incorporates basic accounting concepts and information presentation and retrieval skills.

PAF 91030 - Communication in Public Settings

Introduces students to communication in public settings and provides extensive opportunities for practice with basic written and oral forms. Interrelationships among communicative activities and organizational goals. Internal and external messages are given equal weight. Argumentative structures necessary for constructing sound policy and persuasive techniques relevant to funding, regulation, client, and public constituencies. Topics will vary somewhat from semester to semester depending on the instructor's and students' interests. The course follows a workshop/laboratory format with intensive attention to student work as a fulcrum for the application of theory and refinement of skills.

Specialization Courses: 15 credits

NURS 73500 - Leadership and Management in Health Care I

Analyses of how nurse leaders and other health professionals in integrated managed care networks and community-based organizations understand and apply leadership and management theories and principles.

prereq: NURS 70000, NURS 70200, NURS 74900

coreq: PAF 91000, PAF 91030

Hours 30 hours theory, 15 hours seminar, 166 hours practicum,

Credits 5 cr

NURS 74000 - Leadership and Management in Health Care II

Analysis of how nurse leaders and other professional in health care agencies interact at local, regional, and national levels, conduct policy assessment, identify health needs of culturally diverse aggregates, and develop culturally focused policies and programs to address the needs.

prereq: NURS 70400, NURS 73500, PAF 91200, PAF 91720

coreq: PAF 91400, PAF 91300

Hours 30 hours theory, 15 hours seminar, 167 hours practicum,

Credits 5 cr

NURS 74500 - Capstone Seminar for the MS/MPA in Nursing Administration

An integrative experience in the field of public affairs as it relates to health care generally and nursing specifically. Students will prepare a professional work in policy analysis or an organizational assessment.

Cross-listed (Cross-listed with PAF 97930)

prereq: NURS 74000

Hours 30 hours theory, 15 hours seminar, 167 hours practicum,

Credits 5 cr

Nursing Electives: 3 credits

Public Affairs Electives: 9 credits

PAF 91700 - Research and Analysis I

The first course in a two-course sequence (the second course is PAF 91720) that provides an introduction to research and analytical methods as applied to public policy and management. Students will develop expertise as consumers of research findings and learn methods for designing and conducting research. This first course provides an introduction to data analysis and statistical inference, with an emphasis on policy and management applications. Topics include graphing and numerical summaries, normal distributions, descriptive correlation and regression, basic probability and sampling distributions, confidence intervals, significance tests, chi-square tests, and inference for regression. Students learn these techniques through hands-on work with real data and statistical software.

Plus two additional electives, including (for example)

PAF 91800 - Policy Analysis

Overview of the use of analytic techniques in solving public sector problems and designing government programs. Topics include agenda setting, approaches to problem solving, the role of values in policy making and policy analysis, policy-relevant data collection and analysis, principles of benefit-cost analysis, techniques of policy analysis (e.g., queuing, simulations, formal modeling), strategies for policy adoption and implementation, and the politics of policy analysis.

Hours 2 hours plus conference

Credits 3

PAF 97350 - Health Politics and Policymaking

This course examines the evolution of the major governmental programs involved with health insurance and health care in the United States. The goal is an understanding of the political dynamics that lead to successes and failures in health policymaking, and the development of strategies that can be used by governmental and non-governmental actors to accomplish policy change.

Hours 3

Credits 3

PAF 91230 - Program Evaluation

Examination of the process and techniques of program evaluation and the assessment of effectiveness of public sector policies. Various performance assessment criteria, problems of evaluation research, and the politics of program evaluation are reviewed.

Hours 2 hours plus conference

Credits 3

Nursing: Psychiatric Nurse Practitioner MS

42 credits

Specialization Coordinators: Anna Acee/Kunsook Bernstein, aacee@hunter.cuny.edu, kbernst@hunter.cuny.edu

This specialization prepares nurses to assume an independent and autonomous role in psychiatric nursing and primary care for the mentally ill population in the community and in a variety of health care settings. 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. Specialization courses provide advanced nursing content and guided learning experiences in a variety of settings and roles completing a total of 600 clinical hours. Graduates of the program are eligible for certification as psychiatric/mental health nurse practitioners by New York State Education Department, and meet educational requirements for specialty certification by the American Nurses Credentialing Center.

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

Advanced Practice Core: 9 credits

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies.

prereq: NURS 74900

Hours 45 hrs practicum,

Credits 3 cr

Specialization Courses: 15 credits

NURS 74200 - Advanced Practice Psychiatric-Mental Health Nursing I

Exploration of mental health problems, recovery-oriented services and promotion of mental health in individuals. Students learn to provide primary mental health care for individuals experiencing a range of complex problems.

prereq: NURS 70000

prereq or coreq: NURS 70200, NURS 71700, NURS 74900, NURS 75000, NURS 75100

Hours 30 hrs lecture, 15 hrs seminar, 166 hrs clinical,

Credits 5 cr

NURS 74300 - Advanced Practice Psychiatric-Mental Health Nursing II

Exploration of mental health of families. Students learn to provide primary mental healthcare for families experiencing a range of complex problems.

prereq: NURS 742

prereq or coreq: NURS 704

Hours 30 lecture hours, 15 hrs seminar, 167 hrs clinical,

Credits 5 cr

NURS 74400 - Advanced Practice Psychiatric-Mental Health Nursing III

An exploration of contemporary mental health issues from group and community perspectives. Students learn to develop advanced practice group and community interventions that reduce risk, promote resilience, and enhance mental health.

prereq: NURS 74300

Hours 30 hrs lecture, 15 hrs seminar, 167 hrs of clinical practicum,

Credits 5 cr

Electives: 6 credits

Selections may be from graduate offerings in nursing, health science or other disciplines as applicable.

Highly recommended elective 3 credits

NURS 71900 - Psychopharmacology

Course provides evidence-based guidelines of pharmacology in treating mentally ill individuals. Neuro-biology and psychopharmacology theories, current clinical practice of pharmacology for major psychiatric diagnoses, and practical clinical application of relevant pharmacotherapy will be explored.

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Catalog Home

Hunter College of The City University of New York

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We want to make you aware of the features and tools for both current and prospective students in the new online catalog that were not previously available.

- Completely searchable by using the keyword function
- All program/course descriptions are printable.

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Silberman School of Social Work

Silberman School of Social Work

About the School

The Hunter College School of Social Work, founded in 1956, is the largest and oldest public graduate school of social work in New York City. The School's mission is to promote excellence in social work practice by preparing knowledgeable, ethical, and highly competent social work leaders for a variety of professional roles and settings. Our pedagogy, scholarship, and service reflect social work's historic commitment to human rights, cultural complexity, and social and economic justice. Commensurate with the missions of our host institutions, the School promotes community-engaged and practice-based scholarship that pursues policy and practice solutions to real world problems, thereby reinforcing the strengths of people and the communities in which they live, in New York and other major urban areas.

The School of Social Work is fully accredited by the Council on Social Work Education.

The Building and Its Uses

The School is located in a new state-of-the-art building designed specifically to meet its needs in the community of East Harlem. The School was renamed the Lois V. and Samuel J. Silberman School of Social Work in honor of its benefactors, Lois and Samuel Silberman. The new building includes a well resourced and beautiful library, community meeting spaces, four computer labs with extensive software, state-of-the art classrooms and an art gallery. In addition, the building has both an interior courtyard garden and a large terrace. A café will be located in the building as well. The CUNY School of Public Health, Centro, and Brookdale Center on Healthy Aging and Longevity are co-located in the building. In addition to resources in the School of Social Work building, there are extensive resources at the main campus of Hunter College (East 68th St. and Lexington Ave.), the Graduate Center and the other units of the City University of New York (CUNY).

Programs and Courses

Social Work Programs and Courses

Administration and Faculty

Silberman School of Social Work at Hunter College
2180 Third Avenue, New York, NY 10035

General Information: (212) 396-7500

Office of the Dean: (212) 396-7600

E-mail: ssw.office@hunter.cuny.edu

Website: www.hunter.cuny.edu/socwork/

Admissions Office: (212) 396-7886

E-mail: grad.socworkadvisor@hunter.cuny.edu

Dean

Jacqueline B. Mondros

Associate Dean for Academic and Faculty Affairs

Andrea M. Savage

Associate Dean for Scholarship and Research

Dan Herman

Assistant to the Dean

Carmela Piazza

Acting Director of Field Education

Inez Rivera-Pena

Director of Enrollment Management

Nireata Seals

Assistant Dean for Student Affairs

Glynn Rudich

Doctoral Program Executive Officer

Harriet Goodman

Faculty

Miriam Abramovitz, Bertha Capen Reynolds Professor; DSW, Columbia; Social Welfare Policy, Women's Issues, Activism among Low Income Women

Robert Abramovitz, Distinguished Lecturer; MD, Wayne State, PhD, Yale; Child Trauma; Children's Mental Health and Development

Samuel R. Aymer, Assistant Professor; PhD, NYU; Clinical Practice; Family Violence and Urban Adolescent Males; Intimate Partner Abuse

James A. Blackburn, Professor; PhD, Wisconsin-Madison; Gerontology; Human Development across the Life-Span; Organization Management

Martha Bragin, Associate Professor; PhD, NYU; Psychosocial Re-integration of Populations Affected by Armed Conflict; Disaster and Community Violence; International Social Work, Child Welfare

Stephen Burghardt, Professor; PhD, Michigan; Community Organizing; Community Building & Social Capital Formation; Anti-Oppressive and Restorative Social Work Practice; Models of Transformative Leadership; Child Welfare

Mary M. Cavanaugh, Associate Professor; PhD, Pennsylvania; Intimate Partner Violence; Prevention for Males at Risk for Violence; Mental Health

Irene Chung, Associate Professor; PhD, NYU; Cross Cultural Clinical Practice; Mental Health; Asian Immigrant Mental Health

Elizabeth Ann Danto, Professor; PhD, NYU; Socio-Cultural History, Psychoanalysis; Post-Modern Approaches to Social Work

Anthony DeJesus, Assistant Professor; EdD, Harvard; Immigration, Dominican Families in the United States; School-Based Social Work; Childhood Development Disorders, e.g. Autism Spectrum Disorders

Patricia L. Dempsey, Associate Professor; DSW, International University for Graduate Studies; Child Welfare Policy, Practice and Program Development; Adolescent Sexuality; Clinical Practice with Urban Youth and Families

Sarah-Jane (SJ) Dodd, Associate Professor; PhD, Southern California; Social Welfare Policy; Ethics; LGBT Issues

Ilze Earner, Associate Professor; PhD, Columbia; Child Welfare, Immigrants, Cultural Competency

Irwin Epstein, Helen Rehr Professor of Applied Research; PhD, Columbia; Practice-Research Integration; Clinical Data-Mining; Program Evaluation, Social Work Professionalization

Michael Fabricant, Professor; PhD, Brandeis; Political Economy and Culture of Non-Profit Organizations; Homelessness; Community and Labor Organizing; Urban Public Organization

Kristin M. Ferguson-Colvin, Associate Professor; PhD, University of Texas at Arlington/Autonomous University of Nuevo Leon; Homeless and Street-living Youths; Vocational Intervention Development with Homeless Youths; Social Enterprises; International Social Work and Social Development; Social Capital

Daniel S. Gardner, Associate Professor; PhD, Columbia; Families and Older Adults; Practice and Policy in Health and Mental Health; Palliative and End-of-Life Care

Caroline Rosenthal Gelman, Associate Professor; PhD, Smith; Latino Older Adults and Caregivers; Use of Technology in Pedagogy

Nancy Giunta, Assistant Professor; PhD, UC Berkeley; Community Organization; Older Adults

Manny Gonzalez, Associate Professor; DSW, Adelphi; Clinical Practice; Children's and Adult Mental Health; Psycho-Social Treatment of Urban Children and Adolescents; Health and Mental Health of Hispanics

Harriet Goodman, Associate Professor; DSW, CUNY; Social Group Work; Evidenced-Based Practice; Criminal Justice; Child Welfare; Teaching through Technology

Bernadette Hadden, Assistant Professor; PhD, Columbia; HIV/AIDS, Cognitive-Behavioral Skills-Building Group-Based HIV Prevention; Health and Mental Health; the Elderly

Dan Herman, Professor and Associate Dean for Scholarship and Research; PdD, Columbia; Mental Health Services Research; Intervention Research; Severe Mental Illness; Homelessness

Paul A. Kurzman, Professor; PhD, NYU; Occupational Social Work Policy and Practice; Professional Ethics and Risk-Management; Licensure; Organizational Theory; Management and Administration

Kenny Kwong, Assistant Professor; PhD, CUNY; Health Disparities; Culture, Immigration, Health and Mental Health Practices in the Asian American Community; Capacity Building, Asset-Mapping and Community Collaboration

Marina Lalayants, Assistant Professor; PhD, CUNY; International Social Work and Social Policy; Organization Management and Leadership; Program Evaluation

Michael A. Lewis, Associate Professor; PhD, CUNY; Social Policy; Quantitative Methods

Annette M. Mahoney, Assistant Professor; DSW, CUNY; Survivors of Trauma; Caribbean Immigrant Adolescents and Families; Incarcerated Women

Gary Mallon, Professor; DSW, CUNY; Child Welfare Policy and Practice; Practice with LGBT Populations; Animal-Assisted Therapy

Terry Mizrahi, Professor; PhD, Virginia Commonwealth; Community Organizing and Development; Health Policy and Services; Collaborations and Coalition-Building

Jacqueline B. Mondros, Professor and Dean; DSW, Pennsylvania; Urban Neighborhoods; Social Work Pedagogy, Social Work Leadership

Carmen Morano, Associate Professor; PhD, Florida International; Alzheimer's Disease Caregivers; Aging in the Urban Environment; Social Work Interventions for Older Adults with Chronic Health Conditions

George Patterson, Associate Professor; PhD, SUNY-Buffalo; Police Social Work; Criminal Justice; Cognitive and Behavioral Coping Strategies

Ana Paulino, Associate Professor; EdD, Columbia; Clinical Practice; School-Based Social Work; Immigration; Children, Youth and Families; Childhood Developmental Disorders, e.g. Autism Spectrum Disorders

Juan B. Pena, Associate Professor; PhD, Columbia University; Global Health and Mental Health; Adolescent Health and Mental Health; Health and Mental Health of Immigrants; Suicide

Jonathan D. Prince, Assistant Professor; PhD, UC Berkeley; Mental Health; Older Adults

Judith Rosenberger, Professor; PhD, Michigan; Development, Psychopathology, Psychodynamics; Brief Treatment

Anthony Sainz, Associate Professor; DSW, Columbia; Spirituality and Healing; Substance Abuse; Cross-Cultural Practice and Research

Andrea Savage, Associate Professor and Associate Dean for Academic and Faculty Affairs; PhD, Michigan; Human Service Organizations; Substance Abusing Women, Trauma and Co-Occurring Disorders

Roger J. Sherwood, Associate Professor; DSW, Columbia; Trauma and Post Traumatic Stress Disorder; Veterans and PTSD; Addictions and Recovery

Willie F. Tolliver, Associate Professor; DSW, CUNY; Human Diversity and Cultural Competence; Anti-Oppressive and Restorative Practice; Leadership Development; Spirituality

Deborah L. Tolman, Professor; EdD, Harvard; Adolescent Sexuality; Gender Development; Gender Equity; Research Methods

Roderick J. Watts, Professor PhD, Maryland; Sociopolitical development and activism, manhood development; Psychoeducational interventions; Social identity; Qualitative/action research methodology

IMPORTANT: Please check the Hunter College School of Social Work website: www.hunter.cuny.edu/socwork and registration materials for up-to-date information on course offerings.

Post-Graduate Certificate Programs in Social Work

The Silberman School of Social Work at Hunter College offers post-graduate certificate programs designed for MSW's seeking to further their education in an area of interest to them, who wish to remain current in the field or who want to become certified within a specific area of study. Generally these programs are not part of any academic degree-granting program and do not carry academic credit. For detailed information see the program descriptions at www.hunter.cuny.edu/socwork/programs/post-masters-programs.html. Each program has separate criteria for admission.

In addition to these programs the School has launched **Center for Advanced Clinical Education**. This program is home base for a variety of classes, conferences, and other special events that address specific issues of current focus in clinical social work. The specific offerings change regularly and are responsive to both individual practitioners and agency training needs. Teleconferencing is available for distance as well as classroom learning. Upcoming offerings will be posted on the Silberman School of Social Work at Hunter College website.

Some classes within this Center satisfy the additional clinical education credit needs of those LMSW social workers who are seeking eligibility for the LCSW. These classes will be identified as such on the website, along with specific contact information.

Advanced Clinical Social Work: Individual and Family Treatment

This certificate program is designed to meet the needs of LMSWs and LCSWs who want to deepen their clinical practice knowledge for work in a variety of social work settings. The Post Master's Certificate Program in Advanced Clinical Practice is a one year program intended to provide continuing education to clinical practitioners working in multi-cultural urban settings. Collaboratively designed by social work educator-clinicians based in the university and the community, it reflects a commitment to the shared responsibility of the academic and practice sectors of the social work profession for continuing education.

It is designed to deepen skills for clinical social work practice with individuals and families through focusing on the integration of theory and practice. Course content includes assessment and diagnosis, treatment approaches, and trauma interventions through a developmental lens with an emphasis on the role of social-cultural factors. An integrative case seminar takes place during both semesters and includes group discussion, role play, observation and application of treatment strategies.

All courses are taught by instructors experienced in agency-based social work. This course takes place on Thursday evenings from 6 to 9 pm. For further information or application, please call 212-396-7610.

Social Work Administration

The Post Master's Certificate Program in Social Work Administration is given in conjunction with the Harold Weissman Center for the Study of Social Administration. This program was developed in response to a growing interest in raising the standards of administrative practice in the social welfare field and reflects a belief that management is rooted in the values and principles of social work practice. The program includes course work on supervision, strategic planning, non-profit financial management, program evaluation, policy analysis, fundraising and grant writing. All courses involve a practice component, and all faculty members are practicing managers.

For further information or application, please call 212-396-7588.

Social Welfare PhD at the Graduate Center

Doctor of Philosophy

The PhD program in Social Welfare of the Graduate Center of City University of New York was established in 1973. The Graduate Center offers this doctoral program in social welfare at the Silberman School of Social Work. The PhD program draws the majority of its 22-member doctoral faculty from the Hunter College MSW program. For further information, go to: <http://web.gc.cuny.edu/Socialwelfare/>

Requests for applications should be addressed to:

Admissions Office
The Graduate Center
The City University of New York
365 Fifth Avenue
New York, NY 10016

**Specific inquiries about program details
should be addressed to:**

The Executive Officer
PhD Program in Social Welfare
Silberman School of Social Work at Hunter College
2180 Third Avenue
New York, New York 10035

Social Work - MSW

The MSW curriculum reflects a commitment to social justice, diversity and practice in the urban environment. The school offers several program tracks leading to the master of social work (MSW) degree. These include the full-time Two-Year, the One-Year Residency (work study), the Accelerated Program, the Advanced Standing Program for those possessing a BSW, and the Dual Degree program with the Bank Street College of Education.

The social work curriculum is designed to assure that graduates master the core competencies and practice behaviors identified as essential for all social workers by the Council on Social Work Education, our accrediting body. The curriculum assures that students also acquire advanced practice behaviors in their practice concentration and a field of practice. Please see http://www.hunter.cuny.edu/socwork/download/Competencies_and_Practice_Behaviors.pdf for a listing of these competencies and advanced practice behaviors.

The curriculum includes courses in human behavior and the social environment, social welfare policy and services, social work research, social work practice, including four practice concentrations: clinical practice with individuals and families; group work; community organizing, planning and development; organizational management and leadership. In addition to course work, all students are expected to complete at least one field practicum that is an internship in an approved field agency. All two year program students and accelerated full time students are expected to have two fieldwork placements of two semesters each, which involve three days per week in a field agency. Students accepted into the work-study program (OYR) complete only one year of fieldwork with four day per week assignments. All students enroll in a year long Social Work Practice Learning Lab. All students are required to take three courses in one of four practice concentrations. The field practicum must be taken concurrently with a practice course. In addition, students must select advanced courses which focus on a field of practice: a specific social problem, population or institutional auspice. The fields of practice offered are: children, youth and families; gerontology; world of work; health and mental health; global social work and practice with immigrants and refugees. Elective courses in these areas and in specialized skills and problem areas such as family treatment, treatment of trauma, and substance abuse are also offered.

Admission Requirements

Successful performance in graduate social work education requires emotional maturity and stability, interest in working with people and readiness to assume professional responsibilities. The applicant's knowledge of professional social work and/or experience in social work settings is an important consideration for admission. The criteria for admission are as follows:

- Applicants must hold a bachelor's degree from an accredited college or university. Undergraduate preparation should demonstrate a liberal arts background and intellectual capacity for graduate study.
- Records of international students require special evaluation and should be submitted as early as possible. All applicants whose prior language of instruction was not English are required to take the TOEFL and achieve a minimum score of 213; 80 IBT (internet-based test).
- Good undergraduate preparation along with tested understanding of the profession gained through voluntary, internship and/or paid experience are the keys to a successful application for admission.
- Advanced Standing applicants, in addition, must have an overall GPA of 3.0 and GPA of 3.2 in the social work major and must have received the BSW degree within the last 5 years. Advanced Standing students must submit Core Competency forms from their faculty advisor and senior placement field instructor which rate the applicant on the core (foundational) practice behaviors identified by SSSW.
- One Year Residency (OYR) applicants, in addition, must have a minimum of two years full time work experience as a social service worker or supervisor of social service workers. OYR applicants must provide a letter from their agency executive documenting full time employment, and the Agency Executive Agreement Form which commits the agency to provide schedule flexibility for the student for classes and to collaborate with the school to develop meaningful learning assignments as part of the student's work assignment. The agency also commits to provide the student with a new field instructor during Time Frame II, the residency year.
- All applicants must submit an application, transcripts from all previous academic study, three professional letters of reference, and application fees. 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. Applications for admission into the MSW program must be submitted online.

Applicants may be required to participate in a group discussion as part of the admissions process.

For further information on admissions, e-mail admissions:grad.socworkadvisor@hunter.cuny.edu or swapp@hunter.cuny.edu or see the School's website at www.hunter.cuny.edu/socwork

Transfer

Up to 12 non-matriculated credits of graduate social work courses, with a grade of B or better, completed within five years of MSW degree completion may be transferred from a social work program accredited by the Council on Social Work Education.

Students must complete a **Transfer of Credit Form** and supply a course description and syllabus for each course for which they are requesting transfer credit. Once all the documentation has been collected, the packet should be sent to the Admissions Office (for new students) or to the Student Affairs Office (for continuing students). The associate dean for academic and faculty affairs reviews all requests for transfer of credit. The maximum number of transfer credits is waived in the cases of applicants who apply and enter the program as transfer students. Once an applicant is accepted into the program and their documentation packet is collected, their transfer credits will be assessed, a course of study outlined, and the credits added to your Hunter College transcript as appropriate. Unfortunately, no academic credit can be given for life experience or previous work experience.

Professional Liability Insurance

As a condition of registration for fieldwork, students must have professional liability insurance. Professional liability insurance is provided through a school group policy, and payment for this policy is made at the time of registration. Cost of liability insurance does not exceed \$20 per year. Fieldwork agencies may also require that students undergo a background check and pay for fingerprinting. The cost of fingerprinting varies.

MSW Degree Program

Degree Requirements

All students in the MSW Program must complete 60 credits composed of 16 three-credit courses and a requirement for a field practicum designed to ensure that students master the core (foundation) and advanced practice behaviors. The curriculum is organized into content areas; each area includes one to three courses required for degree completion. These areas are:

- Human Behavior and the Social Environment
- Social Welfare Policy and Services
- Social Work Ways of Knowing and Communicating
- Social Work Practice Learning Lab
- Research
- Practice Methods
- Professional Seminar
- Field Education

All work must be completed within a five-year period with grades of "Credit" or "Honors".

Degree Program Tracks

Two-Year Full-time Program

The two-year full-time program is for qualified students who can 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, for two academic years.

One-Year Residence (OYR) Work-Study Program

The one-year residence (OYR) program is a work-study program designed to provide graduate social work education for experienced students whose personal responsibilities make the two year full-time program impractical. In this work-study model of social work education, the student's field work requirements are met at the agency of employment. As a result, the student is able to remain employed while earning MSW degree credits through all phases of the program until completion of the degree.

At the time of application OYR applicants must have completed at least two years of full-time employment in a recognized social welfare organization or agency and their current social welfare employer must agree to sponsor them. Sponsorship requires the agency to agree to provide the student with an educationally sound field work assignment.

The field placement could expand on the student's current work assignment, incorporating new opportunities for learning in a social work capacity: for example, the addition of new cases, groups or projects. The agency must also provide a field instructor who is a licensed social worker as well as flexible scheduling for the student to attend classes during the residency year.

The program is organized around three "time frames," which include both part-time and full-time study. In total, in the standard OYR program students enroll in course work for five semesters and two summers. Students are permitted to take up to 30 hours of course work on a part-time basis while remaining in full-time employment. The program offers opportunity for acceleration for students who are in good academic standing.

Time Frame I is completed in evening or day classes over two semesters and one summer. Most students complete the first time frame in one year, earning 21 credits.

Time Frame II, also known as the "residency" year, occurs during the second year of matriculation. Students enroll in three courses while completing their single 900 hour field work requirement in their chosen method of practice. The requirement for a single practicum is based on the student's prior knowledge of social service organizations and the delivery of social services on a pre-professional level. The practicum requirement can be completed in four days a week (28 hours per week) during the fall and spring including January when classes may not be in session or three days a week in fall, spring, and summer. Students can take classes all on one day during the day, late afternoon and evening and/or Saturday.

Time Frame III represents the culmination of course work requirements. Classes are held in the evening.

The Accelerated OYR program takes 24 months to complete. Students enter in the spring and complete Time Frame I with intensive study in the evenings during spring and summer. Time Frame II is essentially the same as in the standard OYR program (see above) with additional study required in the winter session. Students complete their remaining requirements in their second summer and the following fall. Because of its acceleration, this program is intense and requires a significant commitment of time and energy.

Accelerated Full-Time and Accelerated OYR Programs

The Accelerated Programs are designed for outstanding students prepared to participate in an intensive, year-round learning experience beginning in January. The Accelerated Program option is available only to those students wishing to specialize in Clinical Practice with Individuals and Families. Full-time students complete the program in three semesters plus two summers of study. Availability for class in the afternoon and evening during the first semester and summer of enrollment is essential. These students are assigned field placements and complete their first year requirements by the end of the summer in their first 8 months of enrollment. They start their third semester in the fall and graduate in the following August.

Students who are already working in the human service field and meet the entry criteria for the One-Year Residency Program described above, complete the program in four semesters and two summers of study. They enter the Accelerated OYR program beginning with evening study in January through the summer and complete their Time Frame II studies in the following fall and spring. They are eligible to graduate in their second summer or the following December. Winter session study is also required.

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 students either begin in the summer and continue through the following academic year of full-time study or start in the fall and complete their work the following summer..

Dual Degree Program: Silberman School of Social Work at Hunter College 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 curriculum design incorporates theoretical and practice aspects of each degree into a cohesive educational and professional program. Applicants apply to each institution separately. The program requirements satisfy the accreditation standards for each degree.

In the first two years, students attend the two institutions sequentially, pursuing an intensive program at each of them. In the third year, students move between 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.

Program for Non-matriculated Students

The School has learning opportunities for both pre- and post-masters students. Taking courses as a non-matriculated 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 nine credits is allowed and may be credited toward the degree upon matriculation. Only one course may be taken per semester.

Those students who already have completed their MSW may seek additional clinical learning to meet licensing requirements. Such students should contact the Associate Dean for Academic and Faculty Affairs at ssw.office@hunter.cuny.edu.

Inquiries for pre-masters non-matriculation should be directed to the Admissions Office at the main campus (68th Street) of Hunter College. See <http://www.hunter.cuny.edu/graduateadmissions>.

Field Practicum

The Silberman 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 members 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. Approval criteria include field learning opportunities and availability of qualified agency-based field instructors. Students are expected to follow agency policies, including conducting home visits.

MSW Curriculum

The School of Social Work holds that social work education must integrate core social work values and knowledge with practical application in the field. Professional, academic and field learning experiences must satisfy the highest standards of excellence. The curriculum is designed to instill a sense of respect for human integrity, a concern for social conditions and a commitment to service within the value system of the profession.

The curriculum is developed according to the standards of the Commission on Accreditation of the Council on Social Work Education. Copies of these standards and the Educational Policy Statement are available in the reserve section of the Social Work Library, and in the office of the dean. These are also available online at

<http://www.cswe.org/File.aspx?id=13780>. Consistent with CSWE standards our curriculum is designed to assure that graduates master the core competencies and practice behaviors identified as essential for all social workers. The curriculum assures that students also acquire advanced practice behaviors in their practice concentration and a field of practice. Please see http://www.hunter.cuny.edu/socwork/download/Competencies_and_Practice_Behaviors.pdf for a listing of these competencies and advanced practice behaviors.

The orienting knowledge courses at the core of the curriculum are related to human needs, particularly to the problems of the more vulnerable and disadvantaged populations of New York City. The required courses, electives and majors are all constructed to teach the social work approach to meeting the needs of society.

In addition to courses offered for credit, the school provides workshops on topics such as child abuse and neglect, cultural diversity, ethics, and government benefits, as required by the New York State Department of Education, Division of Professional Licensing. Course work is augmented and reinforced by the all-important field practicum. Agencies and service organizations in the various areas of social work practice, with their qualified agency supervisors and field instructors, provide the vital training and experience for students. The curriculum is organized into five professional curriculum areas and five fields of practice that reflect human needs and values and their associated social institutions and services. The curriculum includes foundation and advanced courses in:

Human Behavior and the Social Environment
Social Welfare Policy and Services
Social Work Ways of Knowing and Communicating
Practice including Social Work Practice Learning Lab
Practice Method Concentrations
Social Work Research
Professional Seminar
Field Education

Human Behavior and the Social Environment

This three-course sequence SSW 71100 SSW 71200 SSW 71300 and its related electives address the person-in-situation matrix with a specific focus of attention on issues of diversity (culture, class, ethnicity, race, age, sexual orientation, spirituality, ability, and gender). Stages of development across the life span define one axis, while critical contexts (individual, family, function and role-based groups, communities, organizations, and society) define the other axis of environmental forces that may impinge on social functioning.

Social Welfare Policy and Services

This two-course sequence SSW 70100 and one course in the 70200 series explores the history, planning, intent and operations of the US social welfare system. The courses identify key ideological frameworks that shape the current public debates over social welfare policy, analyze the structure of the social welfare system, and explore issues of poverty in the context of oppression, diversity and social justice. The 70200 courses each focus on a selected social welfare issue or special population.

Social Work Ways of Knowing and Communicating

This single course Special Topics in Social Work Ways of Knowing and Communicating SSW 77500 builds students' capacity to acquire critical thinking skills, information literacy and to communicate both orally and in writing. Taken in the first semester, a menu of sections is available to students, each with a different topical focus.

- Ways of Knowing and Communicating series course must be taken in the first semester for those students in the Two-Year Program and within the first year of enrollment for OYR students.

SSW 77501 - Ways of Knowing: Theories and Perspectives on Aging

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77502 - Ways of Knowing: Theories and Perspectives on Child Welfare

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77503 - Ways of Knowing: Theories and Perspectives on Health

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77504 - Ways of Knowing: Theories and Perspectives on Domestic Violence

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77505 - Ways of Knowing: Theories and Perspectives on Mental Health

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77506 - Ways of Knowing: Theories and Perspectives on Criminal Justice

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77507 - Ways of Knowing: Theories and Perspectives on Authority Settings

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77508 - Ways of Knowing: Theories and Perspectives on Trauma

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77509 - Ways of Knowing: Theories and Perspectives on Immigrant Experience

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77510 - Ways of Knowing: Theories and Perspectives on Trauma and Co-Occurring Disorders

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77511 - Ways of Knowing: Theories and Perspectives on Social Work and the Arts

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77512 - Ways of Knowing: Theories and Perspectives on Drugs and Alcohol

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77513 - Ways of Knowing: Theories and Perspectives on Schools

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77514 - Ways of Knowing: Theories and Perspectives: Early Development

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77515 - Ways of Knowing: Theories and Perspectives: Youth Development

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

Social Work Practice Learning Lab

The development of foundation competence is required in cross methods practice. This is achieved through enrollment in the Social Work Practice Learning Lab 1 & 2 and related field practicum skill workshops.

In the first year all students take SSW 71700 and SSW 71800 Social Work Practice Learning Lab. This course explores the institutional and social context of social work practice, the problem areas and populations served by social workers, and the differential use of practice methods and builds foundation competencies in professional social work. After successful completion of SSW 71700 students commence courses in their concentration.

SSW 71700 - Social Work Practice Learning Lab 1

This course sequence introduces core frameworks and approaches to practice as well as skills for practice. Assures that students develop foundation competencies in social work practice including key knowledge and skills from all methods: clinical practice with individuals and families, group work, community organization and administration.

Credits 3

SSW 71700 and 71800 are required. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 71800 - Social Work Practice Learning Lab 2

This course sequence introduces core frameworks and approaches to practice as well as skills for practice. Assures that students develop foundation competencies in social work practice including key knowledge and skills from all methods: clinical practice with individuals and families, group work, community organization and administration.

prereq: SSW 71700

Credits 3

SSW 71700 and 71800 are required. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Social Work Research

SSW 75100 - Social Work Research I

Principles of social research methods in the context of social work practice. Problem formulation, research design and role of research in social work, ethical issues, sampling, measurement and data collection.

Credits 3

SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 75200 - Social Work Research II

Measurement strategies, qualitative data analysis, descriptive and inferential statistics, and methods of quantitative data analysis; data management. Data collected by students from their research projects is analyzed.

prereq: SSW 75100 or equivalent

Credits 3

SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Practice Methods Concentrations

Development of advanced competence in one of the following practice method concentrations: clinical practice with individuals and families; group work; community organization, planning, and development; and organizational management and leadership is required. Every student majors in one of these concentrations and must take three sequential courses in that concentration or (with permission) two sequential courses in that concentration and an approved multi-method practice elective. Additional method and practice courses are offered; sequencing of requirements varies according to the various programs.

Clinical Practice with Individuals and Families

The clinical practice with individuals and families concentration prepares students for agency-based clinical practice in the urban environment. Students in this concentration are prepared to counsel individuals, pairs and families in order to help with a variety of personal, interactional and social problems. Concepts of clinical assessment and intervention are taught from a biopsychosocial perspective. Students are exposed to a variety of theoretical modalities that are augmented by evidence-based-practice perspectives. Issues of diversity and oppression are integrated into the study of assessment, treatment planning and intervention as well as the professional relationship. Emphasis is placed on differential assessment and intervention with a variety of diverse client groups. Clinical services are offered in a wide range of practice settings, such as child and family agencies, unions, industries, hospitals, mental health and substance abuse clinics, courts and settlement houses. The setting of the service makes possible in-depth teaching about specific populations and problems, managing service needs and styles and such specific intervention models as crisis intervention, advocacy, and various brief and long-term treatment modalities.

SSW 72100 - Social Casework I

Development and use of casework theory, practice and process. Integration and application of the values that underpin social work practice.

prereq: SSW 71700

Credits 3

NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72200 - Social Casework II

Application of casework principles. Knowledge from human behavior and the social environment and social welfare policy and services areas and research findings is applied to the assessment of clients and their situations.

prereq: SSW 72100

Credits 3

NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72300 - Social Casework III

Expands and deepens knowledge and skills for professional practice. Intervention modes, based on biopsychosocial assessment, are presented. Dealing with problem assessment and intervention; cultural specificity.

prereq: SSW 72100 and 72200

Credits 3

NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Group Work

Students are prepared to provide in-depth work with individuals in small groups. Groups may be formed around commonality of need or problem ranging from socialization to social action. The curriculum emphasizes group formation within a psycho-socio-political context and uses group-development theory as the primary paradigm for shaping practice with diverse populations in widely varied clinical and community settings. Concepts central to practice are contextual assessment, planning, group stage theory, group development, mutuality, mutual aid, common ground, roles, dual focus, decentralized authority, and problem solving.

Field practicum settings in group work include mental health clinics, hospitals, settlement houses, schools, community centers, senior centers, and day treatment and substance abuse programs. Social group work practice is used with a variety of populations from children to older adults, for meeting a range of needs from normal development to managing acute crisis situations and for dealing with all types of problems ranging from interpersonal to social action.

SSW 73100 - Social Group Work I

Prepares students for working with groups in community-based and clinical settings. Understanding social group work as a problem-solving method in widely varied settings and fields of practice.

prereq: SSW 71700

Credits 3

NOTE: SSW 731, 732 and 733 are required for all Group Work majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 73200 - Social Group Work II

Role of the worker in the middle and ending stages of group development; interventions; dealing with problematic roles; dealing with group conflict.

prereq: SSW 73100

Credits 3

NOTE: SSW 73100, 73200 and 73300 are required for all Group Work majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 73300 - Social Group Work III

Application of practice principles. Advocate, develop and deliver ethical and effective group work services in current agency settings.

prereq: SSW 73200

Credits 3

NOTE: SSW 73100, 73200 and 73300 are required for all Group Work majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu> for additional information.

Community Organization, Planning and Development

This concentration develops students' competence for community-based practice. It stresses the skills, techniques and strategies needed to mobilize people and resources to solve basic social problems at either the neighborhood or city-wide level. The social planning and social reform aspects of social work practice are underscored in seeking change to alleviate individual and family problems. Education and training are developed in collective action, advocacy, program evaluation, proposal writing, community outreach, legislative advocacy and other vital organizing roles. Field practicums occur in a number of settings in international organizations, city and state planning agencies, legislative offices, community engagement arms of human service organizations, and a wide variety of grassroots organizations. Students in these placements work on everything from local economic development issues, food and hunger projects, and tenant advocacy to LGBTQ issues and women's rights.

SSW 74100 - Community Organization and Planning-I

Theory and practice of community organization and planning. Models and strategies for professional practice for community and client participation and empowerment. Community needs and resources; practice dynamics; dilemmas.

prereq: SSW 71700

Credits 3

SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 74200 - Community Organization and Planning-II

Development of community organization skills in relation to group structure and development. Group dynamics, role theory and reference group theory. Community power and influence on problem solving structures.

prereq: SSW 74100

Credits 3

SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information .

SSW 74300 - Community Organization and Planning-III

Role of the social worker and social planner; theoretical and practice aspects of program development and community planning within a political system. Concepts and techniques in management of social service programs.

prereq: SSW 74100 and 74200

Credits 3

SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Organizational Management and Leadership

Students who elect to concentrate in Organizational Management and Leadership (OML) are prepared to assume varied management positions in social agencies, including the traditional supervisory, middle management, and executive positions as well as jobs as program planner and analyst, staff trainer, program director, or budget analyst. Those focusing on OML develop conscious and strategic use of self in managing the complex tasks of program managers. Students seeking to concentrate in OML should have some prior experience either in management and/or social work or human services line work. Field practicums are available in a wide range of public and private social agencies. Many students entering OML are in our One-Year Residency Program. A wide variety of placements are available for two-year OML students with the many graduates of SSSW in leadership roles around the city.

SSW 78100 - Social Welfare Administration I

Theoretical understanding of the operation of social agencies. Organizational structure, authority, goal setting and service implementation, interorganizational positioning, stability and survival, and staff and administrative functioning.

Credits 3

SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78200 - Social Welfare Administration II

Personnel management, staff training, volunteers and paraprofessionals, decision-making processes, budgeting, boards and committees, public relations and marketing, and methods of accountability.

prereq: SSW 78100 or dept perm

Credits 3

SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78300 - Social Welfare Administration III

Program design in social agencies. Emphasis on assuring access, consistency, continuity and comprehensiveness of services, as well as client feedback mechanisms. Financial management, budgeting, strategic planning.

prereq: SSW 78100 and 78200

Credits 3

SSW 781, 782 and 783 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Professional Seminar

The Professional Seminar is a capstone seminar that requires students to identify an emerging practice issue or concern, examine the known evidence, and design a study that better addresses the issue at hand. The course is designed as an integrating and synthesizing experience, wherein students consult with one another in addressing a specific concern. The course launches students into the profession with a keen sense that they can influence the context in which they will practice as social workers.

SSW 79000 - Professional Seminar

Utilization and integration of practice, research and policy to determine how an issue may be ameliorated or resolved. Taken in the final semester.

Credits 3

This is a required course for all students.

Field Education

This two-to-four-term sequence of on-site work in social service agencies is an integral component of all pathways to the MSW degree. Students in field placement must be concurrently enrolled in a practice course: Social Work Practice Learning Lab, methods course or other practice course. Training is provided by a field instructor; it is monitored by the instructional faculty and the student's adviser.

Two-Year and Advanced Standing Programs

SSW 76100 - Field Instruction I

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: Material Fee: \$15

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information and full course descriptions.

SSW 76200 - Field Instruction II

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76300 - Field Instruction III

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76100 and 76200. Advanced standing program students enroll without prereq.

Credits 3

Material Fee: \$15

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76400 - Field Instruction IV

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76200 and 76300

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

One-Year Residency and Dual Degree Programs

SSW 76700 - Field Instruction I

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: Material Fee: \$15

Credits 6

OYR and Dual Degree students only. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76800 - Field Instruction II

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76700

Credits 6

OYR and Dual Degree students only

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Electives

Students may choose from a menu of courses within each curriculum area.

Fields of Practice Specializations

Students are expected to specialize in one of the following Fields of Practice. This includes an appropriate field practicum, enrollment in two pre-designated courses, and a specialization focus in research or professional seminar. Students should consult their faculty adviser for details.

Children, Youth and Families

This field of practice is designed for students interested in working in public and/or private child welfare agencies, schools, or children, youth, and family organizations in direct service, supervisory, or administrative capacities. The developmental needs of children, youth and families; crises and disruptions in family life (broadly defined); conflicts and violence; child placement issues are a focus of attention. It prepares social workers to provide a broad range of services to individuals, groups and families in all phases of the family life cycle.

Gerontology

This specialization explores the aging process and the variety of issues affecting older adults and their family systems. It is guided by the principle that older adults are individuals and members of a family and community with rights and responsibilities—who must be afforded the necessary protection and assistance to participate fully in family, cultural and social life.

Health and Mental Health

This field of practice is designed for students interesting in meeting the changing needs of people with medical and psychiatric problems; addressing patients' rights, delivering services in hospitals, ambulatory care or primary care facilities, community-based clinics; chronic and long-term care settings.

World of Work

The theme of work over the life span including services to employed, unemployed, and underemployed adults, older adults and their families, often through management or labor-sponsored service programs.

Immigrants and Global Social Work

Indigenous perspectives from around the globe inform learning and practice in international contexts, and with immigrants and refugees in the urban environment. Special attention is paid to understanding the diverse meaning of adversity, strength and well-being towards developing sustainable, rights-driven and culturally relevant policy and practice.

CUNY School of Public Health at Hunter College

CUNY School of Public Health at Hunter College

About the School

Hunter College's Urban Public Health Program is a consortial partner and the lead institution in the CUNY School of Public Health (SPH). The CUNY SPH comprises Nursing: Community/Public Health Nursing/Urban Public Health MS/MPH Dual Degree public health degree programs at Brooklyn College, Hunter College, Lehman College and the Graduate School and University Center (Graduate Center) of CUNY. Within the CUNY SPH, teaching, research and service are focused on four broad inter-related goals that reflect major health challenges in the current era:

- 1) creating healthier cities
- 2) promoting healthy aging through the lifespan
- 3) preventing chronic diseases and improving their management
- 4) promoting health equity

The graduate programs in public health at the CUNY SPH at Hunter College educate public health professionals to promote health and prevent disease among urban populations. These programs prepare students to work with the diverse populations living in cities, and to serve in a variety of settings in government, non-profit organizations, businesses and communities.

CUNY SPH at Hunter College offers a master of public health (MPH) degree, with specializations in community health education (COMHE), environmental and occupational health sciences (EOHS-MPH), epidemiology and biostatistics (EPI-BIOS), public health policy and management (HPM) and nutrition (NUTR-MPH). It also offers a Master of Science (MS) degree, with specializations in environmental and occupational sciences (EOHS-MS) and Nutrition (NUTR-MS). The MS degree in Nutrition (NUTR-MS) is an accredited didactic program in dietetics (DPD), and is designed for individuals seeking to become eligible to sit for the national registration examination in dietetics to

become credentialed as a Registered Dietitian (RD). With the Hunter-Bellevue School of Nursing, it also offers an MS/MPH degree in community health nursing. This dual-degree program is described in the School of Nursing section of this catalog Nursing: Community/Public Health Nursing/Urban Public Health MS/MPH Dual Degree.

With the Graduate Center, the CUNY SPH at Hunter College offers a doctor of public health (DPH) degree, with specializations in community, society and health, epidemiology, environmental and occupational health and public health policy and management. The DPH degree program is described in the Graduate Center website www.gc.cuny.edu/. Doctoral students in some CUNY Graduate Center PhD programs, including sociology and psychology, can also earn an MPH while pursuing their doctorate.

The MPH degree is accredited by the Council on Education for Public Health (CEPH), the national educational accrediting body for public health programs in community health/preventive medicine. The EOHS-MS degree is accredited by the Accreditation Board for Engineering and Technology (ABET) and is geared towards students pursuing Certification in Industrial Hygiene. The NUTR-MS is accredited by the Commission on Accreditation of Dietetics Education (CADE), the accrediting agency of the American Dietetic Association (ADA).

During the fall and spring semesters, MPH and EOHS-MS courses are held once a week, Mondays through Thursday, in the late afternoon and evening. NUTR-MS courses are held during the day. MPH and EOHS-MS degrees can be pursued on a full or part-time basis. The NUTR-MS degree program is full-time. During the summer, there are a limited number of course offerings, which are held twice a week in the late afternoon and evening. During the January winter semester, there are a limited number of intensive courses which meet full days for one week or extended late afternoon/evening hours over a three week period.

The graduate programs at the CUNY SPH at Hunter College provide students with a broad multidisciplinary background in public, urban health and specializations in community health education, environmental and occupational health sciences, epidemiology and biostatistics, public health policy and management, and public health nutrition.

Each specialization prepares students for specific job opportunities. Graduates of the community health education program plan and manage community health programs and interventions to reduce social and behavioral threats to health. Graduates of the environmental and occupational health program anticipate, identify, assess and control community and workplace exposure that jeopardize the health of populations. Graduates of the epidemiology and biostatistics program conduct health studies and apply their findings to improve population health. Graduates of the public health policy and management specialization work as analysts, managers and/or researchers to advocate for, administer, and/or analyze public health policies and programs. Public-health nutrition graduates promote the nutritional well-being of urban populations and manage community nutrition programs.

The NUTR-MPH specialization includes courses that meet the requirements of the Dietetic Internship (DI), a 1200-hour fieldwork and didactic experience accredited by CADE. Students who are accepted into the DI and successfully complete the program are eligible to sit for the national registration in dietetics to become credentialed as registered dietitians (RD). Students who enter the MPH program with a Bachelor of Science degree in nutrition that fulfills CADE competencies may simultaneously work toward the MPH degree and dietetics registration, two credentials that will increase skills and employability.

Hunter Campus Centers

School of Public Health faculty are affiliated with several City University of New York research centers and institutes. These provide opportunities for faculty and student research.

The Brookdale Center on Healthy Urban Aging and Longevity at Hunter College advances successful aging and longevity through research, education, and evaluation of evidence-based models of practice and policy. In July 2011, Brookdale Center moved into its new home in East Harlem, NYC at the corner of Third Avenue and 119th Street. Brookdale shares this new state-of-the-art campus with both the Silberman School of Social Work at Hunter College

(formerly the Hunter College School of Social Work) and the CUNY School of Public Health at Hunter college (formerly the Hunter School of Public Health). Brookdale Center takes a leading role in the development of evidence-based "best practices" to advance the health and well-being of a new generation. Brookdale is breaking new ground in aging services by connecting and integrating the applied fields of gerontology with health policy. Brookdale Center serves as a critical bridge between gerontological education, research, policy, practice and advocacy, and is recognized nationally today as a major center of excellence.

Affiliated public health faculty: Fahs, Gallo, Gardner, Horiuchi, and Thorpe

Website: <http://www.brookdale.org/>

Center for Community and Urban Health at Hunter College works with service providers and communities to design and evaluate health interventions that will improve the lives of underserved populations. The Hunter College Center for Community and Urban Health (formerly the Hunter College Center on AIDS, Drugs and Community Health) was founded in 1988 to respond to the growing public Health crises that were devastating New York City's low-income communities, especially AIDS (the advanced stage of HIV infection) and problematic substance abuse. However, many members of our client population, or their immediate families and/or friends, have multiple co-occurring conditions, of which the above are only two. In fact, in 2004, the New York City Department of Health and Mental Hygiene published a policy paper, *Take Care New York: A Policy for a Healthier New York City*, which identified ten priority areas for health interventions. Therefore in 2005, the Center changed its name in order to reflect these health realities, with the expectation that still other health conditions are likely to emerge in the future as community concerns.

Affiliated public health faculty: Alcabes, Krauss, Parsons, and Wheeler

Website: http://www.hunter.cuny.edu/schoolhp/centers/comm_urb/staff.htm

Center for Gene Structure and Function at Hunter College The Center for Study of Gene Structure and Function (Gene Center) is a consortium of researchers within Hunter College of the City University of New York—one of the largest public universities in the nation. It boasts unparalleled quality and diversity in its researchers on both the faculty and graduate student levels. At the heart of the Gene Center's mission is an imperative to build unique collaborations among biologists, chemists, biopsychologists, biophysicists, and bioanthropologists; to recruit and equip outstanding faculty; to develop and share core research facilities; and to implement strategies for scientific networking.

Affiliated public health faculty: Freudenberg, Parsons, Talih, and Wheeler

Website: <http://genecenter.hunter.cuny.edu>

Center for HIV Educational Studies and Training at Hunter College (CHEST) conducts research on social and psychological factors that contribute to HIV transmission. CHEST is part of Hunter College of the City University of New York, where both Drs. Parsons and Golub are faculty in the Psychology Department. CHEST has strong affiliations throughout the CUNY system, with Faculty Affiliates including: Dr. David Bimbi (Laguardia Community College), Dr. Christian Grov (Brooklyn College), Dr. Nancy Foldi (Queens College), Dr. Buffie Longmire-Avital (Elon College), Dr. David Marcotte (Fordham University), Dr. Jose Nanin (Kingsborough Community College), and Dr. John Pachankis (Yeshiva University). In addition, CHEST has strong collaborative partnerships with investigators at Purdue University, New York Psychiatric Institute and Columbia University School of Public Health, University of Illinois at Chicago, and Wayne State University. As an academic research center, CHEST supports post-doctoral fellows, doctoral candidates, master's students, and undergraduate interns. The majority of our doctoral students attend the CUNY Graduate Center's Social-Personality Doctoral Program (working with Drs. Parsons and Golub), Neuropsychology Doctoral Program (working with Dr. Golub), or the Doctoral Program in Public Health (working with Dr. Parsons).

Affiliated public health faculty: Grov and Parsons

Website: <http://www.chestnyc.org>

CUNY Institute for Sustainable Cities at Hunter College creates understanding of the connections between the everyday lives of urban citizens and their natural world, leading to the discovery and use of cities like New York as learning laboratories to create a sustainable future for cities worldwide. The CUNY Institute for Sustainable Cities (CISC) works to realize cities as part of the solution to global sustainability challenges. By merging the science of sustainability with innovative public programming, we examine opportunities available to cities—and their residents—for proactive responses to on-going environmental change. We harness the potential of formal and informal means to inspire a new generation of environmental thinkers. In doing so, we seek to understand and influence the evolution of

the urban environment, while connecting the CUNY community, decision-makers and the general public to these critical issues.

CISC explores the nature and complexity of cities through the following themes and questions:

- *Consumption*: What are the elements, patterns, and impacts of urban consumption and how do they change over time?
- *Vulnerability and Resilience*: How are cities impacted by global environmental change and what are their response capacities?
- *Ecosystem Services*: What services to urban ecosystems provide to cities and how can their maintenance and restoration benefit urban areas?

Affiliated public health faculty: Freudenberg and Maantay

Website: <http://www.cunysustainablecities.org>

Programs and Courses

Programs and Courses in CUNY School of Public Health at Hunter College

Degrees Offered

MPH	Public Health
MS/MPH	Nursing: Community/Public Health Nursing/MS/MPH Dual Degree
MS	Environmental and Occupational Health Sciences
MS	Nutrition

Administration and Faculty

Office of the Dean:

Neal L. Cohen, MD
Acting Dean of CUNY School of Public Health at Hunter College and
Acting Associate Provost for Health and Social Welfare
Silberman Building
2180 Third Avenue, Room 502
(212) 396-7729
ncoh@hunter.cuny.edu

Marilyn Auerbach, DrPH
Acting Senior Associate Dean
Room 509, (212) 396-7727
mauerbac@hunter.cuny.edu

Susan Klitzman, DrPH
Acting Associate Dean for Academic Affairs
Room 508, (212) 396-7727
sklitzma@hunter.cuny.edu

Zora Flores-Kitongo, MA
Executive Assistant to the Dean
Room 503, (212) 396-7730
zfloresk@hunter.cuny.edu

Nzinga Ajani
Secretary to the Dean
Room 503, (212) 396-7729
najani@hunter.cuny.edu

Business and Administrative Offices

Mike Dunham, MA
Alumni Relations and Facilities Coordinator
Room 501, (212) 396-7898
mdunham@hunter.cuny.edu

Martina Lynch, MPH
Curriculum and Assessment Coordinator
Room, 550, (212) 396-7757
martina.lynch@hunter.cuny.edu

Jerome Richardson, MA
Director of Business
Room 505, (212) 396-7732
jrl0019@hunter.cuny.edu

Erica Sigmon, MA
Grants Coordinator
Room 507, (212) 396-7733
esigmon@hunter.cuny.edu

Chaquon Polanco, MA
Business Office Coordinator
Room 504, (212) 396-7731
chicks@hunter.cuny.edu

Academic and Student Services

Robert I. Park, MA
Director of Academic and Student Services
Room 309, (212) 396-7720
rpa0003@hunter.cuny.edu

Diane Brows, MA
Academic Program Coordinator
Room 308, (212) 396-7721
dbrows@hunter.cuny.edu

Velvet Brown, BA
Program Assistant
3rd Floor, (212) 396-7722
velvet.brown@hunter.cuny.edu

Crystal Mancha, MA
Recruitment and Admissions Coordinator
3rd Floor, (212) 396-7778
cmancha@hunter.cuny.edu

Attiqua Mirza, BA
Data, Student & Alumni Coordinator
3rd Floor, (212) 396-7734
amirza@hunter.cuny.edu

Larisa Naftaliyev, BS
IT Specialist/Database Manager
3rd Floor, (212) 396-7631
linaftali@hunter.cuny.edu

Program Directors

Barbara Berney, PhD
Program Director, Public Health Policy and Management
Room 522, (212) 396-7756
bberney@hunter.cuny.edu

Jack Caravanos, DrPH
Program Director, Environmental and Occupational Health Sciences
Room 720, (212) 396-7780
jcaravan@hunter.cuny.edu

Ann Gaba, EdD
Program Director, Dietetic Internship
Room 611, (212) 396-7769
agaba@hunter.cuny.edu

Khursheed Navder, PhD
Program Director, Nutrition and Didactic Programs
Room 609, (212) 396-7772
knavder@hunter.cuny.edu

Stacey Plichta, ScD
Program Director, Public Health Policy and Management
Room 520, (212) 396-7755
splichta@hunter.cuny.edu

Lorna Thorpe, PhD
Program Director, Epidemiology & Biostatistics
Room 546, (212) 396-7746
lthor@hunter.cuny.edu

Martha Crum, PhD
Program Director, Community Health Education
Room 538, (212) 396-7747

Faculty of Hunter College Urban Public Health

Marilyn Iris Auerbach, Associate Professor; DrPH, Columbia; Women's Issues, Chronic Illness, HIV/AIDS

Barbara Berney, Associate Professor; PhD, Boston University; School Related Health Issues, Working Conditions in Healthcare, Environmental Health and Environmental Health Policy

Jack Caravanos, Associate Professor; DrPH, Columbia; Industrial Hygiene, Environmental Assessments, Hazardous Wastes

Neal L. Cohen, Acting Dean of CUNY School of Public Health at Hunter College and Acting Associate Provost for Health and Social Welfare;
MD, New York University School of Medicine; Public Mental Health, the Interrelationship of Physical and Mental Well-Being, Stress

Martha Crum, Visiting Assistant Professor; PhD, CUNY Graduate Center; Public opinion, Media, Health inequalities

Jessie Daniels, Professor; PhD, University of Texas at Austin; Internet and Media, Racial Inequality, LGBT Health, Adolescent Health

Jennifer Dowd, Assistant Professor; PhD, Princeton University; Integrating Biomarking into Social Research, Health Disparities, Stress and Immune Function

Marianne Fahs, Professor; PhD, Michigan; Public Health Economics and Policy, Urban Aging

Nicholas Freudenberg, Distinguished Professor; DrPH, Columbia; Urban Public Health, HIV Prevention, Public Health Policy

Ann Gaba, Assistant Professor; EdD, Teachers College, Columbia; Movement Disorders, Cancer Prevention, and Needs Assessment for Nutrition Education

William Gallo, Professor; PhD, University of Connecticut; Health Economics, Social Epidemiology, Health Policy

Elizabeth Glass Geltman, Substitute Associate Professor; LLM, Georgetown University; JD University of Baltimore; Environmental Law and Compliance, Brownfields and Urban Environmental Problems, Environmental Impacts of Hydraulic Fracturing

Mark Goldberg, Associate Professor; PhD, NYU; Industrial Hygiene, Exposure Assessment, Construction Health and Safety

David U. Himmelstein, Professor; MD, Columbia; Health Care Finance and Policy, Health Services Research, Health Care Inequality, Social Justice

Shiro Horiuchi, Associate Professor; PhD, John Hopkins; Longevity and Aging, Health Demography, Quantitative Methods of Data Analysis

Lydia Isaac, Assistant Professor; PhD, Johns Hopkins; Racial/Ethnic Health Disparities; Social Determinants of Health; Chronic Diseases; and Public Policy

Heidi E. Jones, Assistant Professor, Epidemiology; MPH, Hunter College, PhD, Columbia; Reproductive Health, HIV/AIDS, Infectious Diseases

Elizabeth Kelvin, Assistant Professor; PhD, Columbia; Epidemiology, Infectious Diseases including HIV, Environmental Causes of Disease and International Health

Susan Klitzman, Professor; DrPH, Columbia; Environmental and Occupational Health and Disease Prevention

May May Leung, Assistant Professor; PhD, RD, The University of North Carolina; Childhood Obesity, Health Communication, Translational Research

Frank Mirer, Professor; PhD, Harvard; Toxicology, Occupational Health and Safety, Risk Assessment, Regulatory Policy

Khursheed Navder, Associate Professor; PhD, Kansas; Lipid Metabolism, Alcohol Metabolism, Sensory Evaluation of Foods

Denis Nash, Professor, Epidemiology; PhD, University of Maryland; Public Health Surveillance, Health Disparities, and HIV/AIDS

Charles Platkin, Distinguished Lecturer; PhD, Florida International University; JD, Fordham University; Health Messaging and Behavior Change, Obesity in Adolescents and Adults

Stacey Plichta, Professor; ScD, Johns Hopkins; Health Services Research, Women's Health, Intimate Partner Violence, Rape and Sexual Violence

Lynn Roberts, Assistant Professor; PhD, Cornell; Adolescent Health, Violence and Prevention, Minority Health

Diana Romero, Associate Professor; PhD, Columbia; Poverty and Maternal, Child and Reproductive Health; Racial/Ethnic Health Disparities, Reproductive Health Policy

Mary Schooling, Associate Professor; PhD, UC London

Grace Sembajwe, Associate Professor, PhD, University of Maryland; Public Health Surveillance, Health Disparities, and HIV/AIDS

Arlene Spark, Professor; EdD, Columbia; Pediatric Nutrition, Nutrition Education, Cardiovascular Health and Promotion

Makram Talih, Associate Professor, Urban Public Health; Ph.D, Yale; Statistics, Data Analysis, Health Disparities Measurement

Lorna Thorpe, Professor; Ph.D, University of Illinois at Chicago; Chronic Disease Epidemiology, Public Health Surveillance, Tuberculosis and Injury Epidemiology

Steffie Woolhandler, Professor; MD LSU New Orleans, MPH U.C. Berkeley; Health Care Finance and Policy, Health Services Research, Health Care Inequality, Social Justice

Xiaowei Yang, Associate Professor; PhD, UCLA; Statistical Methods for Variable/Model Selection, Missing Data, and Complex Large-scale Survey Data

Ming-Chin Yeh, Associate Professor; PhD, North Carolina; Public Health Nutrition, Nutrition Intervention and Policy, Nutritional Epidemiology

Christina Zarcadoolas, Associate Professor, Urban Public Health; BA, Barrington College; MA, SUNY (Stony Brook); PhD, Brown

Graduate Masters

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 also pursue study in environmental health science in addition to specialization in occupational health and safety. Opportunities are available for internships with numerous outside organizations (see list of field instruction centers below) as well as for research with faculty members. 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. A limited number of tuition scholarships are available to qualified students.

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).

Scholarships may be available from the National Institute for Occupational Safety and Health (NIOSH) (EOHS Students) and other public and private sources. Contact the program office for further information.

Admission Requirements

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.

Academic Requirements

46 credits chosen as follows: All courses in Group A (15 credits) Public Health Core courses (see below under Course Distribution); Group B (19 credits) Specialization courses within environmental and occupational health sciences; Group C (6 credits) Elective courses; and Group D (6 credits) Supervised Fieldwork and Capstone Project.

The capstone project consists of a comprehensive examination, a professional portfolio and either: A seminar, and paper and oral presentation based on an aspect of the student's fieldwork; or, for student's with GPA's ≥ 3.7 and strong independent research and writing skills, a master's essay. The Capstone Project allows students to synthesize academic knowledge with practical skills and experiences. It is designed to assess student skills and competencies in public health and the specialty area. A list of these competencies is available through the CUNY School of Public Health at Hunter College.

Course Distribution

Group A - Public Health Core Courses required, 15 credits

PH 75100 - Principles of Biostatistics

This is a first-level requirement for students specializing in EPI-BIOS, who will take subsequent intermediate and advanced level biostatistics courses. It will introduce students to the theoretical basis for and practical application of common statistical methods and principles used in public health.

prereq: evidence of quantitative abilities, such as college-level algebra with a grade of B+ or better, GRE scores ≥ 550 and analytic scores ≥ 4.5 .

PH 75200 - Introduction to Epidemiology

An introduction to epidemiologic principles, methods and measures commonly used in public health. T

prereq: PH 75000

-or-

PH 75300 - Principles of Epidemiology

A first-level requirement for student specializing in EPI-BIOS, who will take subsequent intermediate and advanced level epidemiology courses. It will introduce students to epidemiologic theory, principles, methods and measures commonly used in public health.

prereq or coreq: PH 75100

Hours 3

Credits 3

PH 75400 - Environmental Health and Safety

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation and noise hazards; hazardous substances; solid wastes; food protection; natural and human-made disasters; and specific hazards such as lead, asbestos, mold and pesticides.

Hours 3

Credits 3

PH 75500 - Urban Health and Society

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.

Hours 3

Credits 3

PH 75600 - Public Health and Health Care Policy and Management

This course examines the organization, delivery and financing of health care in the United States with an understanding of the health policy-making process and a focus on issues related to the management of public health agencies.

Hours 3
Credits 3

Group B Specialization Courses required, 19 credits

EOHS 70200 - 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.

Credits 3

EOHS 74100 - Environmental and Industrial Hygiene Laboratory

Physical, chemical, and instrumental methods for measuring environmental and occupational contaminants.

prereq or coreq: EOHS 70500
Hours 90 hrs lec and lab,
Credits 4 cr

EOHS 75400 - Environment and Occupational Toxicology

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.

prereq: PH 75400 and EOHS 70500
Credits 3

EOHS 75500 - 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.

Credits 3

EOHS 75700 - Principles of Industrial Hygiene

Recognition, evaluation, and control of industrial hazards due to chemical and physical agents. Topics include occupational health standards, regulatory agency activities, effects of contaminants on human health, sampling and control of hazards, current issues.

prereq: EOHS 70200 and 70500
Credits 3

EOHS 76200 - Noise and Radiation Hazards and Controls

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.

prereq or coreq: EOHS 70500

Credits 3

Group C Elective Courses required, 6 credits

Group D Supervised Fieldwork and Culminating Experience, 6 credits

Supervised Fieldwork required, 3 credits

PH 73700 - Supervised Fieldwork

Students will carry out directed field experiences in public health agencies or programs. Placements are in relation to student's academic background, specialization and career expectations. Emphasis is on applying classroom-acquired concepts and skills. The content and scope of the fieldwork should be similar to work performed by an entry level public health professional.

prereq: Completion of 18 credits toward the master's degree, including at least 3 required core courses (biostatistics, epidemiology, and the course most relevant to your specialization) and at least 2 courses in students' specialization.

PH 73800 - Capstone Project

This course consists of a structured seminar aimed at allowing students to synthesize and reflect upon experiences gained during the MPH or MS program. Students will complete either a paper based on fieldwork, a research paper or a Master's Essay. The paper must be completed no sooner than during students' penultimate or final semester.

prereq: Completion of at least 36 credits of coursework toward the Master of Public Health (MPH) or Master of Science degree, including at least one course in each of the 5 core areas of public health (biostatistics, epidemiology, social and behavioral sciences, public health policy and environmental health and safety); and at least 3 specialization courses.

Paper based on fieldwork, research paper or master's essay, 3 credits

Field Instruction Centers

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

Nutrition MS

The MS degree in Nutrition is designed for individuals seeking to attain the RD credential. The MS in Nutrition is an accredited didactic program in dietetics (DPD), completion of which certifies eligibility to apply for a dietetic internship. Graduates of the NUTR-MS program may work as nutritionists in a wide variety of health care facilities including hospitals and public health agencies.

Admission Requirements

1. General Admission Requirements to the graduate programs in arts and sciences are observed.
2. An undergraduate major in any field.
3. The aptitude section of the Graduate Record Examination or a master's degree from an accredited U.S. university.
4. At least 30 credits in the following undergraduate or graduate-level basic science and math courses: one semester each of undergraduate courses in introductory foods, introductory nutrition, general chemistry (with lab), organic chemistry (with lab), microbiology (with lab), and statistics or calculus, and two semesters of anatomy and physiology (with lab).

Academic Requirements and Course Distribution

41 credits as follows:

NUTR 70500 - Nutrition and Biochemistry

The structure and metabolism of macro- and micronutrients, kinetics and regulation of enzymes; energetic of biochemical reactions.

NUTR 71500 - Food Service and Management

An overview of food service operations and theories, functions and tasks of management

NUTR 72000 - Community Nutrition Education

Nutrition programs and materials for health promotion in the community.

NUTR 72500 - Nutrition Research

Understanding, evaluation and application of various research methodologies, research protocols, data analyses, and data presentations. Critical review of nutrition and public health literature.

NUTR 73100 - Human Nutrition and Metabolism

Comprehensive study and evaluation of current research on biochemical and metabolic significance of carbohydrates, lipids and proteins to human nutrition.

prereq: NUTR 70500

NUTR 73200 - Advanced Nutrition II

Comprehensive study and evaluation of current research on biochemical and metabolic significance of vitamins, minerals, and water to human nutrition.

prereq: NUTR 73100

NUTR 73300 - Nutrition and Human Development

Relation of nutrition to growth and development. Nutrition requirements throughout the lifecycle.

NUTR 73400 - Clinical Nutrition I

Modifications of the normal diet in the treatment of disease, food and drug interactions.

prereq: NUTR 73100

NUTR 73500 - Clinical Nutrition II

Modifications of the normal diet in the treatment of disease, food and drug interactions.

prereq: NUTR 73400

NUTR 74600 - Nutrition and Disease

Examine and relate nutrient function to the pathologic processes of disease and derive implications for medical nutrition therapy.

coreq: NUTR 74700

NUTR 74700 - Advanced Nutrition and Assessment Laboratory

Study and evaluation of anthropometric, biochemical, and other measurement methodologies as they relate to nutritional status of various population groups.

coreq: NUTR 74600

NUTR 75600 - Food Science and the Environment

Scientific principles of food and food ingredients: composition, function, regulation, safety, quality, testing, processing, packaging, formulation, production and evaluation of foods.

coreq: NUTR 75700

NUTR 75700 - Food Science and the Environment Laboratory

Laboratory experience with the chemical and physical properties of food components.

coreq: NUTR 75600

Credits 1

NUTR 76000 - Practicum

Nutrition and food science-related fieldwork in hospitals, schools, laboratories, and community-based organizations designed to provide opportunities to apply knowledge and skills gained from the classroom education to professional practice.

prereq: completion of 27 credits in NUTR

PH 75000 - Introduction to Biostatistics

This course is designed to enable students to analyze, present and interpret population health data.

prereq: Elementary statistics or calculus or equivalent.

Comprehensive Exam

All graduate students in the MS-Nutrition Program will be required to take a comprehensive exam to demonstrate understanding of the DPD course content. This exam will be given in the last semester of the program and will serve as the final exam in the Practicum course. The exam will be a multiple-choice exam that is similar in style to the ADA national registration exam for dietitians. In order to obtain the Verification Statement, a student must score at least 75% on the comprehensive exam and maintain good standing in the department. If a student scores < 75% on the exam, then the student will be allowed to retake the exam.

Public Health - MPH

Admission Requirements

1. General admissions requirements to the graduate programs in the arts and sciences are observed.
2. The Graduate Record Examination General Test (quantitative, verbal, written) or a prior master's degree from an accredited U.S. university
3. Students are expected to present a background in both natural sciences and social sciences

Applicants to the Environmental and Occupational Health Sciences Program should have a background in science and mathematics, usually at least 18 undergraduate credits, including a course in statistics or calculus.

Applicants to the Nutrition Program should have a background in science and mathematics, usually at least 18 undergraduate credits, including a course in statistics or calculus and are required to have completed coursework in food, nutrition, biology and chemistry.

Applicants to the Epidemiology-Biostatistics Program should demonstrate evidence of quantitative abilities, such as GRE quantitative score of 550 or better.

Applications to the Public Health Policy and Management Program should have completed at least 3 undergraduate courses in economics, accounting, business administration, management, public policy, urban affairs, sociology, or political science or a related field.

4. At least one year of work or volunteer experience related to public health, nutrition, environmental or occupational health, social services or community health, health-related research, or health policy, management, administration or a related field is required.
5. For graduates of universities in non-English-speaking nations, a TOEFL score of 600 (paper-based), 250 (computer-administered), or 75 (internet-based, less the speaking component.) is required for admission.

Academic Requirements

45 credits chosen as follows: All courses in Group A (15 credits) Public Health Core courses (see below under Course Distribution); Group B (15-18cr) Specialization courses within one of five areas: community health education, environmental and occupational health sciences, epidemiology and biostatistics, public health policy and management or public health nutrition; Group C (0-9 credits) Elective courses; and Group D (6-12 credits) Supervised Fieldwork and Culminating Experience.

The culminating experience consists of a professional portfolio and either: a seminar, and paper and oral presentation based on an aspect of the student's fieldwork; or, for student's with GPA's ≥ 3.7 and strong research and writing skills, a master's essay. The capstone project allows students to synthesize academic knowledge with practical skills and experiences. It is designed to assess student skills and competencies in public health, urban health and the specialty area. A list of these competencies is available through the CUNY School of Public Health at Hunter College.

Course Distribution

Group A - Public Health Core Required: 15 cr

PH 75000 - Introduction to Biostatistics

This course is designed to enable students to analyze, present and interpret population health data.

prereq: Elementary statistics or calculus or equivalent.

-or-

PH 75100 - Principles of Biostatistics

This is a first-level requirement for students specializing in EPI-BIOS, who will take subsequent intermediate and advanced level biostatistics courses. It will introduce students to the theoretical basis for and practical application of common statistical methods and principles used in public health.

prereq: evidence of quantitative abilities, such as college-level algebra with a grade of B+ or better, GRE scores ≥ 550 and analytic scores ≥ 4.5 .

PH 75200 - Introduction to Epidemiology

An introduction to epidemiologic principles, methods and measures commonly used in public health. T

prereq: PH 75000

-or-

PH 75300 - Principles of Epidemiology

A first-level requirement for student specializing in EPI-BIOS, who will take subsequent intermediate and advanced level epidemiology courses. It will introduce students to epidemiologic theory, principles, methods and measures commonly used in public health.

prereq or coreq: PH 75100

Hours 3

Credits 3

PH 75400 - Environmental Health and Safety

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation and noise hazards; hazardous substances; solid wastes; food protection; natural and human-made disasters; and specific hazards such as lead, asbestos, mold and pesticides.

Hours 3

Credits 3

PH 75500 - Urban Health and Society

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.

Hours 3

Credits 3

PH 75600 - Public Health and Health Care Policy and Management

This course examines the organization, delivery and financing of health care in the United States with an understanding of the health policy-making process and a focus on issues related to the management of public health agencies.

Hours 3

Credits 3

Group B Specialization Courses Required:

15-18 cr in one specialization area

COMHE 75100 - Community Health Interventions

An introduction to community-level interventions as explained by theories of individual, organizational and community change from the disciplines of psychology, sociology and health education.

prereq: PH 75500, COMHE 75000

Credits 3

COMHE 75200 - Community Organizing and Development for Health

Prepares students to work in communities by presenting the theory and practice of organizing for social justice, skills for promoting leadership development within communities, and the tools to create and sustain healthy organizations.

prereq: PH 75500, COMHE 75000, COMHE 75100

Credits 3

COMHE 75300 - Health Program Planning and Funding

This course will engage students in identifying or designing a health program, finding funding sources, and developing a proposal covering program need, program objectives, a management and quality assurance plan, preliminary work, evaluation, budget, and a plan for funding support.

prereq: completion of 15 cr incl PH 75000 or 75100, PH 75500 and either COMHE 75000, COMHE 75100, COMHE 75200 or COMHE 75000 and NUTR 71000 or NURS 77100, COMHE 75100 and COMHE 75200.

Credits 3 cr

COMHE 75400 - Research and Evaluation for Community Health

Basic concepts, methods and approaches for evaluation research applied to community health education and health-related programs through a critical review of literature and a program evaluation design.

prereq: 15 cr in program incl PH 75000 or PH 75100, PH 75500, COMHE 75000, COMHE 75100, COMHE 75200

Credits 3 cr

-or-

Environmental and Occupational Health Sciences

EOHS 70200 - 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.

Credits 3

EOHS 70500 - 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.

Credits 3

EOHS 74700 - Hazard Evaluation and Instrumentation

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.

prereq: PH 75000 or 75100, EOHS 70200, EOHS 70500

Credits 3

EOHS 75400 - Environment and Occupational Toxicology

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.

prereq: PH 75400 and EOHS 70500

Credits 3

EOHS 76500 - Environmental Audits and Remediation

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.

prereq: PH 75000 or 75100

Credits 3

-or-

Epidemiology and Biostatistics

BIOS 75000 - Applied Biostatistics I

A follow up course to PH 7500/75100 and PH 75200/75300, covering intermediate-level statistical methods commonly used in public health research. Topics include: simple and multiple linear regression; logistic regression; residual analysis; variable selection. Focus on practical applications, utilizing statistical software.

Cross-listed STAT 75000

prereq: PH 7500 or 75100 and PH 75200 or 75300
Credits 3

BIOS 75100 - Applied Biostatistics II

A follow up course to BIOS 75000, covering intermediate and advanced statistical methods commonly used in public health research. Topics include: log linear and generalized linear models; random and mixed effects models; survival analysis. Focus on practical applications utilizing statistical software.

Cross-listed STAT 75100
prereq: BIOS 75000

EPI 75000 - Epidemiologic Methods I: Study Research Design

This course will provide an in depth understanding of the design and conduct of epidemiological studies, including causal inferences, measurement, major study designs, threats to validity, and urban public health applications. Examples will be based on the health of New York City residents. Prereq: ,

Cross-listed GC PH 82000
prereq: PH 75100, PH 75300
Credits 3

EPI 75100 - Epidemiologic Methods II: Survey and Research Methods

This course will provide students with an understanding of the methods used to test research hypotheses; tools for selecting statistical tests appropriate for the particular study design and research hypotheses; and an ability to recognize the importance and impact of threat to validity such as confounding and bias. This course will also cover survey methods used in epidemiologic research.

Cross-listed GC PH 82100
prereq: EPI 75000
Credits 3

EPI 75200 - Applied Research: Data management and analysis

This course provides students with the opportunity to apply epidemiological and statistical concepts using several datasets to answer a given research question and test the hypotheses associated with it

prereq: BIOS 75100, EPI 75100 or instructor's permission
Credits 3

-or-

Public Health Policy and Management

HPM 75000 - Public Health Management

Focuses on management issues in a variety of organizational settings and the larger public health environment; describes managerial functions and problem solving strategies, financial management principles, and management models for change; develops specific skills in program management, budgeting, workforce development, and managing intersectoral programs.

prereq: PH 75500, PH 75600

HPM 75100 - Public Health and Health Care Law

Reviews key areas of the legal process relevant to health care delivery and public health; analyzes major court decisions that have affected the field and selected federal, state and local statutes that affect public health and health care practice; acquaints students with the basics of legal research and legal reasoning as applied to public health and health care.

prereq or coreq: PH 75500, PH 75600 or with instructor's permission for those with at least one year of health care experience

HPM 75200 - Comparative Analyses of Urban Health Care Systems

Examines unique challenges and opportunities for delivering health care in developed and developing world cities; analyses impact of national and local policies and social and political factors on health care access, quality and outcomes; introduces empirical methods for making comparative studies across municipalities and nations.

prereq: PH 75500, PH 75600

Students can take this course or HPM 75400

-or-

HPM 75400 - Public Health Advocacy

Prepares students to advocate for policies that promote public health, develops skills in planning and implementing advocacy campaigns; assess theories on role of coalitions and advocacy in changing health policy.

prereq: PH 75500, PH 75600

Students can take this course or HPM 75200

HPM 75300 - Public Health Policy Analysis

Examines common approaches and concepts of policy analysis for public health, including market efficiency and failures, cost-benefit analysis, problem and decision making analysis; describes critiques of such models with public health examples; focuses on the Health Impact Assessment as a method for analyzing costs and benefits of health and non-health policies.

prereq: PH 75500, PH 75600

HPM 75500 - Health Economics

This course in health economics introduces students to essential microeconomic concepts as they apply to health systems, individual and public health.

prereq: Recommended pre-req: PH 75500, PH 75600

-or-

Nutrition

NUTR 71000 - 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 72000 - Community Nutrition Education

Nutrition programs and materials for health promotion in the community.

NUTR 73300 - Nutrition and Human Development

Relation of nutrition to growth and development. Nutrition requirements throughout the lifecycle.

PH 72200 - Food Politics and Policy

This policy course examines the influence of the food industry and of government on the U.S. food system and the way we eat, and on efforts to prevent and treat chronic diet-related conditions, such as obesity. This is a hybrid course that meets in person 5 times during the semester; the remainder of the time the course is conducted online asynchronously through Blackboard

Cross-listed GC PH 81400

prereq: 30 MPH credits

- COMHE 75000 and either
- COMHE 75300 (for NUTR non-DI students)

-or-

NUTR 70000 - Seminar in Dietetics Practice

Discussions and student presentations of topics of current interest in the practice of dietetics and public health nutrition.

Open to dietetic internship (DI) students only.

Group C - Elective/Concentration Courses required, 0-9 credits

COMHE 9 credits

EOHS 9 credits

EPI/BIOS 9 credits of which at least 6 must be from EPI75300-75900 for students who choose EPI option or BIOS 75200-75800 for students who choose BIOS option. EPI-BIOS students may also take electives in mapping public health data and clinical trials or other topical electives offered..

HPM 9 credits of which at least 3 credits must be in finance or economics and 3 must be in program or policy evaluation

NUTR 6 credits (for NUTR non-Dietetic Internship (DI) students) and 0 credits for NUTR – DI students

Group D - Supervised Field Work and Capstone Project

Supervised Fieldwork required, 3 credits

PH 73700 (210 hrs) or NUTR 70100 NUTR 70300 NUTR 70200 for NUTR-DI Students

Capstone Seminar required, 3 credits

PH 73800

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 70000 NUTR 70100 NUTR 70200 NUTR 70300 .

Undergraduate Major/Graduate Masters

Accelerated BS/MS in Nutrition (DPD)

This pathway is for third year NFS majors who are interested in completing their degree and then continuing at Hunter to obtain a master's degree and verification statement (students will be provisionally accepted into the program in their junior year but must maintain grade requirements to matriculate into the MS-DPD program).

This accelerated pathway provides the opportunity for undergraduate students to remain at Hunter for their graduate coursework providing students the opportunity for academic acceleration to a graduate degree.

Since the MS-Nutrition curriculum meets the didactic program in dietetics (DPD) requirements established by the Commission on Accreditation for Dietetics Education (CADE), the credentialing arm of the American Dietetic Association (ADA), it will qualify students from this BS/MS accelerated track to apply for Dietetic Internships and continue their professional preparation for the Registered Dietitian (RD) credential.

for further information consult the undergraduate catalog hunter.acalogadmin.com/preview/preview_program.php and the Nutrition MS program in this catalog

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Archived Catalogs

Archived Graduate Catalogs

Follow the following links to view the archived versions of the Graduate Catalog:

- [2006 - 2009 Graduate Catalog](#)

- [2003 - 2006 Graduate Catalog](#)
- [2001 - 2003 Graduate Catalog](#)

Using Archived Catalogs

These archived catalogs are stored in pdf format. To view these documents you will need the Adobe Acrobat Reader software installed. To obtain this free software please visit <http://get.adobe.com/reader/>.

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 adviser of any such course withdrawal.

After the 10th week of the term, all official withdrawals must have the approval of the graduate adviser 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 2007, 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	77.0 – 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	
Y=	Y = Year's course of study – must continue to completion	

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 advisers 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 adviser. 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 adviser 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 coursework 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 advisers to verify the full-time nature of their academic work and to make a recommendation on this matter to the registrar prior to the beginning of classes of each semester.

Notification

This catalog is published every three years, and some of the material may become outdated. For updated information, please contact the Office of the Registrar or the specific school or department of interest.

Academic Honesty

Any deliberate borrowing of the ideas, terms, statements, or knowledge of others without clear and specific acknowledgment 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.

1. Introduction

The university and its colleges have a variety of procedures for dealing with student-related issues, including grade appeals, academic integrity violations, student discipline, disclosure of student records, student elections, sexual harassment complaints, disability accommodations, and discrimination. One area not generally covered by other procedures concerns student complaints about faculty conduct in the classroom or other formal academic settings. The university respects the academic freedom of the faculty and will not interfere with it as it relates to the content or style of teaching activities. Indeed, academic freedom is and should be of paramount importance. At the same time the university recognizes its responsibility to provide students with a procedure for addressing complaints about faculty treatment of students that are not protected by academic freedom and are not covered by other procedures. Examples might include incompetent or inefficient service, neglect of duty, physical or mental incapacity and conduct unbecoming a member of the staff.

2. Determination of Appropriate Procedure

If students have any question about the applicable procedure to follow for a particular complaint, they should consult with the chief student affairs officer. In particular, the chief student affairs officer should advise a student if some other procedure is applicable to the type of complaint the student has.

3. Informal Resolution

Students are encouraged to attempt to resolve complaints informally with the faculty member or to seek the assistance of the department chairperson or campus ombudsman to facilitate informal resolution.

4. Formal Complaint

If the student does not pursue informal resolution, or if informal resolution is unsuccessful, the student may file a written complaint with the department chairperson or, if the chairperson is the subject of the complaint, with the academic dean or a senior faculty member designated by the college president. (This person will be referred to below as the “Fact Finder.”) Only students in a faculty member’s class or present in another academic setting where the alleged conduct occurred may file complaints against that faculty member.

- a. The complaint shall be filed within 30 calendar days of the alleged conduct unless there is good cause shown for delay, including but not limited to delay caused by an attempt at informal resolution. The complaint shall be as specific as possible in describing the conduct complained of.
- b. The Fact Finder shall promptly send a copy to the faculty member about whom the complaint is made, along with a letter stating that the filing of the complaint does not imply that any wrongdoing has occurred and that a faculty member must not retaliate in any way against a student for having made a complaint. If either the student or the faculty member has reason to believe that the department chairperson may be biased or otherwise unable to deal with the complaint in a fair and objective manner, he or she may submit to the academic dean or the senior faculty member designated by the college president a written request stating the reasons for that belief; if the request appears to have merit, that person may, in his or her sole discretion, replace the department chairperson as the Fact Finder.
The chairperson may also submit a written request for recusal for good cause to the academic dean or senior faculty member designated by the college president to review such requests. If a recusal request is granted, a different department chairperson shall conduct the investigation, or, if no other chairperson is available, an administrator designated by the college president shall serve in the chairperson’s stead. Further, the college president may re-assign investigations as necessary, including but not limited to situations in which a Fact Finder has not completed an investigation in a timely manner. In addition, during any time that no department chairperson is available to investigate a complaint, the college president may assign an administrator to investigate.
- c. The Fact Finder shall meet with the complaining student and faculty member, either separately or together, to discuss the complaint and to try to resolve it. The Fact Finder may seek the assistance of the campus ombudsman or other appropriate person to facilitate informal resolution.
- d. If resolution is not possible, and the Fact Finder concludes that the facts alleged by the student, taken as true and viewed in the light most favorable to the student, establish that the conduct complained of is clearly protected by academic freedom, he or she shall issue a written report dismissing the complaint and setting forth the reasons for dismissal and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. Otherwise, the Fact Finder shall conduct an investigation. The Fact Finder shall separately interview the complaining student, the faculty member and other persons with relevant knowledge and information and shall also consult with the chief student affairs officer and, if appropriate, the college ombudsman. The Fact Finder shall not reveal the identity of the complaining student and the faculty member to others except to the extent necessary to conduct the investigation. If the Fact Finder believes it would be helpful, he or she may meet again with the student and faculty member after completing the investigation in an effort to resolve the matter. The complaining student and the faculty member shall have the right to have a representative (including a union representative, student government representative or attorney) present during the initial meeting, the interview and any post-investigation meeting.

e. In cases where there is strong preliminary evidence that a student's complaint is meritorious and that the student may suffer immediate and irreparable harm, the Fact Finder may provide appropriate interim relief to the complaining student pending the completion of the investigation. The affected faculty member may appeal such interim relief to the chief academic officer.

f. At the end of the investigation, the Fact Finder shall issue a written report setting forth his or her findings and recommendations, with particular focus on whether the conduct in question is protected by academic freedom, and send a copy to the complaining student, the faculty member, the chief academic officer and the chief student affairs officer. In ordinary cases, it is expected that the investigation and written report should be completed within 30 calendar days of the date the complaint was filed.

5. Appeals Procedure

If either the student or the faculty member is not satisfied with the report of the Fact Finder, the student or faculty member may file a written appeal to the chief academic officer within 10 calendar days of receiving the report. The chief academic officer shall convene and serve as the chairperson of an Appeals Committee, which shall also include the chief student affairs officer, two faculty members elected annually by the faculty council or senate and one student elected annually by the student senate. The Appeals Committee shall review the findings and recommendations of the report, with particular focus on whether the conduct in question is protected by academic freedom. The Appeals Committee shall not conduct a new factual investigation or overturn any factual findings contained in the report unless they are clearly erroneous. If the Appeals Committee decides to reverse the Fact Finder in a case where there has not been an investigation because the Fact Finder erroneously found that the alleged conduct was protected by academic freedom, it may remand to the Fact Finder for further proceedings. The committee shall issue a written decision within 20 calendar days of receiving the appeal. A copy of the decision shall be sent to the student, the faculty member, the department chairperson and the president.

6. Subsequent Action

Following the completion of these procedures, the appropriate college official shall decide the appropriate action, if any, to take. For example, the department chairperson may decide to place a report in the faculty member's personnel file or the president may bring disciplinary charges against the faculty member. Disciplinary charges may also be brought in extremely serious cases even though the college has not completed the entire investigative process described above; in that case, the bringing of disciplinary charges shall automatically suspend that process. Any action taken by a college must comply with the bylaws of the university and the collective bargaining agreement between the university and the Professional Staff Congress.

7. Campus Implementation

Each campus shall implement these procedures and shall distribute them widely to administrators, faculty members and students and post them on the college Web site.

The City University of New York Medical Withdrawal and Re-Entry Policy and Procedures Governing Student Behavior that Presents a Direct Threat of Harm to Self or Others or

Substantially Disrupts the Learning or Working Environment of Others

1. Introduction

The City University of New York (“CUNY”) is committed to the academic success and personal growth of its students. As part of that commitment, CUNY and its constituent campuses are responsible for providing a safe learning and working environment for students, faculty, staff and other members of the university community. Some students may, because of a medical condition, engage in behavior that presents a direct threat of harm to themselves or to others, or substantially disrupts the learning or working environment of others. In such situations, the safety and security of the campus community, including the individual student, is paramount. This policy does not replace or supersede reasonable and appropriate security and health and safety measures, such as calling 911 or taking other immediate action in case of imminent threat to life or limb.

In addition to taking action to protect the security and safety of the campus community, a college may address the student’s conduct to determine if action under this policy or under the student disciplinary process is appropriate. When a student’s conduct that directly threatens or substantially disrupts the learning or working environment of others appears to relate to a medical condition, the campus may, at its option, address the student’s conduct either in accordance with this policy, or through the student disciplinary process. If the student’s conduct constitutes a threat solely to him or herself, it should be addressed under this policy rather than the disciplinary process.

2. Policy

- a. As an alternative to disciplinary action that may be taken under Article XV of CUNY’s Bylaws, a college of CUNY may bring a proceeding to require a student to withdraw from the university, or, under some circumstances, the student’s home college and/or from residence in a college residence hall under this withdrawal policy and procedures when the student’s behavior evidences a direct threat of harm to others, or when the student’s behavior substantially disrupts the learning or working environment of others. A direct threat means a significant risk of harm to health or safety.
- b. A student who threatens to commit or attempts to commit suicide, and who does not otherwise threaten direct harm to others or substantially disrupts the learning or working environment of others, shall not be subject to disciplinary action for that threat or attempt under Article XV of the CUNY’s Bylaws. If a college determines that withdrawal of the student or retention of the student subject to specified conditions is appropriate because the student’s behavior threatens direct harm to him or herself, the procedures outlined below shall apply instead of disciplinary procedures.
- c. A student who withdraws or is withdrawn from the university, a college or college residence hall pursuant to this policy may apply for re-entry to the University, a college and/or to a college residence hall. The application for re-entry shall be made to the student’s home college’s Chief Student Affairs Officer, who shall determine whether the student still presents a direct threat of harm to him or herself or others or still presents a significant risk to substantially disrupt the learning or working environment of others. If the Chief Student Affairs Officer or designee determines, based on the assessment of a qualified, licensed mental health professional, that there is not a significant risk that the behavior that required withdrawal will be repeated, he or she shall approve the student’s application for re-entry.

3. Procedures

A. Emergency Interim Removal

1. If a student's behavior presents an immediate, severe and direct threat to him or herself or others (by evidencing a likelihood of harm to him or herself or others), or is substantially disrupting the learning or working environment of others, the Chief Student Affairs Officer or designee (if such Officer is not immediately available) may direct an emergency interim removal of the student that restricts the student's access to the College's campus or residence hall, as appropriate, for an interim period before a final determination of the matter. The Chief Student Affairs Officer or designee shall consult with the university's Office of the General Counsel prior to making any such direction.
2. The fact that a student has threatened to commit suicide or attempted suicide, by itself, does not allow the Chief Student Affairs Officer or designee to direct an emergency interim removal. In all cases involving such students, the Chief Student Affairs Officer or designee must attempt to have the student individually assessed by a mental health professional as outlined below in A.3. before deciding whether to direct an emergency interim removal.
3. Except as permitted in III A. 1. above, before determining whether to require an emergency interim removal, the Chief Student Affairs Officer or designee shall take the following steps:
 - a. exercise all reasonable efforts to meet with the student; and
 - b. in that meeting, offer the student the opportunity to be evaluated at the college's expense by a qualified, licensed mental health professional, who may be an employee of a college of CUNY or CUNY or on retainer to a college of CUNY or CUNY. Whenever possible, that professional shall have had no prior contact with the student. The professional shall assess whether the student's behavior presents an immediate, severe and direct threat to him or herself or others or presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others, and, if so, whether the student's behavior may be the result of a medical issue. That professional shall present his or her findings to the Chief Student Affairs Officer or designee, who shall determine based on those findings and other evidence available whether emergency interim removal under these procedures is appropriate.
 - c. If the student refuses to meet, and/or refuses to undergo such assessment or to keep a scheduled appointment, the Chief Student Affairs Officer or designee may require emergency interim removal without a meeting and/or mental health assessment if he or she reasonably concludes on the basis of the available evidence that the student's behavior evidences an immediate, severe and direct threat of harm to the student or others or is substantially disrupting the working or learning environment of others and presents a significant risk to continue that substantial disruption. The Chief Student Affairs Officer or designee shall consult with the university's Office of the General Counsel before making such a determination.
4. The emergency interim removal from the college and/or residence hall shall remain in effect until a final decision has been made pursuant to the procedures below, unless, before a final decision is made, the Chief Student Affairs Officer or designee determines that the reasons for imposing the interim removal no longer exist.

B. Withdrawal After Emergency Interim Removal

1. If a student has been subjected to an emergency interim removal from the college and/or residence hall, the college shall request retention with conditions or voluntary withdrawal within 7 calendar days of such removal. Should the request for retention with conditions or voluntary withdrawal request be refused, the college shall determine within 7 calendar days of such refusal whether to take further action against the

student, including whether to initiate involuntary withdrawal proceedings or, disciplinary proceedings under Article XV of the CUNY Bylaws, as applicable under II A. above, and shall send notice of either such proceeding in accordance with the notice requirements of the applicable procedure within that 7-day period. For students who have been subjected to an emergency interim removal without having undergone the assessment procedures outlined in III A. 3 above, the college shall follow the assessment procedures outlined below in B.2. a. prior to determining its course of action.

2. In cases where the student has been subjected to an emergency interim removal without assessment, the procedure for determining whether withdrawal is appropriate is as follows:
 - a. The Chief Student Affairs Officer or designee shall exercise best efforts to meet with the student to discuss the student's behavior and to hear the student's explanation of the alleged behavior. If, after hearing the explanation, the Officer or designee still wishes to consider the possibility of the student's withdrawal, he or she shall offer the student an opportunity to be evaluated, at the college's expense, by a qualified, licensed mental health professional, who may be an employee of a college of CUNY or CUNY, or on retainer to a college of CUNY or CUNY. Whenever possible, that professional shall have had no prior contact with the student. The professional shall make findings concerning whether the student's behavior presents a direct threat of harm to him or herself or others or presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others and if so, whether the student's behavior may be the result of a medical issue. The professional shall report such findings to the Chief Student Affairs Officer, who shall, based on those findings, and after consultation with the university's Office of the General Counsel, determine the appropriate action, including whether to request that the student withdraw from the university, the college and/or the college residence hall or whether to request that the student agree to specified conditions in lieu of withdrawal.
 - b. If the student refuses to undergo the requested assessment, or fails to keep the scheduled appointment, and the Chief Student Affairs Officer reasonably concludes on the basis of the available evidence that the student's behavior presents a direct threat of harm to him or herself or others or substantially disrupts the learning or working environment of others and presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others, the Chief Student Affairs Officer may request that the student voluntarily withdraw from the university, the college and/or the college residence hall. The Chief Student Affairs Officer shall consult with the university's Office of the General Counsel before making any such request.
 - c. If the student agrees to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs officer or designee shall (i) discuss with the student the procedures for and consequences of voluntary withdrawal or the specified conditions, as applicable; (ii) discuss the circumstances with the student's parents or legal guardians as permissible by law and as appropriate; (iii) consult with the student's academic adviser or department, as appropriate; (iv) consult with the residence hall director, as appropriate; (v) refer the student to appropriate resources for treatment; and (vi) advise the student concerning the process for applying for re-entry, as well as on conditions for re-entry, if applicable and appropriate.
 - d. If the student does not agree to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs Officer shall determine, in consultation with the university's Office of the General Counsel, whether to take further action against the student, including whether to initiate involuntary withdrawal proceedings, or, in the case of students referenced in II A. above, whether to initiate disciplinary proceedings under Article XV of the CUNY Bylaws.

C. Withdrawal of Students Without Emergency Interim Removal

1. Students Who Present a Direct Threat of Harm to Others or Substantially Disrupt the Learning or Working Environment of Others
 - a. Voluntary Withdrawal or Retention with Conditions
 1. In situations where a student's behavior evidences a direct threat of harm to himself or others or substantially disrupts the learning or working environment of others and presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others and the Chief Student Affairs Officer reasonably believes that the student's behavior may be connected to a medical issue, the Chief Student Affairs Officer or designee may request that the student voluntarily withdraw or agree to retention under conditions.
 2. If the student agrees to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs officer or designee shall (i) discuss with the student the procedures for and consequences of voluntary withdrawal or the specified conditions, as applicable; (ii) discuss the circumstances with the student's parents or legal guardians as permissible by law and as appropriate; (iii) consult with the student's academic adviser or department, as appropriate; (iv) consult with the residence hall director, as appropriate; (v) refer the student to appropriate resources for treatment; and (vi) advise the student concerning the process for applying for re-entry, as well as on conditions for re-entry, if applicable and appropriate.
 - b. Involuntary Withdrawal
 1. If the student does not agree to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs Officer shall determine, in consultation with the University's Office of the General Counsel, whether to take further action against the student, including whether to initiate involuntary withdrawal proceedings or disciplinary proceedings under Article XV of the CUNY Bylaws.
 2. Before initiating involuntary withdrawal proceedings under this procedure, the Chief Student Affairs Officer shall follow the assessment procedures outlined above in B.2.
2. Students Who Present a Direct Threat of Harm Solely To Themselves
 - a. The College shall follow the assessment and other procedures outlined above in B.2 a.-d. in order to determine the appropriate course of action.

D. Involuntary Withdrawal Procedures

1. The following shall be the procedures for involuntary withdrawal:
 - a. Notice of the involuntary withdrawal hearing and the time and place of the hearing shall be personally delivered or sent by the Chief Student Affairs Officer or designee of the student's home college to the student at the address appearing on the records of the college, by overnight or certified mail, by regular mail, and, for students who have a college e-mail address, to that e-mail address. 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.
 - b. The notice shall contain (i) a statement of the reasons involuntary withdrawal is sought (ii) the type of withdrawal sought (from the university, the college and/or from the college residence hall); and (iii) a statement that the student has a right to present his or her side of the story, to present

witnesses and evidence on his or her behalf, to cross-examine witnesses presenting evidence against the student, to remain silent without assumption of guilt, and to be represented by legal counsel or an adviser at the student's expense.

- c. CUNY shall constitute a Health Review Panel, comprised of qualified, licensed mental health professionals employed by a college of CUNY or by CUNY, or on retainer to a college of CUNY or CUNY. CUNY's Vice Chancellor for Student Development shall appoint the members of the Health Review Panel. Members of the Health Review Panel, in committees constituted separately for each hearing ("Health Review Committee"), shall be responsible for adjudicating all involuntary withdrawal hearings held according to these procedures. For each involuntary withdrawal hearing, the Vice Chancellor for Student Development or his designee shall constitute a three-person Health Review Committee from the Health Review Panel to adjudicate at that hearing. No member of the Health Review Committee shall have had prior contact with the student. All decisions of the Health Review Committee shall be made by majority vote.
- d. The hearing shall be closed, unless the student requests an open hearing. However, the Health Review Committee may overrule a request for an open hearing if it determines that an open hearing would be inappropriate or disruptive in light of the nature of the evidence to be presented.
- e. After the evidence is presented at the hearing, the Health Review Committee shall determine whether the college has proved, by a preponderance of the evidence, that the student's behavior presents a direct threat of harm to him or herself or others, or has substantially disrupted the learning or working environment of others and presents a significant risk of threatening further substantial disruption of the learning or working environment of others, and if so, what the appropriate remedy should be. The Health Review Committee may also set reasonable and appropriate conditions on re-entry. The decision of the Health Review Committee shall be made within five business days from the close of the hearing.

E. Appeals

An appeal from the decision of the Health Review Committee may be made to the President of the student's home college or the President's designee within thirty calendar days after the delivery of the decision appealed from. The President or designee shall make his or her determination on the appeal within fifteen business days from receipt of the appeal. The President's decision may be appealed to the Chancellor of the university or his or her designee within thirty calendar days after the delivery of the President's decision on appeal. The Chancellor or designee's decision shall be made within fifteen business days from receipt of the appeal. The Chancellor (or designee's) decision shall be final. The bases overturning a decision of the Health Review Committee at both levels of review are limited to the following: (i) clearly erroneous factual findings; (ii) procedural irregularities; (iii) newly available evidence that would have affected the outcome; (iv) the remedy and/or conditions on re-entry were unreasonable or inappropriate.

F. Re-entry

1. A student who is withdrawn from the university, a student's home college and/or a college residence hall under this policy may be considered for re-entry.
2. A student wishing to be considered for re-entry should contact his or her home college's Chief Student Affairs Officer and provide appropriate documentation of behavioral change and resolution of the initial behavioral problem, including compliance with any conditions that may have been set for re-entry.
3. A student may apply for re-entry to the university, a college and/or a college residence hall no more than one time per term.

4. In assessing an application for re-entry, the Chief Student Affairs Officer or designee shall: (i) in cases in which he or she determines that an additional mental health assessment is necessary, refer the student for assessment to a qualified, licensed mental health professional, at the college's expense; (ii) receive, investigate, and examine appropriate relevant documentation, including assessments made by college-referred mental health professionals, and, if applicable, licensed treating mental health professionals; (iii) consult with the Health Review Committee, in cases in which the student's withdrawal was adjudicated by such a Committee; (iv) contact the student's parents or legal guardians as permissible by law, if appropriate; (v) provide an opportunity for the student to meet with the Chief Student Affairs Officer or designee to discuss re-entry.
5. If the Chief Student Affairs Officer or designee determines, based on the evidence presented, that there is not a significant risk that the behavior that required withdrawal will be repeated, he or she shall approve the student's application for re-entry. In such cases, the Chief Student Affairs Officer or designee shall initiate the re-entry process, provide the student with written conditions for continued attendance, and inform any relevant administrators of the student's re-entry.
6. If the Chief Student Affairs Officer or designee determines that the application for re-entry should be denied, he or she shall provide the student with a written explanation of the reasons for the denial and specify when the next request for re-entry may be considered.
7. A student may appeal the Chief Student Affairs Officer or designee's denial of re-entry to the college President or designee within thirty calendar days after the delivery of the decision denying re-entry. The President or designee shall make his or her determination on the appeal within thirty calendar days from receipt of the appeal. The President's decision may be appealed to the Chancellor of the university or his or her designee within thirty calendar days after the delivery of the President's decision on appeal. The Chancellor or designee's decision shall be made within thirty calendar days from receipt of the appeal. The Chancellor (or designee's) decision shall be final. The basis for overturning a decision on appeal at either level shall be limited to a determination that the decision on re-entry was clearly erroneous.

G. Effect on Academic Status

In the event of a withdrawal pursuant to this policy, a notation of withdrawal shall appear on the student's transcript for all classes taken during that semester. The Chief Student Affairs Officer at a student's home college may grant a student request that, in lieu of withdrawal, a notation of incomplete shall appear on his or her transcript for classes taken during that semester if and only if there is a reasonable prospect that the student will eventually complete such classes, subject to faculty approval for each such class. Regardless of the notation that appears on a student's transcript, the Chief Student Affairs Officer of the student's home college shall inform the Vice Chancellor for Student Development of the student's withdrawal in order to effectuate a hold by the University Application Processing Center on the student's ability to transfer or otherwise seek admission to another college of CUNY.

H. Effect on Housing Status

If the student has been living in a college residence hall and will not be permitted to continue to do so, the student's contract will be canceled and fees refunded on a prorated basis.

I. Confidentiality

The results of examinations by mental health professionals to whom students are referred for assessment at any stage in the withdrawal or readmission process shall be confidential student records, except that if the results indicate that the student presents an imminent, severe, and direct threat of harm to him or herself or others, those results may be shared with the appropriate individuals in order to attempt to prevent the occurrence of such harm. The results of these

examinations shall be admissible in involuntary withdrawal hearings but shall not be admissible in disciplinary hearings, unless the student places his or her health, including mental health, at issue in a disciplinary hearing.

Return to: General Information

Administration of Hunter College of the City University of New York

Return to: General Information

President: Jennifer J. Raab, JD

Provost and Vice President for Academic Affairs: Vita C. Rabinowitz, PhD

Vice President for Student Affairs and Dean of Students: Eija Ayravainen, MA

Acting Chief Operating Officer: Leonard Zinnanti, MPA

Ruth and Harold Newman Dean of the School of Arts and Sciences: Erec R. Koch, PhD

Klara & Larry Silverstein Dean of the School of Education: David Steiner, PhD

Dean of the Silberman School of Social Work: Jacqueline B. Mondros, DSW

Associate Dean and Chief Librarian: Dan Cherubin, MA, MS

Interim Dean of CUNY School of Public Health at Hunter College and Acting Associate Provost for Health and Social Welfare: Neal L. Cohen, MD

Joan Grabe Dean of the Hunter-Bellevue School of Nursing: Gail McCain, PhD, RN

Dean for Diversity and Compliance: John Rose, JD

Counsel and Labor Designee: Gail Aidinoff Scovell, JD

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 Silberman School of 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 post-secondary 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 at the college.

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 \$35,275 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, and is carried out under the auspices of the International Students Office in the Office of Student Services.

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. International students must be in a position to finance the cost of their education and living expenses as college-based financial assistance is not available.

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 Graduate Admissions in order to establish U.S. baccalaureate degree equivalency. Applicants need not submit third party equivalencies; however, they must submit official English translations of academic records written in languages 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 on the paper based test or 213-250 on the computer administered test or 60-75 (less speaking component) on the TOEFL IBT, depending upon the curriculum.*

Application Procedure

Applicants may apply to only one program for any given semester; please decide which of our programs is the most appropriate before filing the application. The deadline for applications varies by program. The earliest deadlines are January 15 for fall admission and September 1 for spring admission. Applicants are responsible for submitting their application and supporting application materials by the deadline for their desired graduate program. More information on the exact application deadlines can be found at:

<http://www.hunter.cuny.edu/graduateadmissions/applying/deadlines/degree-applications>.

Applying for admission to a graduate program at Hunter College is a two-step process. The first step is completing the online Application for Graduate Degree Admissions. Hunter College offers a web-based application for graduate degree admission which can be accessed at: <https://app.applyyourself.com/?id=Hunter-G>. The second step is collecting and submitting the required supporting application materials, such as letters of recommendation and official transcripts from each institution attended. Applicants are responsible for collecting all supporting documents needed for the review and evaluation of their applications and submitting them before the application deadline. Supporting application materials must be mailed in one envelope to: Graduate Admissions, 223 Noth, 695 Park Ave., New York, NY, 10065 for applicants applying to the School of Arts & Sciences, School of Education, School of Health Professions, and School of Nursing. Applicants to the School of Social Work must mail their supporting application materials to: School of Social Work, Office of Admissions Room 704, 129 East 79th Street, New York, NY 10075. Additional information on submitting the supporting application materials can be found at:

<http://www.hunter.cuny.edu/graduateadmissions/applying/degree-application/supporting-application-documents>.

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, except for those foreign certificates considered irreplaceable. Original foreign documents will be returned to the applicant only if, at the time of filing, they are accompanied by photocopies.

Application Fee

A \$125 application fee is required of all applicants. Applications submitted without the fee cannot be processed. You can pay your application fee via credit card online when you are ready to submit your online application form or you can mail a check or money order to the Graduate Admissions Office. Please make checks or money orders payable to Hunter College. If a check is written for you by someone else, be sure your name appears on the face of the check. Those currently attending Hunter as graduate non-degree students who are applying for degree status need not pay this fee. As the application fee is devoted to the administrative cost of processing all applications, it is not refundable under any circumstances, regardless of the outcome, the date of filing, the time of review, or, if for whatever reason, the application is withdrawn.

Admission Status

Applicants are approved for admission by the graduate adviser 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 must reapply 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 10065, approximately two months before registration. The undergraduate degree must be equivalent to at least a U.S. 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 adviser in order to obtain course approval. The nonmatriculation application fee of \$125.00 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 adviser involved. Students should consult the graduate program adviser 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 adviser). 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

Approval will automatically be granted for courses taken in support of the degree if the grades received are B or higher. Approval is not automatic for courses in which the grade received is less than B, nor for courses not required for the degree. To have such a course considered for approval, the student must submit a credit approval form, which may be obtained in the Office of Graduate 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 downloaded at <http://www.hunter.cuny.edu/graduateadmissions/applying/degree-application/transfer-credit>.

Transfer of credits is subject to the approval of the department or graduate adviser 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 such 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 adviser, and with the approval of the adviser of the graduate program offering the course, highly qualified undergraduate degree students may take graduate courses for credit toward the bachelor's degree. If it is determined that the courses were not used for the bachelor's degree and the graduate transfer is acceptable, then the student will be charged the difference between the undergraduate and graduate tuition rates at the time the student took the course. No course may be applied to both the undergraduate degree and the graduate degree.

Readmission: Matriculated and Nonmatriculated Students

A student who 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 downloaded at: <http://www.hunter.cuny.edu/graduateadmissions/applying/readmission-application/application-form>. The completed form needs to be submitted or mailed to Graduate Admissions, 223 North, 695 Park Ave., New York, NY 10065. There is a \$10 nonrefundable readmission fee. The fee is \$125.00 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 \$125.00 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 Degree Program

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

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Adolescent Education Programs

Adolescent Education Programs

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 of 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.

Return to: General Information

Return to: Student Rights and School Policies

Bursar's Office

Return to: General Information

The bursar's office collects all tuition and fees in accordance with CUNY policies and procedures set forth by the Federal, State and City Governments.

Method of Payment for Tuition and Fees Students may pay for tuition and fees by cash, check, money order in person at the cashier windows, through the mail using a money order or check or online using acceptable credit cards (MasterCard, American Express or Discover) or an EFT from a bank account. All checks and money orders must be made payable Hunter College in U.S. currency only. Details concerning payment options are available online at www.hunter.cuny.edu/bursar.

A tuition payment plan can be arranged through TuitionPay for an \$18 fee. TuitionPay permits students to pay semester expenses over a five-month period for the Fall and Spring terms and a three-month period for the Summer term.

For more information, please log on to www.tuitionpay.com or call 1-866-267-CUNY.

Financial Obligations Students are expected to settle their bill by the college's designated due dates. Pursuant to CUNY policy, students who have unsettled bills are cancelled for non-payment. Student accounts that remain unpaid for one year or more are turned over to the university's collection agency. Students who have an unpaid balance or have not completed entrance/exit interviews for loan programs or other specific requirements of the college or an

appropriate state or federal agency for which the university acts as either a disbursing or certifying agent will not be permitted to register for classes or obtain a transcript.

The bursar's office collects all tuition and fees in accordance with CUNY policies and procedures set forth by the Federal, State and City Governments.

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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.

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 opinion contravenes the laws of the city, state, or nation or any bylaw or policy of the university or any policy, regulation, or order of the college. If the college president chooses to disapprove an allocation or expenditure, he or she shall consult with the general counsel and vice chancellor for legal affairs and thereafter communicate his/her decision to the allocating body or auxiliary enterprise board.
- b. The president of the college shall have the authority to suspend and send back for further review any student activity fee, including student government fee, allocation or expenditure which in his or her opinion is not within the expenditure categories defined in section 16.2 of this article. The college association shall, within ten (10) days of receiving a proposed allocation or expenditure for further review, study it and make a recommendation to the president with respect to it. The college president shall thereafter consider the recommendation, shall consult with the general counsel and vice chancellor for legal affairs, and thereafter communicate his/her final decision to the allocating body as to whether the allocation or expenditure is disapproved.
- c. The chancellor or his designee shall have the same review authority with respect to university student activity fees that the college president has with respect to college student activity fees.
- d. All disapprovals exercised under this section shall be filed with the general counsel and vice-chancellor for legal affairs.
- e. Recipients of extramural student activity fees shall present an annual report to the chancellor for the appropriate board committee detailing the activities, benefits and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee.

Section 16.12 Referenda

A referendum proposing changes in the student activity fee shall be initiated by a petition of at least 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.

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Centers, Institutes, Theatres, and Galleries

- Research Centers and Institutes
- Performing Arts Venues and Galleries

City University of New York Administration

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The City University of New York

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Classical and Oriental Languages

Classical and Oriental Studies

The Department of Classical and Oriental Studies participates in Adolescent Education MA programs through the division of Classics (Latin) and the division of Chinese Language and Literature (Chinese).

Department Chair:

Tamara M. Green
1425 West
(212) 772-4960
tgreen@hunter.cuny.edu

Chinese Language and Literature

Programs and Courses

Adolescent Chinese - MA

Courses

CHIN 70100 •CHIN 70200 •CHIN 70300 •CHIN 70500 •CHIN
70600 •CHIN 70700 •CHIN 70800 •CHIN 70900

Administration and Faculty

Division Office:

1429 West
(212) 772-4960

Program Adviser, MA in Adolescent Education, Chinese

Der-Lin Chao
1429 West Building
(212) 772-4965;
dchao@hunter.cuny.edu

Faculty

Mary Anne Cartelli, Assistant Professor; PhD, Columbia

Der-Lin Chao, Professor; PhD, NYU

Fang Dai, Assistant Professor; PhD, Michigan (Ann Arbor)

Classics

Programs and Courses

Courses

LAT 70100 •LAT 70200 •LAT 70300 •LAT 70400 •LAT 70500 •LAT
70600 •LAT 70700 •LAT 70800 •LAT 70900 •LAT 71000 •LAT
71100 •LAT 71200 •LAT 71300
•LAT 72500 •LAT 72600 •LAT 72700

•CLA 70100 •CLA 70200 •CLA 70300 •CLA 70400 •CLA
70600 •CLA 70700

Doctor of Philosophy

Several members of the Hunter College program in classics participate in a 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 or at <http://web.gc.cuny.edu/Classics/>.

Administration and Faculty

Division Office:

1425 West
(212) 772-4960
Website: www.hunter.cuny.edu/classics/classics/graduate.htm

Director, MA in Adolescent Education (Grades 7-12), Latin

Ronnie Ancona
1402 West
(212) 772-4960
rancona@hunter.cuny.edu

Educational Sequence Adviser:

Carla Asher
1000 West
(212) 772-4621
carla.asher@hunter.cuny.edu

Faculty

Ronnie Ancona, Professor; PhD, Ohio; Latin Poetry, Latin Pedagogy, Women in Classical Antiquity

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

Adele J. Haft, Professor; PhD, Princeton; Classical Epic and Tragedy, Classical Mythology, Greek and Roman Civilization, Maps in Twentieth-Century Poetry, Ancient Sports

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

Lawrence M. Kowerski III, Associate Professor; PhD Rutgers; Greek History and Historiography, Early Greek Poetry (elegy and lyric), Greek Papyrology

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

Joanne M. Spurza, Associate 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

Chinese

CHIN 70100 - Chinese Phonology and Romanization

This course will introduce Chinese phonetics, phonology, and the major sound transcription systems commonly used in teaching Chinese as a foreign language and found in Chinese dictionaries. Emphasis will be on acquiring accurate tones and standard pronunciation for English-speaking learners as well as learners who speak a Chinese dialect at home.

Hours 3

Credits 3

CHIN 70200 - Modern Chinese Pedagogical Grammar

This course will introduce the grammatical system of modern Mandarin Chinese, including the characteristics of grammatical morphemes, word order, and sentence and discourse structures. The content will highlight difficulties for native speakers of English and helping them to overcome these difficulties effectively. The course will discuss pedagogical issues concerning grammar instruction such as how it differs from syntax; what grammar points need to be taught at each level; and the methods of teaching grammar.

Hours 3

Credits 3

CHIN 70300 - Chinese Orthography and Lexicology

This course will give an overview of the development of Chinese orthography and Chinese lexicology. Differences between the spoken and written styles will be discussed. The relationship of formation methods of the Chinese lexicon to syntactic functions and the process of character-based meaning derivation will be emphasized.

Hours 3

Credits 3

CHIN 70500 - Topics in Advanced Conversation

This course will give students advanced language training in speaking in a wide range of topics as well as specialized vocabulary needed to discuss Chinese instruction in Chinese. Students will further practice speaking skills to achieve advanced-mid or advanced-high oral proficiency according to the ACTFL (American Council for Teachers of Foreign Languages) scale. Authentic materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70600 - Topics in Advanced Writing

This course will give students advanced language training in writing Chinese in everyday life situations as well as a Chinese language teaching professional with writing samples. Students will further practice writing skills to achieve advanced-low proficiency according to the ACTFL scale. Authentic writing tasks and materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70700 - Topics in Advanced Reading

This course will give students advanced language training in reading Chinese. Students will further practice reading skills to achieve advanced-mid or advanced-high proficiency according to the ACTFL scale. Authentic writing tasks and materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70800 - Topics in Chinese Culture and Society

This course will give students advanced language training in topics related to Chinese culture and society. Students will learn topics concerning Chinese culture and society in traditional and contemporary China. Authentic writing tasks and materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70900 - Independent Study

Students will carry out an independent project approved by their faculty advisor and chairperson and supervised by a staff member.

Credits 1-3

Classics

CLA 70100 - The Legacy of Ancient Greece

A survey of Greek culture and civilization from the second millennium BCE to the rise of Alexander.

Hours 45 hrs, including conferences,

Credits 3 cr

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

CLA 70200 - 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.

Hours 45 hrs, including conferences,

Credits 3 cr

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

CLA 70300 - 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.

Hours 45 hrs, including conferences,

Credits 3

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

CLA 70400 - 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.

Hours 45 hrs, including conferences,

Credits 3

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

CLA 70600 - Supervised Reading

Independent reading on a particular aspect of ancient Greek or Roman culture, supervised by a faculty member.

Prior approval of graduate adviser required. May be taken twice for credit.

CLA 70700 - A Survey of Classical Literature in Translation

Education: Latin Education

LATED 47110 - Practicum in Latin, Grades 7–9

Supervised practicum in the teaching of Latin in grades 7–9.

prereq: LATED 71300

prereq or coreq: SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

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 74110 must also take either LATED 75120 or LATED 74120

LATED 71200 - Methods 1: Classroom Organization, Management, and Assessment of Instruction in Latin

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.

prereq: completion of 18 credits of graduate Latin courses

prereq or coreq: SEDF 70400

Hours 45 hrs, including conferences,

Credits 3

LATED 71300 - Methods 2: Teaching for Diverse Learners in Latin

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.

prereq: LATED 71200

prereq or coreq: SEDF 70500

Hours 30 hrs plus 36 hrs fieldwork,

Credits 2

LATED 73100 - Student Teaching in Latin, Grades 7–12

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 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 this course and may not continue in the program.

prereq: LATED 71300

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

LATED 74110 - Practicum in Latin, Grades 7-9

Supervised practicum in the teaching of Latin in grades 7–9. 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 this course and may not continue in the program. Students who take **LATED 74110** must also take **LATED 74120**.

prereq: LATED 71300

Hours 30 hrs plus conferences,

Credits 2 cr

LATED 74120 - Practicum in Latin, Grades 10-12

Supervised practicum in the teaching of Latin in grades 10–12. 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 this course and may not continue in the program. Students who take **LATED 74120** must also take **LATED 74110**.

prereq: LATED 71300

Hours 30 hrs plus conferences,

Credits 2 cr

LATED 75110 - Student Teaching in Latin in Grades 7-9

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.

prereq: LATED 71300

prereq or coreq: SEDF 70600

Hours 30 hrs, plus 30 days and conferences,

Credits 3 cr

students who enroll in LATED 75110 must also complete LATED 75120 or LATED 74120 See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.

LATED 75120 - Student Teaching in Latin in Grades 10-12

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.

prereq: LATED 71300

prereq or coreq: SEDF 70600

Hours 30 hrs, plus 30 days and conferences,

Credits 3 cr

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

Latin

LAT 70100 - Literature of the Early Republic

Early history of the Latin language and the development of Latin literary forms and styles.

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

LAT 70200 - Literature of the Late Republic

Selections from authors of the late republic.

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

LAT 70300 - Literature of the Early Empire

Selections from authors of the early empire.

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

LAT 70400 - Literature of the Late Empire

Selections from authors of the late empire.

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

LAT 70500 - Caesar

Selections from the Commentaries on the Civil War and Commentaries on the Gallic War.

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

LAT 70600 - Cicero

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

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

LAT 70700 - Vergil

Selections from the Aeneid, Eclogues, and Georgics.

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

LAT 70800 - 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 three times for credit. See the School of Education section of this catalog for information about required grades in student teaching and practicum courses.

LAT 70900 - Latin Composition

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

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

LAT 71000 - Topics in Latin literature.

May be taken three times for credit.

LAT 71100 - Literature of the Republic

Selection from poetry and prose authors of the Latin language and the development of literary forms and styles.

LAT 71200 - Literature of the Augustan Age

Selections from poetry and prose authors of the Augustan period.

LAT 71300 - Literature of the Empire

Selections from poetry and prose authors of the Imperial period.

LAT 72500 - Ovid

Selections from the *Metamorphoses* and *Amores*.

LAT 72600 - Horace and Catullus

Selections.

LAT 72700 - Speaking and Writing Latin

Development of aural/oral and written skills, including traditional Latin Composition, history of the language, and analysis of Latin grammar and syntax.

College Governance

Hunter College has several governing assemblies, most of which provide for student participation.

The Hunter College Senate

Room 1018 Hunter East

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, secretary and the chairperson of the Evening Council, who constitute the Senate Administrative Committee. There are 18 standing committees and a varying number of special and ad-hoc committees. These committees accomplish much of the work of the Senate. Reports and Resolutions from these committees are discussed and voted on at Senate meetings. 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 member nominations from the Senate floor.

Regular meetings of the Senate are planned for two hours and are held twice a month. Additional monthly meetings may be called as needed.

Election of faculty and student membership to the Senate 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.

The Faculty Delegate Assembly

Room 1414 Hunter East

All Hunter faculty, full and part-time, are members of the Faculty Delegate Assembly, which serves to address faculty concerns regarding teaching, research, and the quality of professional life at Hunter and CUNY. We provide a forum for free and open consideration of significant issues at monthly general meetings. Each academic department in the college elects two members to attend these events, which are also open to all other members and usually include invited speakers from both inside and outside of the college. The FDA also hosts a coffee service in the faculty lounge at the 68th Street campus on most afternoons, organizes social events each semester, publishes a newsletter, *The Faculty Voice*, and is responsible for periodic updates of the Faculty Handbook.

The Student Governments

Undergraduate Room 121 Hunter North

Graduate Room 218 Thomas Hunter

These elected student groups have an essential role in the life of the college by allocating the Student Activity Fee, as well as facilitating the chartering of student organizations. All of the elected officers serve as student representatives on campus-wide committees concerning matters of college policy. A few are Senators in the Hunter College Senate, while others are elected to serve as delegates and alternates at the University Student Senate (USS) meetings.

The objective of these student officers is to lead by example in fostering diversity and supporting the exchange of peaceful dialogue among the varied constituents on Hunter's many campuses.

Hunter College Ombudsman

Room 1016 Hunter East

The ombudsman is empowered by the Hunter College Governance Charter to investigate complaints and grievances by any member of the college community (student, faculty, staff, or administration) about a problem or condition in the college. When requested and where possible, the anonymity of a complainant will be protected and names will not be used in any reports the ombudsman may make.

When someone feels unfairly treated or unjustly disadvantaged, the ombudsman can advise the person of the available appeals procedures, recommend corrective action to be taken by the appropriate college officers, or recommend changes in college procedures or regulations that would eliminate such injustices in the future.

The ombudsman may be reached at (212) 772-4203.

Faculty Personnel and Budget Committee (FP&B)

Composed of the president, the provost and the chairs of departments, FP&B is concerned with appointment, reappointment, promotion and other faculty personnel matters.

Departmental Committees

Each department has bylaws approved by the Senate. These bylaws provide for a number of committees, most of which are open to student members. Further information is available in the appropriate departmental office.

College Name

The official name of the college, which must be used in correspondence and on application forms for employment, admission to graduate school and transfer to other institutions, is "Hunter College of The City University of New York." Merely referring to "The City University of New York" or "CUNY" will result in the correspondence or application being sent to the Board of Trustees, thereby causing delay in processing.

Courses in Biological Sciences

Biological Sciences

About the Department

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 jointly from Hunter College and the City University Graduate Center. 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.

Faculty of the department 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 gasphase sequencer, DNA sequencer and advanced HPLC and data processing equipment, a bioimaging facility, a fluorescence-activated cell sorter and a biopreparation 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.

Programs and Courses

Programs and Courses in Biology

Biochemistry - MA

Program for Teachers of Adolescent Education (Grades 7-12) - Biology MA

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

- Adolescent Biology - MA / Advanced Certificate

Administration and Faculty

Department Office:

927 North
(212) 772-5293
Website: <http://biology.hunter.cuny.edu>

Chair:

Shirley Raps
927 North
(212) 772-5293
raps@genectr.hunter.cuny.edu

Master's Graduate Adviser for Matriculated Students:

Roger Persell
810 North
(212) 772-4106
persell@genectr.hunter.cuny.edu

Biological Science Adviser for BA/MA Biotechnology Students:

Patricia Rockwell
821 North
(212) 650-3234
rockwell@genectr.hunter.cuny.edu

Biological Science Adviser for PhD Students:

Patricia Rockwell
821 North
(212) 650-3234
rockwell@genectr.hunter.cuny.edu

Education Adviser:

Stephen Demeo
908 West
(212) 772-4776
sdemeo@hunter.cuny.edu

Faculty

Adrienne Alaie, Assistant Professor; PhD, CUNY, Science Education

Jesus Angulo, Professor; PhD, CUNY; Addictive Drugs and Neurochemistry of the Synapse

Jill Bargonetti, Professor; PhD, NYU; Molecular Mechanisms of Tumorigenesis

Diana Bratu, Assistant Professor; PhD, NYU Medical, 4-D Visualization of mRNA Processes

Derrick Brazill, Associate Professor; PhD, California (Berkeley); Mechanisms of Cell Density Sensing in Eukaryotes

Jason Dictenberg, Assistant Professor; PhD, Massachusetts Medical, Gene Expression in Synaptic Development and Plasticity

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

Laurel A. Eckhardt, Marie L. Hesselbach Professor; PhD, Stanford; Molecular Immunology; Executive Officer, Joint Hunter/City University Graduate Center PhD Program in Biological Sciences

Paul Feinstein, Associate Professor; PhD, Columbia, Genetics, Embryonic Stem Cells and Neural Development

Maria Figueiredo-Pereira, Professor; PhD, NYU; The Ubiquitin/Proteasome Pathway in Neurodegeneration

Marie T. Filbin, CUNY Distinguished Professor; PhD, Bath (England); Molecular Mechanisms of Axonal Regeneration

David A. Foster, Rosalyn Yalow Professor of Biology and Biochemistry; PhD, Columbia; Oncogenes and Signal Transduction

Mitchell Goldfarb, Professor; PhD, MIT; Molecular Neurobiology: Functions of Fibroblast Growth Factor-Homologous Factors (FHF) and Other Signaling Molecules

Diego Loayza, Assistant Professor; PhD, Johns Hopkins; Molecular Biology of Telomeres and Genetics

Carmen Melendez-Vasquez, Assistant Professor; PhD, London; Cytoskeletal Regulation of Myelin Formation

Benjamin Ortiz, Associate Professor; PhD, Stanford; Regulation of Chromatin Structure and its Role in T-Cell Development

Roger Persell, Associate Professor; PhD, CUNY; Interdisciplinary Approaches to Biological Concepts, Evolution of Behavior, Science Education

Weigang Qiu, Associate Professor; PhD, SUNY, Stony Brook; Evolutionary Bioinformatics and Population Genetics of Bacterial Diversity.

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

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

Thomas Schmidt-Glenewinkel, Associate Professor; Dr Phil Nat, Frankfurt (Germany); Molecular Biology of Nervous System Development

Hualin Zhong, Assistant Professor; PhD, Rutgers; Cell Biology the Nuclear Envelope and Molecular Genetics

BIOL U89910 - Independent Doctoral Research

prereq: permission from graduate adviser

BIOL U89910 - Independent Doctoral Research

prereq: permission from graduate adviser

Hours each 15 to 150 hrs,

Credits 1 to 10 cr

(Course listed in the schedule of classes at the CUNY Graduate Center)

BIOL 790xx - Special Topics Courses

Seminar in Immunology, Cancer Research, Signal Transduction, Bioinformatics, Neurobiology, etc.

Credits 3

BIOL 60000 - Molecular Biology for Science Teachers

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.

prereq: An undergraduate degree in Biology and a course in Organic Chemistry and permission of instructor.

Fall only

BIOL 60210 - Molecular Genetics for Science Teachers

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.

prereq: BIOL 60000 or equivalent and permission of instructor

Spring only

BIOL 61000 - Workshop in Biotechnology

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.

prereq: BIOL 71000 or permission of instructor

Hours 30 hrs/wk for 4 wks,

Credits 4 cr

BIOL 61055 - Laboratory Workshop in Biology Education

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.

prereq: a graduate course in biology or permission of instructor

Hours 120 hrs,

Credits 3 cr

BIOL 62000 - Internship

Students who successfully complete BIOL 61000 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.

prereq: BIOL 61000

Credits 3 months, 4 cr

BIOL 63000 - 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.

prereq: BIOL 61055 or permission of instructor

BIOL 65000 - Cell and Tissue Culture

BIOL 66000 - Challenging Concepts in the Biological Sciences

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.

prereq: BIOL 61055, BIOL 63000, and one elective course or permission of instructor

Hours 4 hrs,

Credits 4 cr

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,

Credits 4 cr

fall only

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr

fall only

BIOL 71014 - Molecular Biology Laboratory

Isolation of RNA and DNA, construction and screening of DNA libraries, Southern and Northern blot analysis, cloning, DNA sequencing.

coreq: BIOL 71013 or comparable course in biochemistry

Hours 105 hrs lab and conf,

Credits 4 cr

Fall only

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry

Hours 60 hrs,

Credits 4 cr

spring only

BIOL 72202 - Endocrinology

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,

Credits 4 cr

Spring only

BIOL 77006 - Laboratory in Cell Structure

Applications of light and confocal microscopy, using fluorescence and multidimensional imaging to study cell structures. Lab projects involve immunofluorescence: fixation methods and immunocytochemistry. Illumination methods including multi-channel 3D rendering, image processing and visualization software.

Hours 7 (2 lecture, 5 lab)

Credits 4.5

BIOL 77101 - Analysis of Mammalian Cells in Tissue Culture

BIOL 79049 - Computational Molecular Biology

An introduction to bioinformatics theories and practices. Topics include database searching, sequence alignment, molecular phylogenetics, structure predication, and microarray analysis. The course is held in a UNIX-based instructional lab specifically configured for bioinformatics applications. Each session consists of instruction on bioinformatics theories and hands-on exercises.

This course is designed for upper-level undergraduates and graduate students. Prior experiences in the UNIX Operating System and at least one programming language are required.

prereq: CSCL132 (Practical Unix and Perl Programming) and BIOL 300 (Biochemistry), or permission by the instructor.

spring only

BIOL 79051 - Neuroscience I

Given at CUNY Graduate Center. Comprehensive introduction to neuroscience with regard to structure and function at the cellular level.

fall only Students must register for Neuroscience I at City College of CUNY.

BIOL 79051 - Seminar

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.

prereq: BIOL 70005 and BIOL 71013
Fall and Spring

BIOL 79070 - Neuroscience II

Given at CUNY Graduate Center. Introduction to sensory and motor systems and to neural behavioral development.

spring only

BIOL 79099 - Seminar

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.

prereq: BIOL 70005 and BIOL 71014

BIOL 79202 - Tutorial

prereq: permission of graduate adviser
Hours 30 or 60 hrs,
Credits 2 or 4 cr

BIOL 79204 - Tutorial

prereq: permission of graduate adviser
Hours 30 or 60 hrs,
Credits 2 or 4 cr

BIOL 79910 - Thesis Research-MA

prereq: permission of graduate adviser
Hours 15, 30, or 45 hrs,
Credits 1, 2, or 3 cr, respectively

BIOL 79920 - Thesis Research-MA

prereq: perm grad adviser
Hours 15, 30, or 45 hrs,
Credits 1, 2, or 3 cr, respectively

BIOL 79930 - Thesis Research-MA

prereq: permission of graduate adviser
Hours 15, 30, or 45 hrs,
Credits 1, 2, or 3 cr, respectively

Courses in Chemistry

Chemistry

About the Department

The Department of Chemistry offers a range of graduate educational opportunities with strengths in both the fundamental areas of the discipline and in emerging fields and applications. Students may obtain the PhD degree from Hunter College jointly with the City University of New York (CUNY) Graduate Center with concentrations in: Analytical Chemistry, Inorganic Chemistry, Organic Chemistry, Physical Chemistry, Biophysical Chemistry, Biochemistry, Nano-technology and Materials Chemistry and Environmental Chemistry. In any subdiscipline, PhD students can opt for an interdisciplinary radiochemistry component that is funded by a National Science Foundation Integrative Graduate Education and Research Training (NSF-IGERT) program. Additionally, students may also obtain the MA degree in Biochemistry jointly offered by the Department of Chemistry and the Department of Biology from Hunter College, or an MA in education jointly offered by the Department of Chemistry and the School of Education of Hunter College. Graduate level courses are offered at Hunter College and in the CUNY Graduate Center. Master's programs can be completed as a full or part-time student, with or without a research thesis. Most graduate courses are offered in the evening to facilitate enrollment of part-time students.

A major goal of our graduate programs is to train research scientists to create new knowledge that impacts both fundamental scientific principles and addresses societal needs. The continuing success and future development of most areas in academic, industrial, and government institutions will increasingly depend on a well-trained science workforce for innovation, planning, and policy. The vibrant and well-funded research labs of our faculty in the Department of Chemistry at Hunter College provide the essential part of research training of the graduate programs. Students in Ph.D. program are expected to start their independent research at the end of the first year of study, and to complete their thesis on an original research subject under the supervision of our faculty. Students can also opt to pursue an independent pedagogical research project as part of their thesis research. The research activities are further supported by an array of shared facilities and the state-of-art instruments including the NMR facility, the X-ray crystallography and electron microscope facility and the Mass-spectrometry facility. Other facilities and instruments are available in the Department of Biosciences and in the NIH funded Hunter Gene center.

Programs and Courses

Programs and Courses in Chemistry

Program for Teachers of Adolescent Education (Grades 7-12) – Chemistry TEP MA

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

Adolescent Chemistry - MA / Advanced Certificate

Doctor of Philosophy

Students are encouraged to apply directly to the PhD program, which is offered in conjunction with 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 in conjunction with the CUNY Graduate School and University Center. For further information contact Professor Akira Kawamura, 1312 North Building, (212) 650-3095 or visit the website at <http://www.gc.cuny.edu>.

Administration and Faculty

Department Office:

1307 North
(212) 772-5330
Website: <http://www.hunter.cuny.edu/chemistry>

Chair:

Hiroshi Matsui
1319 North
hmatsui@hunter.cuny.edu

PhD Adviser:

Akira Kawamura
1312 North
(212) 650-3095
akawamura@hunter.cuny.edu

Ph.D Deputy in Biochemistry:

Frida Kleiman
1309 North
(212) 772-5355
fkleiman@hunter.cuny.edu

MA in Chemistry Adviser:

William Sweeney
1321A North
(212) 772-5335
wsweeney@hunter.cuny.edu

MA in Biochemistry Adviser:

Yujia Xu
1304 North
(212) 772-4310
yujia.xu@hunter.cuny.edu

MA in TEP Adviser:

Pamela Mills
1319A North
(212) 772-5331
pam.mills@hunter.cuny.edu

Educational Sequence Adviser:

Steve Demeo
908 West
(212) 772-4776
sdemeo@hunter.cuny.edu

Faculty

Chemistry

Spiro Alexandratos, Professor; PhD, University of California, Berkeley; Polymer Chemistry

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

Charles M. Drain, Professor; PhD, Tufts; Bioinorganic Chemistry; Adjunct Faculty, Rockefeller; Member of Doctoral Faculty Chemistry

Stephen DeMeo, Associate Professor; EdD, Teachers College, Columbia; joint appointment in School of Education; Curriculum development

Lynn Francesconi, Professor; PhD, Illinois; Inorganic Chemistry and Materials Chemistry, Radiochemistry; Member of Doctoral Faculty Chemistry

Dixie J. Goss, Gertrude B. Elion Endowed Scholar and Professor; PhD, Nebraska; Biophysical Chemistry; Member of Doctoral Faculty Chemistry, Biochemistry and Biology

Nancy Greenbaum, Professor; PhD, Pennsylvania; Biochemistry; Member of Doctoral Faculty Chemistry, Biochemistry

Wayne W. Harding, Assistant Professor; PhD University of the West Indies; Medicinal Chemistry, Member of Doctoral Faculty Chemistry

Akira Kawamura, Associate Professor; PhD, Columbia; Bioorganic Chemistry, Genomics; Member of Doctoral Faculty Chemistry, Biochemistry

Frida Kleiman, Associate Professor; PhD, Nat. University of Cordoba, Argentina; Biochemistry; Member of Doctoral Faculty Chemistry, Biochemistry and Biology

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

Louis Massa, Professor; PhD, Georgetown; Physical Chemistry, Biophysics; Member of Doctoral Faculty Chemistry, Physics

Hiroshi Matsui, Professor and Department Chair; PhD, Purdue; Materials Chemistry; Member of Doctoral Faculty Chemistry, Biochemistry

Donna McGregor, Lecturer; PhD, CUNY

Pamela Mills, Professor; PhD, Wisconsin; Theoretical Chemistry, Chemical Education; Member of Doctoral Faculty Chemistry, Urban Education

David R. Mootoo, Professor; PhD, Maryland ; Organic Chemistry; Member of Doctoral Faculty Chemistry

Gary J. Quigley, Professor; PhD, SUNY (Syracuse); Biophysical Chemistry

Angelo Santoro, Professor; PhD, Kansas; Organic Chemistry

Gabriela Smeureanu; Lecturer; PhD, CUNY

William Sweeney, Professor; PhD, Iowa; Physical Biochemistry, Chemical Education

Yujia Xu, Associate Professor; PhD, Connecticut; Biophysics; Member of Doctoral Faculty
Chemistry, Biochemistry

Shengping Zheng, Assistant Professor; PhD, Columbia; Organic Chemistry; Member of Doctoral
Faculty Chemistry

CHEM U79000 - Basic Laboratory Techniques for Research in Biochemistry

Lecture and laboratory work dealing with the theories and applications of modern approaches to the solution of chemical problems.

Credits 4 cr

CHEM U79500 - First Level Doctoral Laboratory Research

Hours to be arranged, credits variable.

CHEM U81010 - Research for the Doctoral Dissertation

*Credits credits variable, one or more credits per semester
Offered at The Graduate Center*

CHEM U81040 - Research for the Doctoral Dissertation

*Credits credits variable, one or more credits per semester
Offered at The Graduate Center*

CHEM 63000 - 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.

*prereq: permission of instructor
Credits 3*

CHEM 64000 - Biochemistry 1

Organic and physical chemistry of proteins, Enzymes: kinetics and mechanism of action. Biological oxidation: Krebs cycle, transport, oxidative phosphorylation. Carbohydrate metabolism.

Credits lec., 3 cr

CHEM 64000 - Biochemistry I

Proteins, enzymes, bioenergetics, recombinant DNA.

prereq: 1 yr of undergraduate organic chemistry

Hours 3 hrs,

Credits 3 cr

fall CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

CHEM 64100 - Biochemistry 2

Metabolism, biomedical genetics, immuno-biochemistry, hormones, muscle biochemistry.

prereq: CHEM 64000 or BIO 71013 or 30000

Credits lec., 3 cr

CHEM 64100 - Biochemistry II

Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.

prereq: CHEM 64000 or BIO 71013 or 30000

Hours 3 hrs,

Credits 3 cr

Spring CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020

CHEM 64300A - Seminar

A discussion of current chemical research problems based either upon a unifying theme or, at the option of the instructor, upon selected topics of interest to the students.

Credits 1 cr

CHEM 64300B - Seminar

A discussion of current chemical research problems based either upon a unifying theme or, at the option of the instructor, upon selected topics of interest to the students.

Credits 1 cr

CHEM 65000 - Biophysical Biochemistry

Physical chemistry as applied to biochemical systems.

Credits 4 cr

CHEM 65000 - Biophysical Chemistry

Essential physical chemical principles as applied to biological problems. Emphasis on kinetics, thermodynamics, equilibria.

prereq: 1 year organic chemistry, 1 year biology, MATH 15000 or equivalent

Hours 4 hrs,

Credits 4 cr

Fall

CHEM 65500 - Demonstrations, Models, and Technology

Demonstrations, models, and technology.

Credits 3 cr

CHEM 66000 - Challenging Concepts in Chemistry

Overview of research and theory related to misconceptions in chemistry. 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.

Hours 4 hrs,

Credits 4 cr

CHEM 69803 - Chemical Genomics

The advent of high-throughput technologies and powerful computational tools is transforming the manner new drugs are developed. This course (bioinformatics) is designed to introduce students to two emerging areas of drug development, namely (1) computer-assisted drug design and (2) personalized medicine. Computer-assisted drug design is an approach to design drugs based on three dimensional structures of macromolecules. Personalized medicine, on the other hand, aims at tailoring patient treatments based on individual genetic information (biomarkers). In this course, students will be first equipped with fundamental theoretical and experimental concepts related to these topics. Then, they will learn how to acquire new knowledge in these exciting fields of drug development through critical analysis of literature.

Hours 3

Credits 3

CHEM 71000 - Advanced Inorganic Chemistry

The theoretical and experimental fundamentals of atomic and molecular structure. Emphasis is on physical interpretation.

prereq: an advanced undergraduate inorganic chemistry course or CHEM 76000

Hours 45 hrs,

Credits 3 cr

CHEM 75000 - Advanced Organic Chemistry I

Fundamentals of organic chemical principles, reactions and structures.

*Hours 45 hrs,
Credits 3 cr*

CHEM 75100 - Advanced Organic Chemistry II

A continuation of CHEM 75000

*Hours 45 hrs,
Credits 3 cr*

CHEM 75200 - Quantum Organic Chemistry

The application of modern theoretical techniques to organic chemical problems

*prereq: CHEM 75000 and CHEM 76000
Hours 45 hrs,
Credits 3 cr*

CHEM 76000 - Introductory Quantum Chemistry

Systematic development of the theories of chemistry including mathematical development and structural effects and the application of these theories to chemical systems.

*Hours 45 hrs,
Credits 3 cr*

CHEM 76100 - Spectroscopy

A continuation of CHEM 76000

*Hours 45 hrs,
Credits 3 cr*

CHEM 77000 - Chemical Thermodynamics

The development of the thermodynamic foundations of chemical processes: both the classical and statistical-mechanical approaches will be used.

*Hours 45 hrs,
Credits 3 cr*

CHEM 79900 - Thesis Research

Individual research under supervision. Limited to students matriculated for the MA in chemistry.

*Credits 3 cr
permission of department required*

Courses in Theatre

Theatre

About the Department

The Hunter College Theatre Department offers students the opportunity to study theatre while exploring New York's vibrant theatre scene. We offer classes in acting, directing, and playwriting and design in addition to theatre history, literature, and theory. We believe that critical thinking and practical skills nourish each other. Our accomplished faculty members bring their professional experience as practitioners and scholars outside the college to the classroom. The Department produces one mainstage and several smaller productions each semester, with students taking part in all areas of performance and production.

Doctor of Philosophy

The City University of New York offers a PhD program in theatre. See the Graduate Center webpage <http://web.gc.cuny.edu/theatre> 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 Center, 365 Fifth Avenue, New York, NY 10016. All Hunter's Theatre MA program courses are accepted toward the CUNY PhD.

Programs and Courses

Programs and Courses in Theatre

Administration and Faculty

Department Office:

522 North
(212) 772-5149
email: huntergraduate@hotmail.com
Website: <http://hunter.cuny.edu/theatre/>

Chair:

Barbara Bosch
522 North
(212) 650-3789
bbosch@hunter.cuny.edu

Graduate Advisers:

Mira Felner
520B North

(212) 650-5148
mfelner@hunter.cuny.edu

-or-

Claudia Orenstein
520H North
(212) 772-5149
corenste@hunter.cuny.edu

Faculty

Joel Bassin, Assistant Professor; PhD CUNY; Theatre Production and Arts Management

Barbara Bosch, Professor and Department Chair; PhD, California at Berkeley; American Theatre, Acting, Directing

Ian R. Calderon, Professor; MFA, Yale; Lighting Design, Visual Elements, Theatre Architecture, Dramatic Television

Dong-Shin Chang, Assistant Professor; PhD, NYU; Theatre History, Intercultural Performance, Race and Performance

Deepsikha Chatterjee, Lecturer; MFA, Florida; Costume History, Costume and Fashion Design, Technology, Costume Crafts, South Asian Clothing and Costume

Mira Felner, Professor; PhD, NYU; Theatre History, Acting and Directing Theory

Jean Graham-Jones, Associate Professor; PhD, UCLA; Theatre History and Theory, Latin American Theatre

Tina Howe, Visiting Professor; BA, Sarah Lawrence; Playwriting

Judith Jablonka, Lecturer; MFA, Case Western Reserve; Acting, Voice and Movement

Jonathan Kalb, Professor; DFA, Yale; Dramaturgy, Dramatic Criticism, Theatre History

Claudia Orenstein, Associate Professor; PhD, Stanford; Theatre History, Asian Theatre, Political Theatre

Mia Rovegno, Assistant Professor; MFA in Directing, Brown/Trinity Rep Consortium; Acting, Directing, Physical Theater, New Play Development

Michael E. Rutenberg, Professor; DFA, Yale; Directing, Acting, Playwriting

Louisa Thompson, Assistant Professor; MFA, Yale; Set and Costume Design

Theatre History, Theory, and Criticism

THC 70200 - History of Theatrical Theory

Historical survey of major theatre theories and theorists from Aristotle to poststructuralism.

*Hours 30 hours, including conferences,
Credits 3*

THC 70500 - Theatre in Society

Study of influence of social, philosophical, and religious concepts on content and form of modern theatre.

*Hours 30 hrs, including conferences,
Credits 3 cr*

THC 71000 - Studies in Dramatic Genre

Theories and changing forms of traditional theatrical genres: tragedy, comedy, tragicomedy, farce, melodrama.

*Hours 30 hrs, including conferences,
Credits 3 cr
May be repeated for credit.*

THC 71100 - Theatre Criticism

Analysis of practical modern criticism.

*Hours 30 hrs, including conferences,
Credits 3 cr*

THC 75100 - History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

*Hours 30 hrs, including conferences,
Credits 3 cr*

THC 75200 - History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

*Hours 30 hrs, including conferences,
Credits 3 cr*

THC 75300 - History of American Theatre

Theatre in United States from Colonial times to present, with emphasis on its importance as a social and cultural force.

*Hours 30 hrs, including conferences,
Credits 3 cr*

THC 75800 - Asian Performance

Study of traditional performance genres in India, China, Japan and Southeast Asia.

*Hours 30 hrs, including conferences,
Credits 3 cr*

THC 76000 - Studies in Theatre History and Production

Intensive study of history and theory of one of the component arts of theatre. Subjects announced in advance.

*Hours 30 hrs, including conferences,
Credits 3 cr
May be repeated for credit.*

Theatre: Dramaturgy

THC 76100 - Dramaturgy Research and Case Studies

Consideration of general problems of production research, including its application in rehearsal; specific examples will be analyzed.

*Hours 45 hrs, plus hrs to be arranged,
Credits 3 cr*

THC 76200 - History of Directing

Seminar on the history of the directing profession, with emphasis on innovative 19th- and 20th-century artists.

*Hours 45 hrs,
Credits 3 cr*

THC 76300 - Dramaturgy Workshop

Workshop in the theory and practice of production dramaturgy emphasizing performance projects conceptualized by students working in director-dramaturgy pairs.

*prereq: THC 75100, 75200, 79100, or perm instr
Hours 45 hrs,
Credits 3 cr*

THC 76400 - Translation Workshop

Workshop in the theory and practice of translating plays. Each student will translate a play or other theatre-related text during the semester.

*prereq: perm instr
Hours 45 hrs,
Credits 3 cr*

THC 76500 - Dramaturgy Practicum

Independent study as a dramaturgy-assistant at a local professional theatre, supervised by a faculty member.

prereq: THC 761, 762, 763, or perm instr

Hours Hrs to be arranged.

Credits 3 cr

May be repeated twice for credit.

Theatre: Playwriting

THC 73100 - MFA Playwriting I: The One-Act Play

This course is designed for experienced playwrights. Students will complete a ten minute play including three rewrites and a new one act play with three rewrites, with attention to the fundamentals of playwriting: Character, Action, Story, Tone. Readings during the semester

Writing Requirements: A ten-minute play and a one-act play in several drafts, a journal, and other writing exercises.

prereq or coreq: Pre- and/or Corequisites (and/or other special conditions): Students admitted to the MFA program in Playwriting or by special permission of the Instructor

Hours 3

Credits 3

THC 73200 - MFA Playwriting II: The Full-Length Play

This course is designed for the experienced playwright. Students will complete a new full-length play including one rewrite with attention to the fundamentals of structure as well as giving freedom to their individual voices and the process of rewriting. Forms of Drama will be discussed. Staged readings at completion of the projects.

Writing Requirements: Students will complete a full-length play in several drafts.

prereq: (and/or other special conditions):

THC 73100 or permission of instructor.

Hours 3

Credits 3

THC 73300 - MFA Playwriting III: Adaptation

Students will write a full length play adapted from fact or fiction, including two rewrites. Students will fulfill readings in plays which have been adapted from other mediums. Students will be required to complete oral presentations of one adapted project in dramatic literature. Production at completion of the semester. Students will be required to present a thesis play proposal.

prereq: THC 73200 or permission of the instructor

Hours 3

Credits 3

THC 73400 - MFA Playwriting IV: Final Script for Production

Students will complete a Thesis Masterpiece play including rewrites and culminating in a Final Production.

prereq: THC 72100 Playwriting III

coreq: THC 72400 Production Workshop II

THC 73500 - MFA Production Workshop I

Development of new scripts through table work, scene work, culminating in staged readings. Working with a community of artists – directors, actors, and dramaturges – through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, and dramaturges.

The class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting and directing.

prereq: Playwriting II

coreq: Playwriting III

THC 73600 - MFA Production Workshop II

Development of new scripts through table work, scene work, and readings, culminating in works-in-progress performances. Working with a community of artists--directors, actors, designers, and dramaturges--through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, designers, and dramaturges.

This class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting, directing, and design.

prereq: THC 72300 Production Workshop I and THC 721 Playwriting III

coreq: THC 72200 Playwriting IV

THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 79300 - Playwriting I

Study of techniques of playwriting based on student's own work with special emphasis on scenes and one- act form.

Hours 45 hrs,

Credits 3 cr

THC 79400 - Playwriting II

Writing and criticism of original material with emphasis on full-length form.

prereq: THC 79300

Hours 45 hrs,

Credits 3 cr

THC 79500 - Seminar in Playwriting and Directing

Designed for playwrights at work on new scripts and for directors desirous of staging original material.

prereq: THC 79400 or 79200

Hours 45 hrs,

Credits 3 cr

May be repeated for credit.

THC 79600 - Film Writing

Study of problems of writing for film. Students are required to prepare original scripts for class critique.

Hours 45 hrs,

Credits 3 cr

Theatre: Studies in Production and Performance

THC 73000 - 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.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 75400 - Contemporary Styles of Production

Theories in style and method of dramatic production.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 75500 - Visual Elements of Theatre I

Study and practice of director's and playwright's conceptual approach to visual requirements of plays.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 75600 - Visual Elements of Theatre II

Study and practice of scene and lighting design with special emphasis on their value to the director as important tools of interpretation.

prereq: THC 755

Hours 30 hrs, including conferences,

Credits 3 cr

THC 78500 - Theories and Styles of Acting

Intensive study in theories and techniques of acting, with emphasis on historical and modern styles.

Hours 45 hrs,

Credits 3 cr

THC 79100 - Advanced Directing and Rehearsal

Study of problems in play direction, with practice in presentation of scenes and plays.

Hours 45 hrs,

Credits 3 cr

THC 79200 - Special Problems in Directing

Interrelation of director and playwright through project work on original scripts.

prereq: THC 79100

Hours 45 hrs,

Credits 3 cr

Theatre Independent Research and Special Topics

THC 72000 - Independent Research

Directed program of reading, research, or creative presentation under supervision of graduate faculty member.

prereq: perm instr

Hours Hrs to be arranged.

Credits 3 cr

THC 72500 - Special Topics

Studies in specialized areas of theatre.

Hours 30 hrs, including conferences,

Credits 3 cr

May be repeated for credit.

Theatre Thesis

THC 79900 - Master's Essay

Individually supervised research and writing of a thesis, leading to graduation with honors.

Credits 3

CUNY Campus and Workplace Violence Prevention Policy

Policy Statement (CUNY Workplace Violence Policy)

The City University of New York (the "University" or "CUNY") is committed to the prevention of Workplace Violence and will respond promptly to any threats and/or acts of violence. For purposes of this Policy, Workplace Violence is defined as any physical assault or acts of aggressive behavior occurring where an employee performs any work-related duty in the course of his or her employment, including but not limited to:

- An attempt or threat, whether verbal or physical, to inflict physical injury upon an employee;
- Any intentional display of force that would give an employee reason to fear or expect bodily harm;
- Intentional and wrongful physical contact with an employee without his or her consent that entails some injury;
- stalking an employee in a manner that may cause the employee to fear for his or her physical safety and health when such stalking has arisen through and in the course of employment.

Workplace Violence presents a serious occupational safety hazard to CUNY and its employees. The University will respond promptly to threats and/or acts of violence. All employees are responsible for helping to create an environment of mutual respect and for assisting in maintaining a safe and secure work environment and will participate in the annual Workplace Violence Prevention Training Program. Individuals who violate the Policy may be removed from University property and are subject to disciplinary and/or personnel action up to and including termination consistent with University policies, rules and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution.

Incidents involving Workplace Violence will be given the serious attention they deserve. Employees are responsible for reporting any incidents of Workplace Violence of which they become aware. The procedure for reporting incidents of suspected or alleged Workplace Violence can be found in the campus-specific Workplace Violence Prevention Programs at Paragraph 7. The procedure for reporting complaints of a potential violation of the CUNY Workplace Prevention Policy and Programs can be found in the campus-specific Workplace Violence Prevention Programs at Paragraph 9.

The University, at the request of an employee, or student, or at its own discretion, may prohibit members of the public, including family members, from seeing an employee or student on University property unless necessary to transact University-related business. This policy particularly applies when an employee or students anticipates that an act of violence may result from and encounter with said individual(s).

Employee participation in the implementation of this Policy will be provided through their authorized employee representatives, who will be invited to participate in:

1. scheduled physical risk assessment site evaluation(s) to determine the presence of risk factors which may place employees at risk of workplace violence;
2. the development and annual review of a Workplace Violence Prevention Program promulgated by each College for the implementation of the Policy;
3. the annual review of the *Campus Workplace Incidents Report* prepared annually by each College; and

4. as appropriate, following a serious incident of Workplace Violence.

CUNY Policy on Academic Integrity

Academic dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

I. Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means it is an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

Falsification of Records and Officials Documents

The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

Adapted with permission from Baruch College: A Faculty Guide to Student Academic Integrity. The Baruch College document includes excerpts from University of California's web page entitled "The Academic Dishonesty Question: A guide to an Answer through Education, Prevention, Adjudication and Obligation" by Prof. Harry Nelson.

Hunter College Policy on Academic Integrity

To initiate the procedure for addressing an allegation of academic dishonesty, faculty members must first determine if they are seeking an academic sanction or a disciplinary sanction. An academic sanction involves a grade penalty only (i.e., a reduced grade); a disciplinary sanction involves various penalties, which may include a grade penalty.

I. Procedure for Academic Sanctions

- A. When the faculty member suspects academic dishonesty and wants only an academic sanction, the professor should first confer with the student. If the student admits to the violation, the instructor should inform the student of the grade penalty and report the action taken on the “Report Form: Academic Dishonesty-Academic Sanctions” to the Hunter College Academic Integrity Official, currently, Dean Michael Escott, in the Office of Student Services, room 1103 East Building.
- B. If the student admits to academic dishonesty but believes the grade penalty is too severe, the instructor should fill out the appropriate line on the “Report Form: Academic Dishonesty-Academic Sanctions” and submit it to the Hunter College Academic Integrity Official. The instructor shall submit the grade at the end of the semester. At that point, the student may contest the grade sanction by appealing the course grade through the college’s grade appeal procedure. Once the student has admitted the violation, s/he may contest only the severity of the grade sanction, not the dishonesty allegation itself. If the student appeals the grade, the departmental and Senate grade appeals committees should send copies of their findings to the Hunter College Academic Integrity Official.
- C. If the student denies the allegation of academic dishonesty, the faculty member will report that this is the student’s position on “Report Form: Academic Dishonesty-Academic Sanctions.” The matter will then be reviewed and a judgment rendered by the Academic Integrity Review Committee (described below).
- D. Students who either admit to an act of academic dishonesty or are found to have committed one by the Academic Integrity Review Committee will receive a letter from Hunter College Academic Integrity Official notifying them that this matter has been reported to the Office of Student Services. When an academic dishonesty accusation is resolved by the Academic Integrity Review Committee, the student and faculty member will be notified of the findings.

II. Procedure for Disciplinary Sanctions

- A. If the faculty member suspects academic dishonesty and seeks a disciplinary sanction (see “Report Form: Academic Dishonesty–Disciplinary Sanctions” for a list of options), which may also include an academic sanction, the faculty member should submit the attached “Report Form: Academic Dishonesty–Disciplinary Sanctions” to the Hunter College Academic Integrity Official. (Disciplinary sanctions are not issued when only academic sanctions are sought. The college always retains the right, however, to bring disciplinary charges against the student if there is a history of academic dishonesty.)
- B. The allegation against the student will then be adjudicated, as is currently done, through the CUNY Faculty Student Disciplinary Procedure. This procedure, in its entirety, can be found in Appendix E of the Hunter College Undergraduate Catalog, 2007-2010, and in Bylaws of the Board of Trustees of the Hunter College Graduate Catalog, 2006-2009.

III. Academic Integrity Review Committee

The purpose of the Academic Integrity Review Committee is to review evidence when an academic sanction is being sought and when the allegations of academic dishonesty are in dispute. The Committee will proceed in the following manner:

- 1. If the charge of academic dishonesty is denied by the student, the faculty member will advise the student that the matter has been referred to Hunter College Academic Integrity Official, who will initiate the fact-finding process to be conducted by the Academic Integrity Review Committee.
- 2. A panel of three Academic Integrity Review Committee members will be selected and convened by Hunter College Academic Integrity Official to review the evidence for each case.
- 3. The faculty member and student will be invited to present their case at a formal hearing, which will be conducted within 30 days of receipt of “The Report Form: Academic Dishonesty–Academic Sanctions.”
- 4. The committee will deliberate in closed session (i.e., with neither student nor instructor present) and submit its findings, in writing, to the Hunter College Academic Integrity Official, who will then notify the faculty

member and student. Although faculty members reserve the right to submit grades whenever they deem appropriate, they are encouraged not to submit grades for the disputed work or a final course grade until they have been notified of the committee's findings. Students may appeal the final course grade through the college's grade appeal process.

Committee Structure:

The Academic Integrity Review Committee will be appointed by the Vice President for Student Affairs. The Hunter College Senate will nominate four faculty members and eight students to serve on this committee. The Faculty Delegate Assembly will also nominate four faculty members.

A panel of three, consisting of two faculty members and one student selected from the sixteen committee members, will be convened by the Hunter College Academic Integrity Official for each review or hearing. Faculty members and graduate students affiliated with the department, and undergraduate students majoring in the department's programs, will not be selected to serve on that particular panel.

IV. Clarifications of the Process

All questions regarding these procedures or the college's disciplinary process should be referred to the Hunter College Academic Integrity Official, currently, Dean Michael Escott (Room 1103 East Building, phone (212) 772-4876 or e-mail at michael.escott@hunter.cuny.edu).

Complete policy and forms to report instances of suspected academic dishonesty and/or forms to request disciplinary action are available at <http://www.hunter.cuny.edu/senate/documents.shtml> or in the office of Dean Michael Escott, 1103 Hunter East.

Return to: General Information

Return to: Student Rights and School Policies

CUNY School of Public Health at Hunter College

	Degree	HEGIS	ADM/CURR
Urban Public Health	MPH	1214	618
Public Health	DPH (with CUNY Grad Center)	1214	
Community Health Nursing/Urban Public Health	MS/MPH	1203.1/1214	N14
Environmental and Occupational Health Sciences	MS	1299	605
Nutrition	MS	1306	623

Return to: HEGIS/Admission Codes

CUNY School of Public Health Courses

COURSE LISTINGS for MPH and MS PROGRAMS

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

Most elective courses are offered intermittently (i.e., once every 2 years or at longer intervals). The frequency with which specific electives are offered is generally based upon student request and faculty expertise and are designed to reflect emergent issues in the field. Examples of recent elective courses are listed in this catalogue. Please consult the Schedule of Classes for current elective course listings.

CUNY School of Public Health at Hunter College

About the School

Hunter College's Urban Public Health Program is a consortial partner and the lead institution in the CUNY School of Public Health (SPH). The CUNY SPH comprises Nursing: Community/Public Health Nursing/Urban Public Health MS/MPH Dual Degree public health degree programs at Brooklyn College, Hunter College, Lehman College and the Graduate School and University Center (Graduate Center) of CUNY. Within the CUNY SPH, teaching, research and service are focused on four broad inter-related goals that reflect major health challenges in the current era:

- 1) creating healthier cities
- 2) promoting healthy aging through the lifespan
- 3) preventing chronic diseases and improving their management
- 4) promoting health equity

The graduate programs in public health at the CUNY SPH at Hunter College educate public health professionals to promote health and prevent disease among urban populations. These programs prepare students to work with the diverse populations living in cities, and to serve in a variety of settings in government, non-profit organizations, businesses and communities.

CUNY SPH at Hunter College offers a master of public health (MPH) degree, with specializations in community health education (COMHE), environmental and occupational health sciences (EOHS-MPH), epidemiology and biostatistics (EPI-BIOS), public health policy and management (HPM) and nutrition (NUTR-MPH). It also offers a Master of Science (MS) degree, with specializations in environmental and occupational sciences (EOHS-MS) and Nutrition (NUTR-MS). The MS degree in Nutrition (NUTR-MS) is an accredited didactic program in dietetics (DPD), and is designed for individuals seeking to become eligible to sit for the national registration examination in dietetics to become credentialed as a Registered Dietitian (RD). With the Hunter-Bellevue School of Nursing, it also offers an MS/MPH degree in community health nursing. This dual-degree program is described in the School of Nursing section of this catalog Nursing: Community/Public Health Nursing/Urban Public Health MS/MPH Dual Degree.

With the Graduate Center, the CUNY SPH at Hunter College offers a doctor of public health (DPH) degree, with specializations in community, society and health, epidemiology, environmental and occupational health and public health policy and management. The DPH degree program is described in the Graduate Center website www.gc.cuny.edu/. Doctoral students in some CUNY Graduate Center PhD programs, including sociology and psychology, can also earn an MPH while pursuing their doctorate.

The MPH degree is accredited by the Council on Education for Public Health (CEPH), the national educational accrediting body for public health programs in community health/preventive medicine. The EOHS-MS degree is accredited by the Accreditation Board for Engineering and Technology (ABET) and is geared towards students pursuing Certification in Industrial Hygiene. The NUTR-MS is accredited by the Commission on Accreditation of Dietetics Education (CADE), the accrediting agency of the American Dietetic Association (ADA).

During the fall and spring semesters, MPH and EOHS-MS courses are held once a week, Mondays through Thursday, in the late afternoon and evening. NUTR-MS courses are held during the day. MPH and EOHS-MS degrees can be pursued on a full or part-time basis. The NUTR-MS degree program is full-time. During the summer, there are a limited number of course offerings, which are held twice a week in the late afternoon and evening. During the January winter semester, there are a limited number of intensive courses which meet full days for one week or extended late afternoon/evening hours over a three week period.

The graduate programs at the CUNY SPH at Hunter College provide students with a broad multidisciplinary background in public, urban health and specializations in community health education, environmental and occupational health sciences, epidemiology and biostatistics, public health policy and management, and public health nutrition.

Each specialization prepares students for specific job opportunities. Graduates of the community health education program plan and manage community health programs and interventions to reduce social and behavioral threats to health. Graduates of the environmental and occupational health program anticipate, identify, assess and control community and workplace exposure that jeopardize the health of populations. Graduates of the epidemiology and biostatistics program conduct health studies and apply their findings to improve population health. Graduates of the public health policy and management specialization work as analysts, managers and/or researchers to advocate for, administer, and/or analyze public health policies and programs. Public-health nutrition graduates promote the nutritional well-being of urban populations and manage community nutrition programs.

The NUTR-MPH specialization includes courses that meet the requirements of the Dietetic Internship (DI), a 1200-hour fieldwork and didactic experience accredited by CADE. Students who are accepted into the DI and successfully complete the program are eligible to sit for the national registration in dietetics to become credentialed as registered dietitians (RD). Students who enter the MPH program with a Bachelor of Science degree in nutrition that fulfills CADE competencies may simultaneously work toward the MPH degree and dietetics registration, two credentials that will increase skills and employability.

Hunter Campus Centers

School of Public Health faculty are affiliated with several City University of New York research centers and institutes. These provide opportunities for faculty and student research.

The Brookdale Center on Healthy Urban Aging and Longevity at Hunter College advances successful aging and longevity through research, education, and evaluation of evidence-based models of practice and policy. In July 2011, Brookdale Center moved into its new home in East Harlem, NYC at the corner of Third Avenue and 119th Street. Brookdale shares this new state-of-the-art campus with both the Silberman School of Social Work at Hunter College (formerly the Hunter College School of Social Work) and the CUNY School of Public Health at Hunter college (formerly the Hunter School of Public Health). Brookdale Center takes a leading role in the development of evidence-based "best practices" to advance the health and well-being of a new generation. Brookdale is breaking new ground in aging services by connecting and integrating the applied fields of gerontology with health policy. Brookdale Center

serves as a critical bridge between gerontological education, research, policy, practice and advocacy, and is recognized nationally today as a major center of excellence.

Affiliated public health faculty: Fahs, Gallo, Gardner, Horiuchi, and Thorpe

Website: <http://www.brookdale.org/>

Center for Community and Urban Health at Hunter College works with service providers and communities to design and evaluate health interventions that will improve the lives of underserved populations. The Hunter College Center for Community and Urban Health (formerly the Hunter College Center on AIDS, Drugs and Community Health) was founded in 1988 to respond to the growing public Health crises that were devastating New York City's low-income communities, especially AIDS (the advanced stage of HIV infection) and problematic substance abuse. However, many members of our client population, or their immediate families and/or friends, have multiple co-occurring conditions, of which the above are only two. In fact, in 2004, the New York City Department of Health and Mental Hygiene published a policy paper, *Take Care New York: A Policy for a Healthier New York City*, which identified ten priority areas for health interventions. Therefore in 2005, the Center changed its name in order to reflect these health realities, with the expectation that still other health conditions are likely to emerge in the future as community concerns.

Affiliated public health faculty: Alcabes, Krauss, Parsons, and Wheeler

Website: http://www.hunter.cuny.edu/schoolhp/centers/comm_urb/staff.htm

Center for Gene Structure and Function at Hunter College The Center for Study of Gene Structure and Function (Gene Center) is a consortium of researchers within Hunter College of the City University of New York—one of the largest public universities in the nation. It boasts unparalleled quality and diversity in its researchers on both the faculty and graduate student levels. At the heart of the Gene Center's mission is an imperative to build unique collaborations among biologists, chemists, biopsychologists, biophysicists, and bioanthropologists; to recruit and equip outstanding faculty; to develop and share core research facilities; and to implement strategies for scientific networking.

Affiliated public health faculty: Freudenberg, Parsons, Talih, and Wheeler

Website: <http://genecenter.hunter.cuny.edu>

Center for HIV Educational Studies and Training at Hunter College (CHEST) conducts research on social and psychological factors that contribute to HIV transmission. CHEST is part of Hunter College of the City University of New York, where both Drs. Parsons and Golub are faculty in the Psychology Department. CHEST has strong affiliations throughout the CUNY system, with Faculty Affiliates including: Dr. David Bimbi (Laguardia Community College), Dr. Christian Grov (Brooklyn College), Dr. Nancy Foldi (Queens College), Dr. Buffie Longmire-Avital (Elon College), Dr. David Marcotte (Fordham University), Dr. Jose Nanin (Kingsborough Community College), and Dr. John Pachankis (Yeshiva University). In addition, CHEST has strong collaborative partnerships with investigators at Purdue University, New York Psychiatric Institute and Columbia University School of Public Health, University of Illinois at Chicago, and Wayne State University. As an academic research center, CHEST supports post-doctoral fellows, doctoral candidates, master's students, and undergraduate interns. The majority of our doctoral students attend the CUNY Graduate Center's Social-Personality Doctoral Program (working with Drs. Parsons and Golub), Neuropsychology Doctoral Program (working with Dr. Golub), or the Doctoral Program in Public Health (working with Dr. Parsons).

Affiliated public health faculty: Grov and Parsons

Website: <http://www.chestnyc.org>

CUNY Institute for Sustainable Cities at Hunter College creates understanding of the connections between the everyday lives of urban citizens and their natural world, leading to the discovery and use of cities like New York as learning laboratories to create a sustainable future for cities worldwide. The CUNY Institute for Sustainable Cities (CISC) works to realize cities as part of the solution to global sustainability challenges. By merging the science of sustainability with innovative public programming, we examine opportunities available to cities—and their residents—for proactive responses to on-going environmental change. We harness the potential of formal and informal means to inspire a new generation of environmental thinkers. In doing so, we seek to understand and influence the evolution of the urban environment, while connecting the CUNY community, decision-makers and the general public to these critical issues.

CISC explores the nature and complexity of cities through the following themes and questions:

- *Consumption*: What are the elements, patterns, and impacts of urban consumption and how do they change over time?
- *Vulnerability and Resilience*: How are cities impacted by global environmental change and what are their response capacities?
- *Ecosystem Services*: What services to urban ecosystems provide to cities and how can their maintenance and restoration benefit urban areas?

Affiliated public health faculty: Freudenberg and Maantay

Website: <http://www.cunysustainablecities.org>

Programs and Courses

Programs and Courses in CUNY School of Public Health at Hunter College

Degrees Offered

MPH	Public Health
MS/MPH	Nursing: Community/Public Health Nursing/MS/MPH Dual Degree
MS	Environmental and Occupational Health Sciences
MS	Nutrition

Administration and Faculty

Office of the Dean:

Neal L. Cohen, MD
Acting Dean of CUNY School of Public Health at Hunter College and
Acting Associate Provost for Health and Social Welfare
 Silberman Building
 2180 Third Avenue, Room 502
 (212) 396-7729
ncoh@hunter.cuny.edu

Marilyn Auerbach, DrPH
Acting Senior Associate Dean
 Room 509, (212) 396-7727
mauerbac@hunter.cuny.edu

Susan Klitzman, DrPH
Acting Associate Dean for Academic Affairs
 Room 508, (212) 396-7727
sklitzma@hunter.cuny.edu

Zora Flores-Kitongo, MA
Executive Assistant to the Dean
 Room 503, (212) 396-7730
zfloresk@hunter.cuny.edu

Nzinga Ajani
Secretary to the Dean
Room 503, (212) 396-7729
najani@hunter.cuny.edu

Business and Administrative Offices

Mike Dunham, MA
Alumni Relations and Facilities Coordinator
Room 501, (212) 396-7898
mdunham@hunter.cuny.edu

Martina Lynch, MPH
Curriculum and Assessment Coordinator
Room, 550, (212) 396-7757
martina.lynch@hunter.cuny.edu

Jerome Richardson, MA
Director of Business
Room 505, (212) 396-7732
jrl0019@hunter.cuny.edu

Erica Sigmon, MA
Grants Coordinator
Room 507, (212) 396-7733
esigmon@hunter.cuny.edu

Chaquon Polanco, MA
Business Office Coordinator
Room 504, (212) 396-7731
chicks@hunter.cuny.edu

Academic and Student Services

Robert I. Park, MA
Director of Academic and Student Services
Room 309, (212) 396-7720
rpa0003@hunter.cuny.edu

Diane Brows, MA
Academic Program Coordinator
Room 308, (212) 396-7721
dbrows@hunter.cuny.edu

Velvet Brown, BA
Program Assistant
3rd Floor, (212) 396-7722
velvet.brown@hunter.cuny.edu

Crystal Mancha, MA
Recruitment and Admissions Coordinator
3rd Floor, (212) 396-7778
cmancha@hunter.cuny.edu

Attika Mirza, BA
Data, Student & Alumni Coordinator
3rd Floor, (212) 396-7734
amirza@hunter.cuny.edu

Larisa Naftaliyev, BS
IT Specialist/Database Manager
3rd Floor, (212) 396-7631
lnaftali@hunter.cuny.edu

Program Directors

Barbara Berney, PhD
Program Director, Public Health Policy and Management
Room 522, (212) 396-7756
bberney@hunter.cuny.edu

Jack Caravanos, DrPH
Program Director, Environmental and Occupational Health Sciences
Room 720, (212) 396-7780
jcaravan@hunter.cuny.edu

Ann Gaba, EdD
Program Director, Dietetic Internship
Room 611, (212) 396-7769
agaba@hunter.cuny.edu

Khursheed Navder, PhD
Program Director, Nutrition and Didactic Programs
Room 609, (212) 396-7772
knavder@hunter.cuny.edu

Stacey Plichta, ScD
Program Director, Public Health Policy and Management
Room 520, (212) 396-7755
splichta@hunter.cuny.edu

Lorna Thorpe, PhD
Program Director, Epidemiology & Biostatistics
Room 546, (212) 396-7746
lthor@hunter.cuny.edu

Martha Crum, PhD
Program Director, Community Health Education
Room 538, (212) 396-7747

Faculty of Hunter College Urban Public Health

Marilyn Iris Auerbach, Associate Professor; DrPH, Columbia; Women's Issues, Chronic Illness, HIV/AIDS

Barbara Berney, Associate Professor; PhD, Boston University; School Related Health Issues, Working Conditions in Healthcare, Environmental Health and Environmental Health Policy

Jack Caravanos, Associate Professor; DrPH, Columbia; Industrial Hygiene, Environmental Assessments, Hazardous Wastes

Neal L. Cohen, Acting Dean of CUNY School of Public Health at Hunter College and Acting Associate Provost for Health and Social Welfare;

MD, New York University School of Medicine; Public Mental Health, the Interrelationship of Physical and Mental Well-Being, Stress

Martha Crum, Visiting Assistant Professor; PhD, CUNY Graduate Center; Public opinion, Media, Health inequalities

Jessie Daniels, Professor; PhD, University of Texas at Austin; Internet and Media, Racial Inequality, LGBT Health, Adolescent Health

Jennifer Dowd, Assistant Professor; PhD, Princeton University; Integrating Biomarking into Social Research, Health Disparities, Stress and Immune Function

Marianne Fahs, Professor; PhD, Michigan; Public Health Economics and Policy, Urban Aging

Nicholas Freudenberg, Distinguished Professor; DrPH, Columbia; Urban Public Health, HIV Prevention, Public Health Policy

Ann Gaba, Assistant Professor; EdD, Teachers College, Columbia; Movement Disorders, Cancer Prevention, and Needs Assessment for Nutrition Education

William Gallo, Professor; PhD, University of Connecticut; Health Economics, Social Epidemiology, Health Policy

Elizabeth Glass Geltman, Substitute Associate Professor; LLM, Georgetown University; JD University of Baltimore; Environmental Law and Compliance, Brownfields and Urban Environmental Problems, Environmental Impacts of Hydraulic Fracturing

Mark Goldberg, Associate Professor; PhD, NYU; Industrial Hygiene, Exposure Assessment, Construction Health and Safety

David U. Himmelstein, Professor; MD, Columbia; Health Care Finance and Policy, Health Services Research, Health Care Inequality, Social Justice

Shiro Horiuchi, Associate Professor; PhD, John Hopkins; Longevity and Aging, Health Demography, Quantitative Methods of Data Analysis

Lydia Isaac, Assistant Professor; PhD, Johns Hopkins; Racial/Ethnic Health Disparities; Social Determinants of Health; Chronic Diseases; and Public Policy

Heidi E. Jones, Assistant Professor, Epidemiology; MPH, Hunter College, PhD, Columbia; Reproductive Health, HIV/AIDS, Infectious Diseases

Elizabeth Kelvin, Assistant Professor; PhD, Columbia; Epidemiology, Infectious Diseases including HIV, Environmental Causes of Disease and International Health

Susan Klitzman, Professor; DrPH, Columbia; Environmental and Occupational Health and Disease Prevention

May May Leung, Assistant Professor; PhD, RD, The University of North Carolina; Childhood Obesity, Health Communication, Translational Research

Frank Mirer, Professor; PhD, Harvard; Toxicology, Occupational Health and Safety, Risk Assessment, Regulatory Policy

Khursheed Navder, Associate Professor; PhD, Kansas; Lipid Metabolism, Alcohol Metabolism, Sensory Evaluation of Foods

Denis Nash, Professor, Epidemiology; PhD, University of Maryland; Public Health Surveillance, Health Disparities, and HIV/AIDS

Charles Platkin, Distinguished Lecturer; PhD, Florida International University; JD, Fordham University; Health Messaging and Behavior Change, Obesity in Adolescents and Adults

Stacey Plichta, Professor; ScD, Johns Hopkins; Health Services Research, Women's Health, Intimate Partner Violence, Rape and Sexual Violence

Lynn Roberts, Assistant Professor; PhD, Cornell; Adolescent Health, Violence and Prevention, Minority Health

Diana Romero, Associate Professor; PhD, Columbia; Poverty and Maternal, Child and Reproductive Health; Racial/Ethnic Health Disparities, Reproductive Health Policy

Mary Schooling, Associate Professor; PhD, UC London

Grace Sembajwe, Associate Professor, PhD, University of Maryland; Public Health Surveillance, Health Disparities, and HIV/AIDS

Arlene Spark, Professor; EdD, Columbia; Pediatric Nutrition, Nutrition Education, Cardiovascular Health and Promotion

Makram Talih, Associate Professor, Urban Public Health; Ph.D, Yale; Statistics, Data Analysis, Health Disparities Measurement

Lorna Thorpe, Professor; Ph.D, University of Illinois at Chicago; Chronic Disease Epidemiology, Public Health Surveillance, Tuberculosis and Injury Epidemiology

Steffie Woolhandler, Professor; MD LSU New Orleans, MPH U.C. Berkeley; Health Care Finance and Policy, Health Services Research, Health Care Inequality, Social Justice

Xiaowei Yang, Associate Professor; PhD, UCLA; Statistical Methods for Variable/Model Selection, Missing Data, and Complex Large-scale Survey Data

Ming-Chin Yeh, Associate Professor; PhD, North Carolina; Public Health Nutrition, Nutrition Intervention and Policy, Nutritional Epidemiology

Christina Zarcadoolas, Associate Professor, Urban Public Health; BA, Barrington College; MA, SUNY (Stony Brook); PhD, Brown

Community Health Education Required Courses

COMHE 75100 - Community Health Interventions

An introduction to community-level interventions as explained by theories of individual, organizational and community change from the disciplines of psychology, sociology and health education.

prereq: PH 75500, COMHE 75000

Credits 3

COMHE 75200 - Community Organizing and Development for Health

Prepares students to work in communities by presenting the theory and practice of organizing for social justice, skills for promoting leadership development within communities, and the tools to create and sustain healthy organizations.

prereq: PH 75500, COMHE 75000, COMHE 75100

Credits 3

COMHE 75300 - Health Program Planning and Funding

This course will engage students in identifying or designing a health program, finding funding sources, and developing a proposal covering program need, program objectives, a management and quality assurance plan, preliminary work, evaluation, budget, and a plan for funding support.

prereq: completion of 15 cr incl PH 75000 or 75100, PH 75500 and either COMHE 75000, COMHE 75100, COMHE 75200 or COMHE 75000 and NUTR 71000 or NURS 77100, COMHE 75100 and COMHE 75200.

Credits 3 cr

COMHE 75400 - Research and Evaluation for Community Health

Basic concepts, methods and approaches for evaluation research applied to community health education and health-related programs through a critical review of literature and a program evaluation design.

prereq: 15 cr in program incl PH 75000 or PH 75100, PH 75500, COMHE 75000, COMHE 75100, COMHE 75200

Credits 3 cr

Community Health Education Elective Courses

COMHE 77000 - Topics in Community Health Education

Courses on current topics in community health education.

offered periodically

COMHE 77025 - Maternal and Child Health

This course explores maternal and child health issues both domestically and internationally.

Credits 3

Environmental and Occupational Health Sciences Required Courses

EOHS 70200 - 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.

Credits 3

EOHS 70500 - 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.

Credits 3

EOHS 74100 - Environmental and Industrial Hygiene Laboratory

Physical, chemical, and instrumental methods for measuring environmental and occupational contaminants.

prereq or coreq: EOHS 70500

Hours 90 hrs lec and lab,

Credits 4 cr

EOHS 74700 - Hazard Evaluation and Instrumentation

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.

prereq: PH 75000 or 75100, EOHS 70200, EOHS 70500

Credits 3

EOHS 75400 - Environment and Occupational Toxicology

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.

prereq: PH 75400 and EOHS 70500

Credits 3

EOHS 75500 - 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.

Credits 3

EOHS 75700 - Principles of Industrial Hygiene

Recognition, evaluation, and control of industrial hazards due to chemical and physical agents. Topics include occupational health standards, regulatory agency activities, effects of contaminants on human health, sampling and control of hazards, current issues.

prereq: EOHS 70200 and 70500

Credits 3

EOHS 76000 - Supervised Fieldwork (EOHS-MPH)

Directed field experiences in government, private or not-for-profit environmental or occupational health settings for MPH students. Placement in relationship to academic background and career expectations. Emphasis on applying classroom-acquired concepts and skills.

Hours 210 hours (15 months full-time or the equivalent)

EOHS 76200 - Noise and Radiation Hazards and Controls

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.

prereq or coreq: EOHS 70500

Credits 3

EOHS 76500 - Environmental Audits and Remediation

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.

prereq: PH 75000 or 75100

Credits 3

Environmental and Occupational Health Sciences Elective Courses

EOHS 71000 - 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.

Credits 3

EOHS 74300 - 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.

Credits 3

EOHS 74500 - 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.

Credits 3

EOHS 74600 - Water Resources

Water and waste water technology related to public health. Sources of water supply, distribution, treatment, chemical, biological and physical water pollutants and their health consequences. Review of federal legislation. Field trip to waste water treatment plant.

EOHS 75900 - Industrial Processes and Plant Visits

A review of major industrial processes and health hazards associated with each. Includes site visits to metropolitan NY industrial facilities during working hours.

prereq: EOHS 75700

Credits 3

EOHS 77000 - Topics in Environmental and Occupational Health Sciences

Courses on current topics in environmental and occupational health sciences.

Offered periodically.

EOHS 77025 - Topics: Biohazards and Emergency Response

This cross-listed undergraduate/masters class covers the biology of microorganisms and toxins most frequently considered in perpetrated attacks. It also considers technology for detection and control for first responders, lab practitioners and other healthcare professionals, emergency communication, and prevention. In addition to classroom activities, students participate in group projects to simulate bioterrorism events and responses; government regulation, chain of evidence, and related topics are covered.

Cross-listed MLS 40066

Hours 3

Credits 3

EOHS 77500 - Indoor Air Quality

A review of sources indoor air pollution and its evaluation and control. Topics include assessment techniques, air sampling, HVAC assessment and remediation approaches.

Credits 3

Epidemiology and Biostatistics Required Courses

BIOS 75000 - Applied Biostatistics I

A follow up course to PH 7500/75100 and PH 75200/75300, covering intermediate-level statistical methods commonly used in public health research. Topics include: simple and multiple linear regression; logistic regression; residual

analysis; variable selection. Focus on practical applications, utilizing statistical software.

Cross-listed STAT 75000

prereq: PH 7500 or 75100 and PH 75200 or 75300

Credits 3

BIOS 75100 - Applied Biostatistics II

A follow up course to BIOS 75000, covering intermediate and advanced statistical methods commonly used in public health research. Topics include: log linear and generalized linear models; random and mixed effects models; survival analysis. Focus on practical applications utilizing statistical software.

Cross-listed STAT 75100

prereq: BIOS 75000

EPI 75000 - Epidemiologic Methods I: Study Research Design

This course will provide an in depth understanding of the design and conduct of epidemiological studies, including causal inferences, measurement, major study designs, threats to validity, and urban public health applications. Examples will be based on the health of New York City residents. Prereq: ,

Cross-listed GC PH 82000

prereq: PH 75100, PH 75300

Credits 3

EPI 75100 - Epidemiologic Methods II: Survey and Research Methods

This course will provide students with an understanding of the methods used to test research hypotheses; tools for selecting statistical tests appropriate for the particular study design and research hypotheses; and an ability to recognize the importance and impact of threat to validity such as confounding and bias. This course will also cover survey methods used in epidemiologic research.

Cross-listed GC PH 82100

prereq: EPI 75000

Credits 3

EPI 75200 - Applied Research: Data management and analysis

This course provides students with the opportunity to apply epidemiological and statistical concepts using several datasets to answer a given research question and test the hypotheses associated with it

prereq: BIOS 75100, EPI 75100 or instructor's permission

Credits 3

Epidemiology and Biostatistics Elective Courses

BIOS 75200 - Analysis of Categorical Data

An introduction to statistical models for analyzing categorical data, with emphasis on examples from the health sciences. Topics include: contingency tables and corresponding tests such as chi-square, CMH and trend test, count

data, logistic regression and log-linear models.

Cross-listed STAT 75200

prereq: BIOS 75000

BIOS 75300 - Analysis of Longitudinal Data

An introduction to statistical models and methods for analyzing longitudinal data in public health. Topics include: longitudinal designs and cohort sampling, general linear models for longitudinal data, marginal & random effects models, time-dependent covariates, missing values.

Cross-listed STAT 75300

prereq: BIOS 75000

BIOS 75400 - Design and Analysis of Complex Surveys

This course provides an introduction to statistical issues in the design and analysis of complex surveys, with a particular emphasis on public health research. Topics include: basic sampling techniques, stratified and cluster sampling, non-sampling errors, and case studies.

Cross-listed STAT 75400

prereq: BIOS 75000

BIOS 75500 - Survival Analysis

An introduction to regression modeling used in the analysis of time-to-event data in epidemiological, biostatistical, and other health-related research. Topics include: survival functions, proportional-hazards, parametric and competing-risks models, missing data, using case studies.

Cross-listed STAT 75500

prereq: BIOS 75000

BIOS 75600 - Data Analysis

Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics include: data summaries; transformations; the jackknife and resampling schemes; robust estimation; and robust regression methods.

Cross-listed STAT 71600

prereq: BIOS 75000

BIOS 75800 - Analysis of Variance

Intermediate topics in analysis of variance (ANOVA), with an emphasis on exploratory aspects. Topics including: 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.

Cross-listed STAT 71800

prereq: BIOS 75000

BIOS 77000 - Topics in Biostatistics

Courses on current topics in biostatistics.

Offered periodically

BIOS 77001 - Applied Biostatistics III

An advanced biostatistics course that focuses on mixed models, GEE for analysis of correlated data, management of missing data and imputation, propensity scoring, and causal inference.

prereq: BIOS 75100 and EPI 75100

Credits 3

EPI 75300 - Clinical Trials and Experimental Design

This course provides students with the basic foundation of experimental design, with a focus on clinical trials (single and multi-center), intervention trials, and quasi experimental design, particularly in the field of public health. The strengths and limitations of these approaches in comparison with related observational epidemiologic studies will also be covered. Specific topics to be discussed include design options (sampling, treatment allocation, cluster randomization), sample size and power considerations, adverse event monitoring, and statistical analysis of trial data.

prereq: PH 75000/75100 and PH 75200/75300

Credits 3

EPI 75400 - Social Epidemiology

This course will introduce public health and other interested graduate students to the sub-discipline of social epidemiology, including theory and methods. Specifically, students will gain an understanding of how an individual's interactions with factors associated with the social fabric of the society affect and shape health outcomes. This class will also examine the etiology and prevention of disease within both ecological (multi-level) and multidisciplinary frameworks.

prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75500 - Epidemiology of Chronic Diseases

This course provides students with epidemiological background information for the most common chronic disease conditions. In addition, the course provides students with hands on experience to characterize the frequency and impact of chronic diseases and their risk factors in New York City (NYC) using public data available through the Department of Health and Mental Hygiene.

prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75600 - Epidemiology of Infectious Diseases

This course will examine the role of epidemiology in understanding transmission, surveillance and control of infectious diseases. Special focus will be on emerging infectious diseases in urban settings.

prereq: PH 75000 or 75100, PH 75200 or 75300

Offered periodically.

EPI 75700 - Reproductive and Perinatal Epidemiology

This course covers current research, controversial issues, and methodological problems in the epidemiology of male and female reproduction and perinatal health. Topics include: epidemiology of fertility and infertility, contraception and hormone usage, reproductive cancers and other diseases, pregnancy complications, maternal mortality, adverse pregnancy outcomes and birth defects.

prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75800 - Nutritional Epidemiology

This course teaches concepts and principles used in nutritional epidemiology. It provides skills required to critically evaluate dietary assessment methodology and reviews current topics in nutritional epidemiology. In addition, the role of nutrition in health and how this applies to public health is discussed.

Cross-listed GC PH 81200

prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75900 - Environmental and Occupational Epidemiology

Using a case study approach, this course will explore epidemiologic methods for studying environmentally and occupationally related diseases. Key methodologic issues, such as exposure and outcome assessment, cumulative and multiple exposures, exposure pathways, research ethics, and policy implications of epidemiological findings will also be discussed. The focus will be on the environmental and occupational health of urban populations.

prereq: PH 75000 or PH 75100, PH 75200 or 75300, PH 75400

EPI 77000 - Topics in Epidemiology

Courses on current topics in epidemiology.

Offered periodically.

EPI 77005 - Epidemiological Methods IV

This seminar is intended to help students integrate the concepts and methods of epidemiologic research with specific inquiry directed at understanding and improving the health of urban populations. This seminar requires students to develop proposals for epidemiologic research, identify strategies for data analysis that incorporate the lessons learned in Epidemiology Methods courses I, II, and III, and to examine the application of those strategies to existing research. This course helps to "bring together" the epidemiology theory and methods that have been discussed throughout the rest of curriculum with the particular exigencies of urban public health.

prereq: EPI 75000/77000 or PUBH 82200 (CUNY Graduate Center)

Credits variable credits

EPI 77100 - Experimental Courses in Epidemiology

Experimental courses on current topics in epidemiology

Credits variable

Nutrition Required Courses

NUTR 70000 - Seminar in Dietetics Practice

Discussions and student presentations of topics of current interest in the practice of dietetics and public health nutrition.

Open to dietetic internship (DI) students only.

NUTR 70100 - 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 70200 - 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 70300 - Pre-Professional Practice in Dietetics: Community

Supervised externship in community nutrition and classroom discussions of readings and field experiences.

Credits 3

Open to DI students only.

NUTR 70500 - Nutrition and Biochemistry

The structure and metabolism of macro- and micronutrients, kinetics and regulation of enzymes; energetic of biochemical reactions.

NUTR 71000 - 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 71500 - Food Service and Management

An overview of good service operations and theories, functions and tasks of management

NUTR 72000 - Community Nutrition Education

Nutrition programs and materials for health promotion in the community.

NUTR 72500 - Nutrition Research

Understanding, evaluation and application of various research methodologies, research protocols, data analyses, and data presentations. Critical review of nutrition and public health literature.

NUTR 73100 - Human Nutrition and Metabolism

Comprehensive study and evaluation of current research on biochemical and metabolic significance of carbohydrates, lipids and proteins to human nutrition.

prereq: NUTR 70500

NUTR 73200 - Advanced Nutrition II

Comprehensive study and evaluation of current research on biochemical and metabolic significance of vitamins, minerals, and water to human nutrition.

prereq: NUTR 73100

NUTR 73300 - Nutrition and Human Development

Relation of nutrition to growth and development. Nutrition requirements throughout the lifecycle.

NUTR 73400 - Clinical Nutrition I

Modifications of the normal diet in the treatment of disease, food and drug interactions.

prereq: NUTR 73100

NUTR 73500 - Clinical Nutrition II

Modifications of the normal diet in the treatment of disease, food and drug interactions.

prereq: NUTR 73400

NUTR 73800 - Public Health Nutrition Seminar

In-depth analysis of the literature and research in specific areas of public health nutrition.

NUTR 74600 - Nutrition and Disease

Examine and relate nutrient function to the pathologic processes of disease and derive implications for medical nutrition therapy.

coreq: NUTR 74700

NUTR 74700 - Advanced Nutrition and Assessment Laboratory

Study and evaluation of anthropometric, biochemical, and other measurement methodologies as they relate to nutritional status of various population groups.

coreq: NUTR 74600

NUTR 75600 - Food Science and the Environment

Scientific principles of food and food ingredients: composition, function, regulation, safety, quality, testing, processing, packaging, formulation, production and evaluation of foods.

coreq: NUTR 75700

NUTR 75700 - Food Science and the Environment Laboratory

Laboratory experience with the chemical and physical properties of food components.

coreq: NUTR 75600

Credits 1

NUTR 76000 - Practicum

Nutrition and food science-related fieldwork in hospitals, schools, laboratories, and community-based organizations designed to provide opportunities to apply knowledge and skills gained from the classroom education to professional practice.

prereq: completion of 27 credits in NUTR

Nutrition Elective Courses

NUTR 73000 - 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 73710 - Public Health Nutrition Fieldwork I

Directed field experiences in public health nutrition agencies and/or programs.

Hours 210 hrs,

Credits 3 cr

NUTR 73720 - Public Health Nutrition Fieldwork II

Directed field experiences in public health nutrition agencies and/or programs.

NUTR 74100 - Nutritional Assessment

Study and evaluation of anthropometric, biochemical, and other measurement methodologies as they relate to nutritional status of individuals.

prereq: NUTR 73100

NUTR 75100 - Nutritional Contribution of Foods

Nutrient and non-nutrient components of foods. Physical and chemical properties of foods and their relationship to health.

NUTR 75200 - Food Service and Personnel Management

The organization and administration of food service operations, especially in community settings.

NUTR 77000 - Topics in Public Health Nutrition

Courses on current topics in public health nutrition.

Offered periodically.

NUTR 77010 - Cultural Aspects of Food and Nutrition

Study of the ways in which cultural and social factors influence food behaviors and dietary patterns.

NUTR 77020 - Consumer and Food

Available food supply, world hunger, marketing, and legislation.

Public Health Required Courses

PH 70100 - 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 financing, access and quality of care.

*Hours 45 hrs, including conferences,
Credits 3 cr*

PH 70200 - Environmental Health and Safety

Survey of chemical, physical, and biological factors influencing quality of ambient, workplace, and home environments. Topics include: air and water pollution, radiation and noise hazards, hazardous substances, solid wastes, food protection, natural and human-made disasters, and specific hazards such as lead, asbestos, mold and pesticides.

*Hours 45 hrs, including conferences,
Credits 3 cr*

PH 70300 - Biostatistics and Epidemiology II

A continuation of PH 70000. Lectures, and hands-on workshops on concepts, principles, and uses of epidemiology. Study of selected communicable and chronic diseases to illustrate the distribution and analysis of causes of disease and application of epidemiology to planning, monitoring and evaluation of public health programs.

*prereq: PH 70000
Hours 45 hrs, including conferences,
Credits 3 cr*

PH 71000 - Urban Health Promotion

Examines the impact of social and political forces on the health of urban populations and describes roles for and history of public health professionals in promoting health of urban communities.

Hours 45 hrs, including conferences,

Credits 3 cr

PH 73700 - Supervised Fieldwork

Students will carry out directed field experiences in public health agencies or programs. Placements are in relation to student's academic background, specialization and career expectations. Emphasis is on applying classroom-acquired concepts and skills. The content and scope of the fieldwork should be similar to work performed by an entry level public health professional.

prereq: Completion of 18 credits toward the master's degree, including at least 3 required core courses (biostatistics, epidemiology, and the course most relevant to your specialization) and at least 2 courses in students' specialization.

PH 73800 - Capstone Project

This course consists of a structured seminar aimed at allowing students to synthesize and reflect upon experiences gained during the MPH or MS program. Students will complete either a paper based on fieldwork, a research paper or a Master's Essay. The paper must be completed no sooner than during students' penultimate or final semester.

prereq: Completion of at least 36 credits of coursework toward the Master of Public Health (MPH) or Master of Science degree, including at least one course in each of the 5 core areas of public health (biostatistics, epidemiology, social and behavioral sciences, public health policy and environmental health and safety); and at least 3 specialization courses.

PH 74000 - Public Health and Public Policy

Through in-depth exploration of major health issues, this 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.

prereq: At least 30 cr including PH 700,701,702,703, and 710

Hours 45 hrs, including conferences,

Credits 3 cr

PH 75000 - Introduction to Biostatistics

This course is designed to enable students to analyze, present and interpret population health data.

prereq: Elementary statistics or calculus or equivalent.

PH 75100 - Principles of Biostatistics

This is a first-level requirement for students specializing in EPI-BIOS, who will take subsequent intermediate and advanced level biostatistics courses. It will introduce students to the theoretical basis for and practical application of common statistical methods and principles used in public health.

prereq: evidence of quantitative abilities, such as college-level algebra with a grade of B+ or better, GRE scores ≥ 550 and analytic scores ≥ 4.5 .

PH 75200 - Introduction to Epidemiology

An introduction to epidemiologic principles, methods and measures commonly used in public health. T

prereq: PH 75000

PH 75300 - Principles of Epidemiology

A first-level requirement for student specializing in EPI-BIOS, who will take subsequent intermediate and advanced level epidemiology courses. It will introduce students to epidemiologic theory, principles, methods and measures commonly used in public health.

prereq or coreq: PH 75100

Hours 3

Credits 3

PH 75400 - Environmental Health and Safety

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation and noise hazards; hazardous substances; solid wastes; food protection; natural and human-made disasters; and specific hazards such as lead, asbestos, mold and pesticides.

Hours 3

Credits 3

PH 75500 - Urban Health and Society

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.

Hours 3

Credits 3

PH 75600 - Public Health and Health Care Policy and Management

This course examines the organization, delivery and financing of health care in the United States with an understanding of the health policy-making process and a focus on issues related to the management of public health agencies.

Hours 3

Credits 3

Public Health Elective Courses

PH 71100 - Visual Media, Technology and Health

In this intensive and hands-on course students will learn how to use a critical media literacy perspective to disrupt dominant images and representations of health, illness and the body, while they will also take part in creating their own participatory media project (digital ethnography or short [10 minutes or less] digital video). From the first day, the class will meet in a computer lab and students will create their own media

PH 71300 - Immigration and Health

This course offers a comprehensive overview of immigrant health in the US. By relying on the sociological, anthropological and public health literature, this course will examine policy issues involving immigrant populations in the US (e.g., immigration law and changes in welfare reform), service provision, the diversity of alternative healing systems and practices among immigrant groups, and the importance of socioeconomic and cultural determinants on immigrants' health outcomes. Immigrants' differences in terms of culture and nationality, class, race/ethnicity, age, and gender will also be considered.

PH 71400 - Human Rights and Public Health

This course focuses on the skills needed to investigate, analyze, and document abuses of human rights as they relate to health and public health practice.

PH 71700 - Global Health

This course is intended to meet the needs of students who are committed to becoming experts and practitioners in both the theory and practice of global health. Globalization trends, and their effect on population health, will be studied from a comparative perspective in both the developed and the developing world. To that end, this course aims at promoting awareness on the cultural, socioeconomic and political effects of the globalization process on population health. During the semester, students will examine the emerging field of global health from an interdisciplinary perspective, by addressing the main health issues experienced by vulnerable populations worldwide.

PH 71800 - Perspectives on Public Mental Health Policy and Practice

This course examines the evidence-base that supports a wider appreciation for the public health significance of mental health and the translation of this evidence-base into relevant social policy and multi-disciplinary approaches to public health and social work practice.

PH 71900 - Healthy Urban Aging: Economics and Policy Issues

This course examines key social, economic, and policy issues at the intersection of the changing demographics of aging, urbanization, public health.

PH 72000 - Cities, Society and Health

This course presents an ecological, multilevel approach to the study of urban health and brings together public health and social science disciplines to examine the impact of city living on population health. Its focus is on changes in health in US urban populations in the post-World War II period. It is required for all DPH students

PH 72200 - Food Politics and Policy

This policy course examines the influence of the food industry and of government on the U.S. food system and the way we eat, and on efforts to prevent and treat chronic diet-related conditions, such as obesity. This is a hybrid course that meets in person 5 times during the semester; the remainder of the time the course is conducted online asynchronously

through Blackboard

Cross-listed GC PH 81400

prereq: 30 MPH credits

PH 72300 - Chronic Disease Management

This course studies the extensive knowledge and understanding of multidisciplinary approaches to managing chronic disease. The course will provide students with the opportunity to study specific issues relating to chronic disease management and link this to their own practice

PH 72400 - Ethics in Public Health

This seminar course will consider questions about the practice of health promotion, disease control, and health research -- questions about morality, not effectiveness

PH 77000 - Topics in Public Health

Courses on current topics in public health.

Offered periodically.

PH 77013 - Interdisciplinary Approaches to Diabetes Management

This course will provide an overview of the field of diabetes and diabetes management. It will examine and analyze the interdisciplinary approaches in providing diabetes management in an effective and culturally competent manner.

Cross-listed NURS 77600

Hours 45

Credits 3

PH 78300 - 1, 2, 3 Independent Study in Urban Public Health

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 and MS programs offer supervised independent study projects.

prereq: perm program director, matriculated status, and completion of at least 12 cr. hrs to be arranged

Credits 1, 2 or 3

PH 78400 - 1, 2, 3 Independent Study in Urban Public Health

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 and MS programs offer supervised independent study projects.

prereq: perm program director, matriculated status, and completion of at least 12 cr hrs to be arranged

Credits 1, 2 or 3

Public Health Policy and Management Required Courses

HPM 75000 - Public Health Management

Focuses on management issues in a variety of organizational settings and the larger public health environment; describes managerial functions and problem solving strategies, financial management principles, and management models for change; develops specific skills in program management, budgeting, workforce development, and managing intersectoral programs.

prereq: PH 75500, PH 75600

HPM 75100 - Public Health and Health Care Law

Reviews key areas of the legal process relevant to health care delivery and public health; analyzes major court decisions that have affected the field and selected federal, state and local statutes that affect public health and health care practice; acquaints students with the basics of legal research and legal reasoning as applied to public health and health care.

prereq or coreq: PH 75500, PH 75600 or with instructor's permission for those with at least one year of health care experience

HPM 75200 - Comparative Analyses of Urban Health Care Systems

Examines unique challenges and opportunities for delivering health care in developed and developing world cities; analyses impact of national and local policies and social and political factors on health care access, quality and outcomes; introduces empirical methods for making comparative studies across municipalities and nations.

prereq: PH 75500, PH 75600

Students can take this course or HPM 75400

HPM 75300 - Public Health Policy Analysis

Examines common approaches and concepts of policy analysis for public health, including market efficiency and failures, cost-benefit analysis, problem and decision making analysis; describes critiques of such models with public health examples; focuses on the Health Impact Assessment as a method for analyzing costs and benefits of health and non-health policies.

prereq: PH 75500, PH 75600

HPM 75400 - Public Health Advocacy

Prepares students to advocate for policies that promote public health, develops skills in planning and implementing advocacy campaigns; assess theories on role of coalitions and advocacy in changing health policy.

prereq: PH 75500, PH 75600

Students can take this course or HPM 75200

HPM 75500 - Health Economics

This course in health economics introduces students to essential microeconomic concepts as they apply to health systems, individual and public health.

prereq: Recommended pre-req: PH 75500, PH 75600

Public Health Policy and Management Elective Courses

HPM 77000 - Topics in Public Health Policy and Management

Courses on current topics in public health policy and management.

Offered periodically

CUNY Sexual Assault Policy

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THE CITY UNIVERSITY OF NEW YORK

POLICIES AND PROCEDURES CONCERNING SEXUAL ASSAULT, STALKING AND DOMESTIC AND INTIMATE PARTNER VIOLENCE AGAINST STUDENTS

I. POLICY STATEMENT

The City University of New York seeks to create and maintain a safe environment in which all members of the University community—students, faculty and staff—can learn and work free from the fear of sexual assault and other forms of violence. The University’s policies on Workplace Violence and Domestic Violence and the Workplace apply to all acts of violence that occur in the workplace or that may spill over into the workplace. The University’s Sexual Harassment Policy prohibits many forms of unwelcome conduct, including but not limited to, physical conduct of a sexual nature. This policy is specifically directed towards sexual assault, domestic and intimate partner violence and stalking committed against students on and off-campus.

CUNY wants all victims of sexual assault, stalking and domestic and intimate partner violence to know that the University has professionals and law enforcement officers who are trained in the field to assist student victims in obtaining help, including immediate medical care, counseling and other essential services. If the alleged perpetrator is also a member of the CUNY community, the college will take prompt action to investigate, and, where appropriate, to discipline and sanction the alleged perpetrator. CUNY urges all victims to seek immediate help in accordance with the guidelines set forth in this policy with the assurance that all information received from a complaint will be handled as confidentially as possible.

In order to eliminate sexual assaults and other forms of violence perpetrated against students, and to create a safe college community, it is critical to provide an appropriate prevention education program and have trained professionals to provide vital supportive services.

Accordingly, CUNY is committed to the following goals:

- Providing clear and concise guidelines for students to follow in the event that they or someone they know have been the victim of a sexual assault, domestic/intimate partner violence, or stalking.
- Assisting victims of sexual assault or abuse in obtaining necessary medical care and counseling, whether on or off-campus.
- Providing the most informed and up-to-date education and information to its students about how to identify situations that involve sexual assault, domestic and intimate partner violence, or stalking, and ways to prevent these forms of violence.

- Educating and training all staff members, including counselors, public safety officers and student affairs staff and faculty, to assist victims of sexual assault, domestic/intimate partner violence, or stalking.
- Ensuring that disciplinary procedures are followed in the event that the alleged perpetrator is a CUNY student or employee.

II. PROCEDURES FOR REPORTING INCIDENTS OF SEXUAL ASSAULT AND OTHER FORMS OF VIOLENCE

Obtaining assistance after a student is sexually assaulted, stalked or is in an abusive relationship is extremely important and can involve different points of on-campus contact for students, faculty and staff, including the Public Safety Department, Women's/Men's Centers and Counseling Departments, and/or the Dean of Student Development/Student Affairs. Each provides different forms of assistance which together address many of the needs of survivors.

• Contact Law Enforcement Personnel Immediately

CUNY urges any student who has been the victim of a sexual assault or other act of violence or abuse, or any student or employee who has witnessed a sexual assault or other act of violence against a student, to immediately report the incident to the college Public Safety Department if the attack occurred on-campus, or to call 911 or go to the local NYPD precinct if the incident took place off-campus. Each college shall be provided with a list of emergency contact numbers as part of its orientation and training programs.

• Seek Immediate Medical Attention

It is critical that victims of a physical assault receive comprehensive medical attention as soon as possible. For a sexual assault in particular, immediate treatment and the preservation of evidence of the attack (i.e. retain the clothing worn during the attack and do not shower) is crucial to a criminal investigation. If a student believes that she/he may be the victim of date rape by being drugged, she/he should go directly to a hospital to receive a toxicology examination since such drugs only remain in a person's system for a short period of time. In all other circumstances, public safety and police personnel can assist the victim in obtaining medical care. Each college shall be provided with a list of local hospitals, some of which are designated as SAFE (Sexual Assault Forensic Examiner) hospitals that are specially equipped to handle sexual assaults and are trained to gather minute evidence from such assaults. Rape crisis advocates at emergency rooms are also trained to handle domestic violence. EMS will be directed to bring victims to a SAFE hospital at their request. Medical attention is critical not only to treat internal and external injuries and to combat the possibilities of sexually transmitted infections and/or pregnancy, but also to collect evidence that can be used against the alleged perpetrator. It is also vital to ongoing safety and recovery that victims receive emotional support and professional counseling as soon as possible after the attack.

• Seek On-Campus Assistance

CUNY encourages student victims to contact the Dean of Student Affairs/Student Development to obtain assistance in accessing medical and counseling services, or to make any necessary changes to the student's academic program or residential housing situation. Public Safety can assist victims getting to and from campus safely, filing a police report and obtaining an order of protection against the alleged perpetrator. Victims can also file a complaint with the College against an alleged perpetrator who is a student or employee of the University with the Dean of Student Affairs/Student Development and the Public Safety Office.

• Obtaining an On-Campus Advocate

Student victims of a sexual assault, stalking or domestic or intimate partner violence shall be provided with on-campus support in the form of an advocate from the Women's/Men's Center (if there is one on campus) or an appropriately trained counselor to assist them in handling the various aspects of their ordeal, such as: 1) explaining to victims their options of whether or not to report the incident to campus or law enforcement authorities; 2) providing guidance if they require medical attention; 3) providing guidance in obtaining crisis intervention and/or ongoing counseling services (or a referral to obtain the necessary services if such services are not available on campus); and 4) assisting victims throughout the College's disciplinary process if they choose to file a complaint against another student in connection with the incident.

• Handling Sexual Assault, Stalking and Domestic and Intimate Partner Violence Complaints On-Campus

The Colleges shall act promptly in response to information that a student has been sexually assaulted, or has been the victim of domestic or intimate partner violence or stalking by another member of the CUNY community. Upon receipt of a complaint, the College shall undertake an appropriate investigation. If it appears that there is sufficient evidence to warrant disciplinary charges against a student or staff member, such charges shall be brought pursuant to the appropriate University procedures or collective bargaining agreement. If the alleged perpetrator is a student and the matter is brought before a hearing, the victim and alleged perpetrator are entitled to the same opportunities to have others present and to be informed of the outcome of the proceedings. The victim is entitled to a report of the results of the proceeding at her/his request. If a student is found guilty of committing a sexual assault or other act of violence against another CUNY student or employee after a disciplinary hearing, the penalties may include suspension, expulsion from residence halls, or permanent dismissal from CUNY.

In addition, if during the course of the investigation and/or disciplinary process the alleged perpetrator, or anyone on his/her behalf, seeks to contact the victim so as to harass, intimidate, threaten or coerce the victim in any way, the college reserves the right to bring additional disciplinary action against the actor. Such conduct by any member of the CUNY community will not be tolerated.

• Confidentiality

The university recognizes that confidentiality is particularly important to victims of sex crimes, domestic and intimate partner violence and stalking. If the victim seeks counseling with a licensed professional and/or works with an advocate from the campus, those communications will be confidential. CUNY encourages victims in all circumstances to seek counseling in order to speak about her/his options and to begin the recovery period.

While complete confidentiality cannot be guaranteed, every effort will be made to maintain confidentiality on a "need to know" basis. Generally, the wishes of a victim not to report a sexual assault or incident of domestic/intimate partner violence or stalking to the police will prevail, though the college reserves the right to notify the police when it believes that such reporting is necessary for the protection of the college community. Such notification, however, will generally be done without divulging the victim's identity and for the purpose of providing a campus-wide safety alert. In addition, the College must adhere to legal mandates such as Title IX, medical reporting laws, and the Campus Security Act. For example, CUNY is required to make an annual report documenting the occurrences of violent crimes on campus, including sexual assault. However, this report does not include any information identifying the individuals (including the victims) linked to these crimes.

III. IMPLEMENTATION OF THE POLICIES AND PROCEDURES CONCERNING SEXUAL ASSAULT AND OTHER FORMS OF VIOLENCE AGAINST STUDENTS

The President and Vice President for Student Affairs/Student Development of each college shall be responsible for implementing this policy in accordance with the most up-to-date information and resources pertaining to sexual assault, stalking and domestic/intimate partner violence education and prevention, and victim assistance. The following steps must be taken to implement this policy:

1. Publication: A copy of this policy shall be easily accessible on the CUNY website and on the website administered by each College. A summary shall also be incorporated into every college student handbook. In addition, copies of the policy and procedures shall be made available in student centers, residence halls, student affairs/student development offices, women's/men's centers, counseling centers, health clinics and public safety departments, and shall be distributed to all new students during orientations.

2. Prevention/Risk Reduction Education: Each college shall develop materials and programs to educate its students, faculty and staff on the nature, dynamics, common circumstances and effects of sexual assault, domestic/intimate partner violence and stalking, and the means to reduce their occurrence and prevent them. Prevention education should provide up-to-date and relevant information, such as education pertaining to bystander intervention, the importance of peer networks and the significance of fostering a community of responsibility.

Prevention education materials and programs shall be incorporated into campus orientation activities for all incoming undergraduate and graduate students (including transfers), and shall be made available to all student activity groups, clubs and athletic teams. In addition, all residence halls shall have a mandatory orientation on sexual assault, stalking and domestic/intimate partner violence prevention. Colleges are encouraged to assist in the organization of peer education groups and to provide resources to such groups so that the groups can provide training and outreach to other students throughout the academic year. Since the abuse of alcohol is frequently involved in occurrences of sexual assault and other forms of violence, it is important that the education program include education about the deleterious effects of alcohol abuse.

3. Professional Training: Each college shall provide periodic training relating to the prevention and handling of sexual assaults, stalking and domestic/intimate partner violence for all relevant personnel, including public safety officers, counselors, student affairs staff and residence hall assistants by experts trained in the field. Education and training shall also be made available to any interested faculty and staff member. Each campus must have at least one qualified staff or faculty member serve as a designated liaison and trainer.

4. Oversight by CUNY Central Administration: The University Vice Chancellor for Student Affairs shall monitor compliance with this policy at all of the campuses, shall review the policies and procedures on an annual basis, and shall make recommendations in the event that updates to prevention and education information are necessitated. In addition, the Office of the Vice Chancellor for Student Affairs shall provide educational materials that may be needed to ensure full implementation of this policy on every campus. Liaisons will be identified from each campus who will receive standardized training in order to fulfill their responsibilities on their campuses. The policies, procedures and outreach materials and programs will be subject to a periodic process of assessment in order to maintain efficacy.

Sexual Assault And Other Crimes Of Violence: Definitions and Background Information

Sexual assault is a crime. Under Article 130 of the New York State Penal Law, it is a sex offense to engage in sexual contact or to engage in sexual intercourse, sodomy or sexual abuse by contact without the consent of the victim or where the victim is incapable of giving consent. Criminal sex offenses are classified in degree according to the seriousness of sexual activity, the degree of force used, the age of the victim and the physical and mental capacity of the offender and victim.

Stalking is also a crime. Under Article 120 of the New York State Penal Law, a person is guilty of stalking when he/she intentionally, and for no legitimate purpose, engages in a course of conduct directed at a specific person, and knows or should know that such conduct is likely to cause fear of material harm to the health, safety or property of the victim. Examples of such conduct are following, telephoning or initiating communication or contact (i.e. via email) with the victim. Dating and domestic violence is controlling, abusive, and aggressive behavior in a romantic relationship, and often involves illegal conduct on the part of the aggressor, including sex offenses, stalking and/or harassment.

See Attachment for a list of some of the relevant sex and stalking offenses and their maximum penalties under New York State Law.

A. Sexual Assault

Sexual assault is a crime of power, aggression and violence. Terms such as “date rape” and “acquaintance rape” tend to minimize the fact that the act of rape, or any sexual assault, is a serious crime.

There is never an excuse or a reason for a person to rape, assault or even touch another person’s private parts without consent. The impact on survivors of such an attack can cause severe and lasting physical, mental and emotional damage.

- Who is a perpetrator? Many people think that sexual assaults are only perpetrated by vicious strangers on dark, deserted streets. In fact, studies indicate that between 80 and 90 percent of all people who have been raped know their perpetrator(s). This is called “date rape” or “acquaintance rape.” “Date rape” is not a legally distinct or lesser category of rape. It refers to a relationship and situational context in which rape occurs on a date. Rape or any sexual offense, whether on a date or not, is the same criminal offense involving the same elements of force, exploited helplessness or underage participation. With sexual assaults where the victim knows the perpetrator, alcohol use is often involved on the part of either the victim or the perpetrator. However, a sexual assault is still a crime regardless of the intoxication of the perpetrator or the victim.

- Who is a victim?

Anyone can be a victim, regardless of gender, age, race, sexual orientation, religion, ethnicity, class or national origin. Though women and girls are primary targets of these crimes, men and boys are sexually victimized too, and have been found to suffer the same aftermath as women. Regardless of whether the victim was abusing alcohol and/or underage, she or he is still the victim of the sex offense.

- When is there lack of consent? Under New York law, lack of consent to a sexual contact may be demonstrated in the following ways: (1) forcible compulsion including the use of physical force or threat (express or implied) which places the person in fear of physical injury to self or another; (2) incapacity to consent on the part of the victim; (3) circumstances in which the victim does not expressly or impliedly acquiesce in the actor’s conduct; or (4) circumstances in which the victim clearly expressed by words or actions that he or she did not consent to engage in such sexual act and a reasonable person would have understood such person’s words or actions as an expression of lack of consent to such conduct. A person is deemed incapable of giving consent if she/he is (a) under the age of 17, (b) mentally incapacitated (which may include incapacity due to the victim’s ingestion of alcohol or drugs), (c) physically disabled or (d) physically helpless (asleep, unconscious or for any other reason physically unable to communicate unwillingness to act, which may also include incapacity due to the victim’s ingestion of alcohol or drugs).

- Who is responsible for a sexual attack?

In the absence of consent, the attacker is *always* responsible for having committed the sexual assault regardless of the victim’s appearance, behavior, or conduct on previous occasions. An attacker cannot assume that the way a person dresses or acts is an invitation for sexual advances. A person may welcome some forms of sexual contact and be opposed to others. The more impaired a person is from alcohol or drugs, the less likely she/he can give consent; having sex with someone who is “passed out” or sleeping is rape. And regardless of previous sexual activity, if someone refuses sexual contact, the failure to respect that limit constitutes non-consensual sex.

- Who can prevent a sexual attack from occurring?

Every member of the CUNY community, by recognizing situations where sexual violence occurs, by acknowledging that *anyone* can be a victim of sexual assault, and by becoming active, positive and responsible community members who look out for other members of the CUNY community.

B. Stalking

Stalking generally refers to harassing or threatening behavior that an individual engages in repeatedly, such as following a person, appearing at a person's home or place of business, making harassing calls, or leaving written messages or objects. Unlike other crimes, which normally consist of a single illegal act, stalking is a series of actions that, when taken individually, may be perfectly legal. For instance, sending a birthday card or flowers or standing across the street from someone's house is not a crime. When these actions are part of a course of conduct that is intended to instill fear in a victim, however, they may be considered illegal behavior.

- **Who is a stalker?**

Nearly 90% of stalkers are male, and most stalkers know their victims (60% are current or former intimate partners.) Most stalkers are in their late teens to middle-aged, and stalkers may come from every socio-economic background. Stalkers are motivated by obsession and a desire for control, which stem from either a real or imagined relationship with the victim.

- **Who is a victim of stalking?** In stalking cases, more than half of the victims are between 18 and 29 years old and 75% of victims are female. Male victims are stalked by male and female offenders at the same rate, and tend to be stalked by strangers and acquaintances rather than intimates. According to a 2000 study, more than 13% of college women indicated that they have been stalked in one college year.

- **What are the consequences of stalking?** Stalking often causes pervasive, intense fear and can be extremely disruptive for the victim. In addition to presenting a continual threat of physical and/or sexual violence, the stalker can erode the victim's sense of safety and personal control. Stalking causes victims to miss work and school. And stalking in dating and domestic violence cases is often related to more severe violence.

- **Is stalking a common occurrence on college campuses?** Research shows that stalking has become a common occurrence on today's college campuses. Some of the very aspects that make campus life appealing aid the potential stalker. The campus is a closed environment where it is easy to determine a student's schedule; it is a highly social atmosphere where stalking behavior may be confused with positive, romantic attention at first; student movement through the campus is predictable, and access to academic buildings may be quite easy. One can easily find information about a selected student through the campus directory, including the student's address, telephone number and email address. As a result of obtaining students' email addresses, cyber-stalking has become common, which can lead to other forms of stalking and is equally as frightening for victims.

C. Dating and Domestic Violence

Dating and Domestic violence is a pattern of abusive behavior in any relationship that is used by one partner to gain or maintain power and control over another intimate partner. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, or injure someone.

Intimate partner includes persons legally married to one another; persons formerly married to one another; persons who have a child in common, regardless of whether such persons are married or have lived together any time; couples who live together or have lived together; or persons who are dating or who have dated in the past, including same sex couples.

Some of the forms of domestic and dating abuse include:

- **Physical Abuse**: Hitting, slapping, shoving, grabbing, pinching, hair-pulling, biting, etc. Physical abuse also includes denying a partner medical care or forcing alcohol and/or drug use.
- **Sexual Abuse**: Coercing or attempting to coerce any sexual contact or behavior without consent. Sexual abuse includes, but is certainly not limited to marital rape, attacks on sexual parts of the body, forcing sex after physical violence has occurred, or treating one in a sexually demeaning manner.
- **Emotional Abuse**: Undermining an individual's sense of self-worth and/or self-esteem. This may include, but is not limited to, constant criticism, diminishing one's abilities, name-calling, or damaging one's relationship with his or her children.
- **Economic Abuse**: Making or attempting to make an individual financially dependent by maintaining total control over financial resources, withholding one's access to money, or forbidding one's attendance at school or employment.
- **Psychological Abuse**: Causing fear by intimidation; threatening physical harm to self, partner, children, or partner's family or friends; destruction of pets and property; or forcing isolation from family, friends, or school and/or work.

Dating and Domestic violence can happen to anyone regardless of race, age, religion, or gender, and affects people of all socioeconomic backgrounds and education levels. Domestic violence occurs in both opposite-sex and same-sex relationships and can happen to intimate partners who are married, living together, or dating. Dating and domestic violence can be difficult to identify because violence can occur in cycles that alternate with the perpetrator's expressed devotion and love for the partner. This is all part of the cycle of manipulation and control.

Sexual Assault Criminal Sanctions

Crime	Illegal Conduct	Criminal Sanctions
<u>Rape in the first degree</u> (PL § 130.35)	A person is guilty when he or she engages in sexual intercourse with another person by forcible compulsion, with a person who is incapable of consent by reason of being physically helpless (e.g. being asleep, unconscious or due to alcohol or drug consumption), who is less than 11 years old or less than 13 and the actor is 18 or older.	Is a class B felony, with penalties up to 25 years in prison.

<u>Rape in the second degree</u> (PL § 130.30)	A person is guilty when being 18 years old or more, he or she engages in sexual intercourse with another person less than 15, or with another person who is incapable of consent by reason of being mentally disabled or mentally incapacitated	Is a class D felony, with penalties up to 7 years in prison.
<u>Criminal sexual act in the first degree</u> (PL § 130.50)	A person is guilty when he or she engages in oral sexual contact or anal sexual contact with another person by forcible compulsion, or with someone who is incapable of consent by reason of being physically helpless, or with someone less than 11 or with someone less than 13 and the actor is 18 or older.	Is a class B felony, with penalties up to 25 years in prison.
<u>Forcible touching (PL § 130.52)</u>	A person is guilty when he or she intentionally, and for no legitimate purpose, forcibly touches the sexual or other intimate parts of another person for the purpose of degrading or abusing such person; or for the purpose of gratifying the actor's sexual desire	Is a class A misdemeanor, with penalties up to 1 year in jail.
<u>Sexual abuse in the first degree</u> (PL § 130.65)	A person is guilty when he or she subjects another person to sexual contact: by forcible compulsion, when the other person is incapable of consent by reason of being physically helpless, or when the person is less than 11 years old.	Is a class D felony, with penalties up to 7 years in prison.
<u>Aggravated sexual abuse in the first degree</u> (PL § 130.70)	A person is guilty when he or she inserts a foreign object in the vagina, urethra, penis or rectum of another person causing physical injury to such person by forcible compulsion, when the person is incapable of consent by reason of being physically helpless, or when the person is less than 11.	Is a class B felony, with penalties up to 25 years in prison.

<u>Aggravated sexual abuse in the second degree</u> (PL § 130.67)	A person is guilty when he or she inserts a finger in the vagina, urethra, penis or rectum of another person causing physical injury to such person by forcible compulsion, when the person is incapable of consent by reason of being physically helpless, or when the person is less than 11.	Is a class C felony, with penalties up to 15 years in prison.
<u>Aggravated sexual abuse in the third degree</u> (PL § 130.66)	A person is guilty when he or she inserts a foreign object in the vagina, urethra, penis or rectum of another person by forcible compulsion, when the person is incapable of consent by reason of being physically helpless, or when the person is less than 11.	Is a class D felony, with penalties up to 7 years in prison.
<u>Facilitating a sex offense with a controlled substance</u>	A person is guilty when he or she knowingly and unlawfully possesses a controlled substance or any substance that requires a prescription to obtain to another person, without such person's consent and with intent to commit against such person conduct	Is a class D felony, with penalties up to 7 years in prison.

<u>(PL § 130.90)</u>	constituting a felony, and commits or attempts to commit such conduct constituting a felony defined in Article 30.	
<u>Stalking in the fourth degree</u> <u>(PL § 120.45)</u>	A person is guilty when he or she intentionally, and for no legitimate purpose, engages in a course of conduct directed at a specific person, and knows or reasonably should know that such conduct is likely to cause reasonable fear of material harm to the physical health, safety or property of such person, a member of such person's immediate family or a third party with whom such person is acquainted; or causes material harm to the mental or emotional health of such person, where such conduct consists of following, telephoning or initiating communication or contact with such person, a member of such person's family or a 3 rd party with whom such person is acquainted and the actor was previously clearly informed to cease that conduct.	Is a class B misdemeanor, with penalties up to three months in jail.
<u>Stalking in the third degree</u> <u>(PL § 120.55)</u>	A person is guilty when he/she commits the crime of stalking in the 4 th degree against three or more persons, in three or more separate transactions, for which the actor has not been previously convicted, or with intent to harass, annoy or alarm a specific person, engages in a course of conduct directed at such person which is likely to cause such person to reasonably fear physical injury or serious physical injury, the commission of a sex offense against, or the kidnapping, unlawful imprisonment or death of such person or a member of such person's family; or commits the crime of stalking in the 4 th degree and has been previously convicted within the preceding ten years of stalking in the fourth degree.	Is a class A misdemeanor, with penalties up to one year in jail.
<u>Stalking in the first degree</u> <u>(PL § 120.60)</u>	A person is guilty when he/she commits the crime of stalking in the 2 nd or 3 rd degree and in the furtherance thereof, he/she intentionally or recklessly causes physical injury to the victim, or commits a class A misdemeanor defined in Article 130, a class E felony defined in section 130.25, 130.40, or 130.85, or a class D felony defined in section 130.30 or 130.45.	Is a class D felony, with penalties up to 7 years in prison.

For a full listing of all sex offenses and the definitions of sex offenses, please refer to:

<http://public.leginfo.state.ny.us/menugetf.cgi?COMMONQUERY=LAWS>

Crime statistics are reported annually by every college pursuant to the Jeanne Clery Act. This information can be obtained from your campus Public Safety Department.

In addition, "Megan's Law" protects our communities and universities by mandating that convicted sex offenders register with the State through the Division of Criminal Justice Services. Such information can be obtained from your

local police precinct, and from the Division of Criminal Justice Services website:
<http://www.criminaljustice.state.ny.us/> (for level 3 offenders.)

EMERGENCY CONTACT NUMBERS

Hunter College	212-772-4444	x 4931 (personal counseling services)
Hunter Brookdale Campus	212-481-4444	x 4931 (personal counseling services)

NEW YORK CITY SUPPORT SERVICES

* Indicates a 24-hour number

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NYPD

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Police Emergency	911*
NYPD Sex Crimes Hotline	212-267-RAPE*

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Rape Crisis and Dating/Domestic Violence Services

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RAINN: Rape, Abuse & Incest Network, http://www.rainn.org/ Online Hotline provides live, secure, anonymous crisis support for victims of sexual assault, their friends, and families. The Online Hotline is free of charge and is available 24 HOURS A DAY, 7 DAYS A WEEK!	
NYC Rape Crisis Hotline	212-673-3000*
Safe Horizon: Rape and Sexual Assault Hotline	800-621-4673* www.safehorizon.org
Safe Horizon: Domestic Violence Hotline	212-577-7777*

NYC Gay and Lesbian Anti-Violence Project	212-714-1141*
New York Women Against Rape	212-777-4000
New York Asian Women's Center	888-888-7702*
NYC Alliance Against Sexual Assault	212-229-0345
NYS Victim Information and Notification Everyday	888-VINE-4NY
NYS Crime Victim's Board	718-923-4325
Urban Justice Center: legal services & advocacy for survivors of Domestic Violence	646-602-5600, www.urbanjustice.org
Women's Survival Space (Brooklyn)	718-439-4612

Rape Crisis Centers (affiliated with hospitals)

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<u>Bronx</u>	
North Central Bronx Hospital: Sexual Assault Treatment Program	718-519-5722
<u>Brooklyn</u>	
Coney Island Hospital: Rape Crisis Program	718-616-4209, or 800.tel.rape*
Long Island College Hospital: Rape Crisis Intervention/Victims of Violence Program	718-780-1459
<u>Manhattan</u>	
Beth Israel Medical Center: Rape Crisis & Domestic Violence Intervention Program	212-420-4516
Bellevue Hospital Center: Rape Crisis Program	
Columbia Presbyterian Hospital: Domestic and Other Violence Emergencies (DOVE)	212-562-3435
Harlem Hospital: Center for Victim Support	212-305-9060
Mt. Sinai Medical Center: Sexual Assault Violence Intervention (SAVI)	
St. Luke's Roosevelt Hospital: Crime Victims Treatment Center	212-939-4613
St. Vincent's Hospital: Rape Crisis Program	212-423-2140
	212-523-4728
	212-604-8068

<u>Queens</u>	
Elmhurst Hospital: Borough Crisis Center	718-736-1288
Queens Hospital Center	718-883-3090
<u>Staten Island</u>	
St. Vincent's Medical Center	718-876-3044

District Attorney's Offices

Bronx: Crime Victims Assistant Unit:	718-590-2114
Brooklyn: Victim Services Unit	718-250-3820
Manhattan: Victim Assistance Center	212-335-8900
Queens: Crime Victims Advocate Program	718-286-6818
Staten Island	718-876-6300

Programs For Abusers

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Safe Horizon Alternatives to Violence Program: Provides educational groups in English and Spanish for perpetrators of domestic violence.	718-834-7471
STEPS: Alternatives to Incarceration provides programs for adolescent male batterers	212-662-7914
Sexual Abuser Treatment Referral Line: 1-802-247-3132, Mon.-Fri. 9am-4:30pm.	
If you are an adult at risk for sexually abusing a child, or are a friend or family member of a sexual abuser and/or victim, or a parent of a child with sexual behavior problems, call the STOP IT NOW! Helpline, 1-888-PREVENT (773-8368). Mon.-Fri. 9am-5pm.	

Return to: General Information

CUNY Tobacco-Free Policy

Hunter College Tobacco-Free Policy

In accordance with CUNY policy, effective September 2012, smoking and tobacco use will be prohibited in all areas that comprise Hunter College. This includes indoor locations as well as outdoor locations such as entrances and exits to buildings, outdoor terraces and parking lots. Furthermore, vehicles that are owned, leased or operated by Hunter College are also included in this policy. There is no sale of cigarettes, electronic cigarettes, cigars, chewing or pipe tobacco at any facility, location or vending machine owned, leased, operated or maintained by Hunter College or its contractors.

Hunter College respects an individual's choice to use tobacco; however, in accordance with CUNY policy we must restrict and discourage tobacco use on college property. We are looking forward to working with our neighbors and internal constituents to create a tobacco-free campus out of respect for others and the environment.

The Board of Trustees of The City University of New York approved The CUNY Revised Tobacco Policy on January 24, 2011. This revised tobacco policy updates, expands and supersedes the policy previously enacted effective January 1, 1995, which prohibited smoking inside all facilities, including vehicles operated by the University. The new CUNY policy on tobacco use reads:

Effective no later than September 4, 2012, the following shall be prohibited at The City University of New York:

- the use of tobacco on all grounds and facilities under CUNY jurisdiction, including indoor locations and outdoor locations such as playing fields, entrances and exits to buildings, and parking lots;
- tobacco industry promotions, advertising, marketing and distribution of marketing materials on campus properties; and
- tobacco industry sponsorship of athletic events and athletes.

Dance Courses

Dance

From a campus in the heart of New York City, the Hunter dance student has the unique opportunity of interfacing with many professional dance companies, choreographers, and critics who live and work in New York. The modern dance-based curriculum provides the student with opportunities to pursue careers in performance, choreography, teaching, arts administration, and production. The curriculum is enriched by community outreach performances, repertory classes with New York-based choreographers, speciality workshops, dance clubs, international performances, internships and New York State teaching certification. In addition, Hunter Dance hosts "Sharing the Legacy," an ongoing series of conferences, forums, and concerts devoted to experiencing dance masterworks of the twentieth and twenty-first centuries.

The Graduate Dance Program at Hunter College has two programs in conjunction with the School of Education:

- MA/Dance Education focusing on preparation for Pre-K-12 teaching and NYS certification, in the School of Education

- BA/MA/Dance Education focusing on preparation for Pre-K-12 teaching and NYS certification, in the School of Education

This innovative and ambitious array of graduate training is specifically designed to offer a wide and strongly integrated professional training environment in which mature, motivated and gifted performers, choreographers and teachers will work with each other and with world-class faculty toward individual career goals.

Programs and Courses in Dance

Dance MFA

MA in Dance Education (School of Education)

BA in Dance/MA in Dance Education (School of Education)

Courses in Dance

Courses in Dance Education

- DANED 76000
- DANED 76200
- DANED 76400
- DANED 76602
- DANED 76605

Dance Program Faculty

Director of the Dance Program: Jana Feinman, Professor; EdD, Temple University; Choreography, Teaching Methods, Folk Forms

David Capps, Associate Professor; MFA, NYU; Dance performance, Choreography, Somatics, Choreographic Analysis

Maura Nguyen Donohue, Assistant Professor; MFA Smith; Choreographer, Advocate, and Writer in the NYC and global community

Kathleen Isaac, Arnhold Distinguished Lecturer in Dance Education; BA SUNY Brockport, MA NYU

DAN 70100 - Physical Training

The ongoing, rigorous training in a dance/movement style pertinent to the individual student's artistic and pedagogical goals. Exploration of unfamiliar movement disciplines will be required. This course is designed to allow each student to articulate and execute a regular training regimen that will build and refine her/his skills as practitioner of an artistic movement discipline. A variety of individual training plans are overseen by faculty. Regular group meetings examine how underlying aesthetic and kinesiological assumptions embodied by the training inform students' approaches to teaching artistry, improvisation, and choreography.

prereq: Admission to a graduate dance program

Hours 3

Credits 2

Can be taken more than once for credit, required 3 times for MA, 2 times for BA/MA.

DAN 70500 - Maintenance of the Dancer's Instrument

An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motional training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

prereq or coreq: DAN 35000 or equivalent course and/or related professional background

Hours 3

Credits 3

DAN 73000 - Studies of Forms

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department

Hours 3

Credits 3

This course is repeatable once for credit.

DAN 73300 - Process and Projects

This course asks the Dance student to explore unfamiliar genres, styles and methodologies through a variety of choreographic project assignments. An inventory of each student's past experiences leads to a collaboratively designed and individualized series of assignments designed to stretch the student's experiences and capabilities.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department

Hours 3

Credits 3

DAN 73500 - Performance and Presentation

The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

prereq: Acceptance into one of the graduate dance programs: BA/MA, MA

Hours 3

Credits 1

This course is repeatable once for credit.

DAN 74000 - Aesthetics

A seminar examining a variety of global artistic practices and value systems from both aesthetic and cultural perspectives. The course focuses on a broad range of dance and examines how choreographers, dancers, designers, critics, audience members, teachers, producers and scholars function and interrelate. Students examine a variety of analytical paradigms-- including structuralism, semiotics and literary theory -- through the study of the major writers and thinkers in the field. A culminating study is typically a close analysis of the student's personal creative work.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

DAN 74200 - Graduate Dance History

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

prereq: Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.

Hours 3

Credits 3

DAN 74600 - Special Topics in Dance

A seminar/laboratory course focusing on a varying series of topics, selected according to student interests, current faculty research, and available guest artists and master teachers. Topics can include a wide variety of historical, aesthetic, cultural, technological and political issues. The course encourages advanced study in specialized areas of particular student interest. Possible topics include: dance in the digital age, specific cultural forms, dance in community settings, motor learning from multiple perspectives, etc.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

Can be repeated for credit with different content areas

DAN 75000 - Topics in Teaching for College/University

Intensive examination of the relationship between pedagogy, teaching artistry, and curriculum design. Includes study of the history, philosophy, and cultures of dance in higher education. Topics include lesson, unit, course, and curriculum structuring, assessment strategies; application of choreographic principles to course design; the relationship between higher education and the changing dance environment, and understanding the administrative hierarchy in higher ed. Students are observed and mentored in their roles as teachers.

prereq: DANED 76000

Hours 3

Credits 3

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 adviser. 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 advisers' and the school deans' offices.

When the thesis approval form has been signed by the department graduate adviser 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.

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Department of Public Safety and Security

Hunter College Department of Public Safety

**695 Park Avenue, West B-122
New York, New York, 10065**

Director of Public Safety:

Louis J. Mader

Telephone: (212) 772-4521

Hunter College is centrally located on 68th Street and Lexington Avenue, in the heart of one of the most exciting neighborhoods in the city. The shops, restaurants, and close proximity to Central Park, makes the area attractive to all New Yorkers. The subway system makes the daily commute convenient and refreshing with the Number 6 line stopping right at the Main Campus.

Hunter College offers graduate and undergraduate courses of study in liberal arts and sciences, as well as several professional fields; education, health and sciences, nursing and social work. With a student body of nearly 22,000 male and female students in day and evening classes, the college employs 1,200 full time faculty and staff personnel.

Hunter College's uniqueness does not stop there. Our residential dormitory, known as the Brookdale Campus, is located at 25th Street and 1st Avenue. Brookdale is the home to nearly 600 male and female students and resident nurses. Because the dorm is located in lower Manhattan and is close to everything that a resident needs. The campus is closely monitored by public safety personnel 24 hours a day.

About Public Safety

Established in 1991, the CUNY Public Safety Department was created to further ensure that those who attend any of the CUNY institutions do so in a safe and comfortable environment. CUNY Public Safety Officers are sworn Peace Officers and have arrest authority granted them by the City of New York. They are designated as New York City Special Patrolmen/Peace Officers in accordance with Section 2.10, subsection 27 of the New York State Criminal Procedure Law. Campus Peace Officers (CPO) undergo seven weeks of training at York College, where they receive training pertaining to servicing the college community and how to effectively handle situations which may occur on a college campus and in the surrounding community. Campus Security Assistants (CSA) are employed as security guards

in accordance with Article 7A of the General Business Law. CSA's do not have arrest authority above that of a private citizen.

All Hunter College Department of Public Safety personnel wear distinctive uniforms and carry two-way radios. Additionally, the college has a New York State Certified Emergency Medical Unit to respond to medical emergencies on the Main Campus. These personnel are trained in first aid, cardiopulmonary resuscitation and other emergency response procedures.

Campus Peace Officers (CPO's) are charged with the responsibility of making sure federal, state and local laws, as well as University policies and procedures are obeyed. Although officers are not city police officers, they are granted "Peace Officer" status through the City of New York and have limited arrest powers on all Hunter campuses. This allows officers to make an arrest and to search and seize evidence in connection with an arrest as long as the crime was committed in their presence or for a felony, not committed in their presence or view, but reasonable grounds exist that the offense was committed by the person the officer is arresting on the campus. The Hunter College Public Safety Department also maintains a strong working relationship with the City of New York Police Department (NYPD) as well as county, state and federal authorities and the City of New York Fire Department.

NOTE: The Hunter College Department of Public Safety **does not** provide security at any off-campus events; or for any off-campus organizations and/or residences not owned by Hunter College.

Students, staff and faculty are encouraged to report all public safety concerns to this department. In 2005 a mechanism has been added to the Hunter Public Safety web page which allows the college community to report crimes anonymously, known as "Silent Witness". At the present time pastoral and professional counselors do not have to inform the persons that they are counseling to report crimes on a voluntary, confidential basis.

The Director of the Public Safety Department is Mr. Louis J. Mader, who has an extensive public safety background. Mr. Mader is assisted in the daily operations of the Department by a Deputy Director, Mr. Richard Meier. The Public Safety staff includes three Lieutenants, six Sergeants, seven Corporals, four Specialists, 36 Campus Peace Officers, and 29 Campus Security Assistants. The staff maintains several "fixed" posts, a communications center as well as roving patrols.

Campus Access

The campus is monitored 24 hours a day by members of the Public Safety staff. After the campus is closed all persons entering the institution must sign in. The lobby of the West Building is available to all current Hunter College students to be used as a place of study 24 hours a day. Only those students with written permission from a department head, or faculty member, are permitted to go to areas other than the West Lobby. A student that wants to remain on campus after hours must request permission to do so, in writing, through their Department head, or designee sponsoring the after hour visit. The permission and a supporting letter must be provided to Public Safety.

Identification Cards

Every member of the college community is required to carry a validated identification card while on campus. Upon request of a Public Safety Officer or college official, the ID card must be presented. Refusal to present the ID card will result in denial of access to the campus. ID cards are **NON-TRANSFERABLE** and may not be used by any other person, for any reason. The college will prosecute any unauthorized person who trespasses or loiters on college property. Students, faculty, and staff will need an ID card in order to gain access to buildings, or to gain access to offices when keys are forgotten. Student ID cards shall be validated each semester.

Complaints and Information

Complaints and requests for information concerning Public Safety services should be made to Mr. Louis J. Mader, the Director of Public Safety at (212) 772-4521.

After hours, all calls for Public Safety service should be made to (212) 772-4447.

Reporting a Crime

All crimes against person and property should be reported as soon as possible to the Office of Public Safety. This helps us apprehend criminals and make strategic decisions about the deployment of security resources. Incidents can be reported in person in the Public Safety office (B-122 in the West Building); by phone X 1-4444 if the crime is in process, (X 1-4447 after the fact) or to any uniformed officer on campus. The Office of Public Safety will assist you in reporting a crime to the NYPD as necessary.

Even if you do not want to pursue action with the College or the criminal justice system, please make a confidential report which does not reveal your identity to the Public Safety Office. This helps us keep an accurate record of the number and nature of incidents, determine whether there is a pattern of crime and we need to redeploy our security officers, and alert the campus community to a potential danger. Reports filed in this manner are counted and disclosed in the crime statistics of the College.

Security Policies

The policy of the City University and of Hunter College is that:

Students and employees will report safety hazards; crimes; loss of property; illness or injury. Proper reporting assists in the apprehension of criminals and ensures the safety of the college community. Incidents can be reported to any Public Safety officer or by calling the Office of Public Safety.

Investigation of Violent Felony Offenses

Hunter College has adopted and implemented a plan providing for the investigation of any violent felony offenses occurring on Campus, and providing for the investigation of resident Missing Persons. Such plans provide for the coordination of the investigation of such crimes and reports with the New York City Police Department (NYPD). Such plans shall include, but not be limited to, written agreements with the NYPD providing for the prompt investigation of such crimes and reports.

Violent Felony Offenses

Defined in Section 70.02 sub. 1 of the New York State Penal Law and include Class A, B, C, D and E. violent felony offenses. These crimes will be immediately reported to the New York City Police Department by the Hunter College Department of Public Safety Office. A joint initial investigation will be conducted and then a follow up investigation will be conducted by the appropriate unit of the New York City Police Department. The college administration and college community will be kept informed and will be updated on developments.

Alcohol and Drugs:

Any action or situation which recklessly or intentionally endangers mental or physical health, or involves forced consumption of liquor or drugs for the purpose of initiation or affiliation with any organization is prohibited. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or controlled substance by University students or employees on University/College property, or as part of any University/College activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal conviction for a violation occurring in the workplace no later than (5) days after such conviction.

The unlawful possession, use, or distribution of alcohol by students or employees on University/College property, or as part of any University/College activities is prohibited.

The legal age for possession and consumption of alcohol in New York State is **21**. It is against the law to sell or give away alcohol to anyone under the age of **21**.

The possession or use of illegal drugs is a crime in the State of New York. Anyone found in possession of or using such drugs on college property will be severely dealt with and will face criminal charges.

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.

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 Bylaws. Sanctions for members of the instructional staff and non-instructional staff will be governed by Article VII of the CUNY Board of Trustees Bylaws and Article XIV, respectively.

Weapons

No individual within the university community, except Peace Officers, pursuant to authorization of the college presidents, shall have in their possession a rifle, shotgun, firearm or any other dangerous instrument or material that can be used to inflict bodily harm on an individual, or damage to a building or the grounds of the campus.

Public Safety Emergencies

Throughout the Hunter College Main Campus and Brookdale Campus are stainless steel colored “**Talk-A- Lert**” **boxes**. The Talk-Alert boxes are mounted on walls near elevators, stairways and female bathrooms. Talk-Alerts are to be used for any and all emergencies on campus. Just push the black button, wait for the box to connect with Public Safety communications and a verbal response to your emergency. You may always reach Public Safety by dialing 1-4444 from any internal telephone, or 911 from a cellular phone will connect you with NYPD. To dial 911 from an interior campus telephone you must dial a **9** first (9-911).

Evacuation Procedures

Usually evacuation procedures concern a working fire; however there may be other reasons that a building may have to be evacuated. Examples of this may be a bomb threat; a chemical spill in a lab; a police action; a power failure; or other situation where it would be in the best interest of the occupants to evacuate. (**PROCEDURES ARE LISTED UNDER THE FIRE SAFETY SECTION**)

Timely Emergency Warnings

If a situation arises either on or off campus that, in the judgment of the Director of Public Safety, constitutes an ongoing threat, a campus wide "timely warning" will be issued through the College e-mail system to all students, faculty and staff.

Depending on the particular circumstances of the crime, especially in all situations that could pose an immediate threat to the community and individuals, the Department of Public Safety may also send out a notice using the **CUNY ALERT** system.

ALL students; faculty and staff are requested to sign up for CUNY Alert at the following web site: <http://web.cuny.edu/news/alert.html>

Sexual Harassment

It is the policy of The City University of New York and Hunter College to prohibit sexual harassment of employees and students. It is a violation of policy for any member of the college community to take action against any individual for reporting sexual harassment.

Hunter College has a sexual harassment panel, appointed by the President, which consists of faculty, staff, and students. The panel is charged with ensuring that the college community is familiar with the sexual harassment policies of Hunter College and the City University. Other responsibilities include investigating reports of sexual harassment and forwarding findings and recommendations to the college President. A member of the faculty, staff, or student should report sexual harassment occurrences to a member of the Sexual Harassment Panel or to the Dean of Students. And, if required, to the local city police precinct. Reporting information can also be found in college catalogs and schedule of classes.

Employees covered by collective bargaining agreements, should also contact their union representative to file a formal grievance if they are being sexually harassed by a member of their department. Confidential counseling is available through the Office of the Dean of Students and through the Employee Assistance Program.

Daily Crime and Fire Log

The Department of Public Safety maintains a "daily crime log" and a "daily fire log" in two ways. One is placed in electronic form and may be viewed on our web site at <http://www.hunter.cuny.edu/publicsafety/reports>. This forum lists all crimes that are reported at all Hunter campuses. The second manner is a "daily crime log" that is maintained at each Hunter campus of crimes reported to the particular campus. That log will show reported crimes for the past 60 days and is available for viewing by students, faculty and staff during normal business hours.

ASR availability:

The Annual Statistical Report, commonly known as the ASR, provides information about Hunter Colleges Public Safety Department; policies and procedures; types of crimes and definitions; college resources for students and victims of a crime and crime statistics for the college.

The Annual Statistical Report (ASR) is mandated by the Clery Act to be available to all students, faculty and potential students: ASR's can be obtained on-line <http://www.hunter.cuny.edu/publicsafety/reports>, at any public safety desk at any one of Hunters campuses or at Public Safety's Administrative Office located in the West Building in room B-122A.

Lost and Found

All items found on campus that are lost should be turned in to any public safety officer; public safety desk; or a drop box or safe located at some campuses. Found or recovered items will be recorded and stored in the campuses "Lost & Found" locker. Persons who have lost property should complete and Lost & Found slip and turn it in to Public Safety.

Or, go to the following link to report a lost item on line: <http://www.hunter.cuny.edu/publicsafety/contact-us>

Public Safety does not permit the random rummaging through the lost and found area for lost items. If an item is "reported" lost and it is located by public safety, you will be contacted by telephone and arrangements will be made to return the property. Found property will be stored for sixty (60) days only.

FIRE SAFETY

Each campus has a fire alarm system that meets the fire code of New York City. In most campuses a Fire Warden is assigned to each floor and is responsible for implementing the fire safety policy and evacuation during a fire emergency.

Things to Remember:

- If you notice a fire - pull the fire alarm pull station - do not waste time calling public safety. (Once activated, the alarm goes directly to a central station and NYFD is automatically notified and dispatched.
- If a "pull station" is not close to you then,
 - Activate one of the silver wall mounted "Talk-Alert" boxes
 - Dial 1-4444 on a main campus telephone
 - Dial 911 on your cell phone.
- Fire extinguishers are located on all floors of all campuses.
- A **Fire Warden** is assigned to each floor and is responsible for implementing the fire safety policy and evacuation during a fire emergency.
- It is important to follow their instructions, they are there for your safety
- Stairway "A" is the primary staircase to be used for evacuation, unless told otherwise.
- Disabled individuals should enter the stairway and stay on the landing of their floor. NYFD will come and get you!
- A delay in public address announcements after a fire alarm sounds is usually because public safety is investigating the source of the alarm to determine what needs to be done.
 - Always listen for public address announcements.
- If there is a fire or smoke condition in, or near an elevator shaft, the fire alarms will sound on all floors.
 - Elevators will get automatically re-called to the lowest floor/lobby.
- Some elevators may be re-called to the main floor due to a fire.
- After a fire alarm is activated, the alarm and the elevators cannot be reset until the NY Fire Department authorizes it and gives the "all clear".
- Evacuations may only occur on the "fire floor" and one floor above, and one floor below and not the entire building.
- Organized "Fire Brigades" will respond to the floor below the fire floor.
- Each semester Public Safety performs fire drills at each campus.

Evacuation Procedures

Usually evacuation procedures concern a working fire; however there may be other reasons that a building may have to be evacuated. Examples of this may be a bomb threat; a chemical spill in a lab; a police action; a power failure; or other situation where it would be in the best interest of the occupants to evacuate.

- Do Not Use Elevators Remain calm.
- Everyone will listen for a public address announcement to evacuate the building when the fire alarm is sounded.
- Normally, evacuation is ordered by building and by floor to prevent overcrowding in the stairwells.
- Upon activation of the fire alarm, and the announcement to evacuate, all occupants will immediately exit the building using the nearest exit stairwell and proceed across the street from the building.
- Excessive smoke, smell of gas is reason to immediately evacuate even if no announcement was heard.
- Evacuation floor plans are posted on each floor by the elevators throughout each campus.
- Close windows and doors. Leave lights on and doors unlocked.
- When you evacuate, do not stop for personal belongings or records.
- If there is excessive smoke, crawl to an exit. If you are unable to exit, stay low and plug all openings around doors, windows and vents.
- If you find yourself trapped dial 911 and give them your location, room number and floor.
- Before entering another room or stairwell, check for heat by placing your hand near the door.
- Fire Wardens that are familiar with the evacuation procedures will alert on their assigned floor to follow their emergency procedures.
- Disabled persons will enter the closest stairwell and await NYFD to assist them in exiting the building.

- A “runner” should be dispatched to tell the responding officer (fire or police) the location of the handicapped individual(s), so that a rescue can be initiated.
- Building occupants must immediately advise the responding Public Safety Officers of the possibility and location of any persons who have not yet evacuated the buildings due to injury or incapacitation.
- No one is permitted to re-enter an evacuated building until the building is determined to be safe by the emergency service personnel and NYFD advises that re-entry into the building is permitted.

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Disclaimers and Statement of Rights

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Notice of Possible Changes

The Board of Trustees of The City University of New York reserves the right to make changes of any nature in the academic programs and requirements of The City University of New York and its constituent colleges. All programs, requirements, and courses are subject to termination or change without advance notice. Tuition and fees set forth in this publication are similarly subject to change by the Board of Trustees of The City University of New York.

The course descriptions in this catalog summarize the full, official descriptions authorized by the Hunter College Senate. Full descriptions are available in the appropriate school and department offices. Hunter College reserves the right to change rules, policies, fees, and curricula without advance notice.

STATEMENT OF NONDISCRIMINATION Hunter College is an Equal Opportunity and Affirmative Action Institution. The college does not discriminate on the basis of age, sex, sexual orientation, transgender, religion, race, color, alienage, citizenship status, national or ethnic origin, physical or mental disability, genetic predisposition or carrier status, veteran or marital status in its student admissions, employment, access to programs, and administration of educational policies.

Dean John T. Rose is the college officer responsible for affirmative action matters. He is also the coordinator for Title IX, which prohibits sex discrimination in federally assisted education programs. His office is located in the Office of the President, 1706 Hunter East, (212) 772-4242.

Professor Tamara Green is the college Section 504 Coordinator for the Handicapped. Her office is located in 1425A Hunter West, (212) 772-5061.

Freedom of Information Law

Request to inspect public records at the college should be made to the Records Access Officer, Gail Aidinoff Scovell, Special Counsel to the President, who is located at the Hunter College Legal Office, 695 Park Avenue, 1705 Hunter East, (212) 772-4220. Public records are available for inspection and copying by appointment only at a location to be designated. You have a right to appeal a denial of a request for access to records to the CUNY Senior Vice Chancellor for Legal Affairs and General Counsel. Copies of the CUNY Procedures for Public Access to Public Records Pursuant to Article 6 of the Public Officers Law and the appeal form are available at the reference desk of the library and on the college website.

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Drug-Free Schools and Campuses

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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
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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

(212) 772-4801

Employee Assistance Program

(212) 772-4051

Student Services

(212) 772-4882

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Enrollment, Tuition and Fees, Financial Aid

- Degree Requirements
- Tuition and Fees
- Financial Aid
- Scholarships and Grants
- Bursar's Office

Financial Aid

The Office of Financial Aid helps graduate students with securing funds to meet their educational expenses through a variety of programs, including student loans, Federal Work Study, and grants. The college participates in both Title IV federal financial aid and New York State financial aid programs.

Federal Student Aid (FSA) programs include the Federal Direct Loan program, the Federal Perkins Loan program and Federal Work-Study program. The New York State aid programs include the Tuition Assistance Program (TAP) and Professional Opportunity Scholarships. For information on other scholarships and grants, students may log on to the financial aid website for outside scholarship information. For information on graduate assistantships and fellowships students may contact their departmental adviser.

The Office of Financial Aid is located in 241 North Building.

The OASIS (Office of Administrative and Information Services) is located in 217 North Building and it is the college's one-stop service center for financial aid, registrar and bursar services.

Students are encouraged to refer frequently to the Hunter College Office of Financial Aid website at www.hunter.cuny.edu/finaid as an information resource.

Application Procedure

The fastest and easiest way to apply for financial aid is by completing the Free Application for Federal Student Aid (FAFSA) online. FAFSA on the Web is available at www.fafsa.ed.gov. Before beginning the application we encourage you to first fill out the FAFSA Worksheet.

The worksheet does NOT need to be submitted. When the student completes the FAFSA, Hunter College should be included among the colleges to which the application information is reported (HUNTER COLLEGE FEDERAL SCHOOL CODE: 002689). 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 the Office of Financial Aid to verify the application information or to clarify any discrepancies found in the application.

Students who are New York State residents can apply for both federal and New York State aid using a single online session. After completing FAFSA on the Web, New York residents are able to link to the TAP on the Web Form, which is pre-filled with their FAFSA data.

In order to request a Federal Direct Loan at Hunter College, the student must first complete the FAFSA and a Direct Loan Request on the Hunter College Financial Aid Office website at www.hunter.cuny.edu/finaid.

Financial Need

All funds from federal financial aid programs administered by the Office of Financial Aid are awarded on the basis of financial need with the exception of the Federal Direct Unsubsidized Loan.

When the student applies for federal student aid, the information that is reported on the FAFSA is used in a formula, established by the U.S. Dept. of Education and approved by the U.S. Congress. The Expected Family Contribution (EFC) which is the amount that the student and the family are expected to contribute toward the student's education is then calculated.

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

Cost of Attendance

- Expected Family Contribution (EFC)

= Financial Need

The Office of Financial Aid takes the Cost of Attendance and subtracts the Expected Family Contribution (EFC). The amount left over is considered the student's financial need. In determining the student's need for aid from the federal financial aid programs, the Office of Financial Aid must first consider all other aid that the student is expected to receive.

The Cost of Attendance

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 allowances for tuition, fees, books, transportation, housing, food and personal expenses. Additional allowances may be made for unusual expenses such as dependent-care costs.

Student budgets are set each year by CUNY (City University of New York). 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 2010-11 Hunter College expense budgets for full-time graduate students, who are charged the NY State Resident tuition rate, are as follows for the 9-month period of the fall and spring semesters:

2010-2011 Cost of Attendance

Expenses Living with Parents/Living away from Parent

Tuition and Fees *Please refer to the Office of the Bursar for individual program Tuition and Fees:*
<http://www.hunter.cuny.edu/bursar/>

Books and Supplies	\$ 1,146	\$ 1,146
Transportation	\$ 918	\$ 918
Housing	\$ 1,740	\$ 7,425
Food	\$ 0	\$1,916
Personal Expenses	\$ 1,744	\$ 3,806
Lunch	\$1,020	\$1,020
Total	\$ 6,568	\$ 16,231

Plus Tuition & Fees

Plus Tuition & Fees

The Housing component of the Living Away From Parent budget is derived using average housing charges for a rental apartment in metropolitan New York, and using the assumption that the student is sharing the cost of housing with a roommate. The Personal Expenses component includes an allowance for medical expenses and/or health insurance.

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 to 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.

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. FAFSA on the Web for the coming academic year is available starting on January 1.

Student Eligibility

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

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 will have 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 (212) 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:

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

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 college. 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. The priority deadline is May 1. 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 the availability of funds and the student's level of need at the time of application.

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 College as the lender, although the loan is made with government funds. Students must repay this loan to Hunter College. The borrowing limit established by the U. S. Dept. of Education for eligible graduate students is \$5,000 per year for each year of graduate/professional study.

The total amount graduate students 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 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 Subsidized 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 the interest on the loan(s), hence "subsidizes" the loan, until repayment begins and during authorized periods of deferment thereafter.

Federal Direct Unsubsidized 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.

The U. S. Dept. of Education has established a borrowing limit of \$20,500 each academic year for the Federal Direct Loan program, with no more than \$8,500 of that amount in Subsidized Loan funds. 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 Federal Direct and Federal 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 Federal Direct Loans and Federal Stafford Loans received for undergraduate study. Federal Direct Loans are not made to students enrolled in programs that are less than one third of an academic year in duration. For students whose Federal 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.

Once a Federal 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 (800) 848-0979.

New York State Financial Aid Programs

Tuition Assistance Program (TAP)

To apply for TAP a student must be a U.S. citizen or eligible non-citizen, as well as 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 if other family household members are attending college full-time.) The maximum TAP award for a graduate student at Hunter College ranges from \$75 – \$550 per year.

The deadline for filing TAP applications is May 1 of the following year (e.g., for the academic year 2010-2011 the deadline would be May 1, 2011).

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.

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Fire Safety Plan

Instructions

A. In case of a fire or smoke condition stay calm and do the following:

- Pull the fire alarm box
- Call the Fire Department (911), and
- Notify Public Safety either via Emergency Number (212) 772-4444 or press the button on the Talk Alert box.
- Then, follow the procedures listed below:

B. Procedure

1. Evacuate your area.
2. Close, but do not lock the doors behind you.
3. Follow instructions transmitted over the Public Address system.
4. Proceed to evacuate the building through designated exit areas.
5. Before entering a stairwell touch the door with the palm of your hand. If the door feels warm or hot do not enter the stairwell. Proceed to the next stairwell.
6. When leaving the building keep your head turned to the center of the stairway.
7. Walk downstairs-do not run. Remain calm-do not panic.

8. Only use elevators when authorized to do so by the Fire Department.
9. When using the down escalators make long wide turns going from one escalator to the next escalator in order to prevent pedestrian congestion.
10. When you are outside the building, move away from the entrance approximately 200ft.
11. Public Safety will notify you when the building is safe and then you may re-enter.

Hunter College Department of Public Safety Fire Safety Plan for the Physically Challenged

The Fire Safety Plan for the physically challenged is established for the safety of the physically challenged members of the Hunter College community and physically challenged visitors to the college in the event of a fire or other life-threatening emergency. This plan will be implemented in any situation in which there may be a need to relocate physically challenged individuals to a safe location.

The Fire Safety Plan for the Physically Challenged identifies the New York City Fire Department as the agency having the primary responsibility for relocating any physically challenged person from an endangered floor to a safe location.

However, if the Fire Department or other New York emergency agency response is not exercised in a timely fashion, and the situation requires immediate removal of physically challenged individuals, Public safety personnel will transport such individual(s) to a safe location. The Fire Safety Plan for the Physically Challenged is part of the Hunter College Fire Safety Plan. All faculty, staff and students are advised to read and be fully familiar with the entire Fire Safety Plan.

Instructions

A. In case of a fire or smoke condition, do the following:

- Pull the fire alarm box.
- Call the Fire Department (911), and
- Notify Public Safety either Emergency Number (212) 772-4444) or press the button on the Talk Alert Box.
- Then Follow these procedures:

B. Procedure for the Physically Challenged

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 by any exit door near the elevators.
2. Do not enter the stairwell. Do not use the elevator unless directed by the Fire Department.

Relocation Procedures for the Physically Challenged

If it is necessary to evacuate the entire floor, a member of the Fire Department will Search the entire floor to locate physically challenged individuals. The emergency Personnel will remove you to a safe location by the elevator or stairwell. The sign marked “You Are Here Sign” containing these procedures shall be placed on each floor.

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 with the palm of your hand. If the door feels warm or hot do not enter the stairwell. Proceed to the next stairwell.
3. If you cannot reach the stairwell near an elevator, and you are in an office or classroom and have access to a phone, call Public Safety at (212) 772-4444 or press the button on the Talk Alert or call 911.
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.

What Emergency Personnel Will Do

The Fire Warden, Fire Searchers, Public Safety Officers or a member of the Fire Brigade will report your location to the fire command station. The Fire Safety Director manning the fire command station will inform the Fire Department of your location.

If you are in need of relocation and the Fire Department is not available to relocate You, a member of the Public Safety Department will relocate you in a safe location.

If necessary, you will be relocated to a safe floor or taken out of the building.

Training and Orientation

A. Training

Public Safety personnel are trained in the proper methods for safe lifting and carrying of physically challenged individuals. (See Assembling and Relocation Procedures).

B. Orientation

Orientation to the Fire Safety plan, including the relocation procedures, will be provided for the physically challenged faculty, students, and staff yearly under the auspices of the 504 committee. Orientation for the new physically challenged students will be included in the orientation program for entering freshman. Instructions regarding the Fire Safety Plan and Relocation Procedures will be included in the regularly conducted fire drills.

Locating Physically Challenged Individuals

Public Safety maintains class schedules for the physically challenged and work Schedules for physically disabled faculty and staff. These schedules will be used to assist emergency personnel to locate disabled individuals in an emergency.

Students are responsible for reporting their class schedules, work schedules, and schedule changes to the Coordinator of the Office of Access and Accommodations located in the East Building room E-1124.

Physically challenged faculty and staff are responsible for reporting their work schedules and any changes to the Director of Human Resources located in the East Building room 1502 A.

Responsibility for Implementation

The Director of the Department of Public safety is responsible for the Implementation of the Fire Safety Plan.

Distribution of Fire Safety Plan for Physically Challenged

The Hunter College Fire Safety Plan for Physically Challenged Individuals will be distributed to all physically challenged faculty, students and staff.

Assembling and Relocation Procedures

When there is a fire alarm in one of the college's buildings, physically challenged individuals who are unable to walk down steps should assemble at one of the Physically Challenged Individuals Fire Emergency Assembly Areas (P.C.I.F.E.A.A.)

These areas are located on every floor of Hunter College's buildings near the two stairwells closet to the elevators. Please look for the signs marked "Physically Challenged Individuals Fire Emergency Assembly Area."

During a fire alarm, fire wardens, fire searchers and Public safety personnel have been directed to communicate the number, the location, and the status of all physically challenged individuals via Fire Warden Phones or through Public Safety personnel at the Fire Command Station. The Fire Safety Director or Public Safety Officer at the Fire Command Station will notify members of the New York City Fire Department that responds to the building of the status of all physically challenged individuals in the building.

No person should ever use an elevator in a fire unless directed by Fire Department personnel. The New York City Fire Department has stated that they have the primary responsibility to determine if elevators can be used to transport physically challenged individuals during fire emergencies. Fire Department officials also state that they are responsible for relocating physically challenged individuals to a safe location if such action is deemed necessary.

The New York City Fire Department considers transporting physically challenged individuals in an emergency a very risky procedure. The relocation process may subject physically disabled individuals and those assisting to transport them to sustain injuries. However, if it is necessary to relocate physically challenged individuals during an emergency, the Fire Department will handle the relocation using safe procedures and experienced Fire Department personnel.

If the elevators have been deemed safe by The New York City Fire Department to be used for transporting physically challenged individuals during a fire alarm all assembled individuals will be relocated to a safer area. The New York City Fire Department considers use of elevators to be the best method of relocation because it is practical, safe and efficient. This explains the Fire Departments position of advocating emergency assembly areas for physically challenged individuals. The Fire Department often refers to this type of assembly area as a refuge area.

If there have been excessive alarms activated in the building it may be the result of either a system function that was activated but response by the Fire Department was not necessary such as cigarette smoke near a smoke detector or an unwarranted alarm due to a system malfunction. If there is no imminent threat of danger from fire or smoke the Fire

Department does not automatically recommend the evacuation of physically challenged individuals outside the building. In most cases, the Fire Department would recommend that such individuals be moved to a safe location within the building.

If you have any questions regarding the standards used to determine the need for evacuating the buildings, contact the Director of Public Safety at (212) 772-4521.

When Public Safety Officers will Relocate Physically Challenged Individuals

If, for any reason, a physically challenged individual is in imminent danger due to fire, smoke, or any other life-threatening situation on campus, and members of the Fire Department are not present to relocate the physically challenged individual, Public Safety Officers and other members of the Fire Brigade will assume the responsibility of relocating that individual to a safe location.

Public Safety Officers and members of the Fire Brigade operating under the direction of the Fire Safety Director will take command and take immediate action to relocate physically challenged individuals to a safe location.

Note: The Public Safety Officer in charge of the evacuation process will determine the number of carriers needed to relocate a physically challenged individual. Factors to be considered when making these assignments will be weight of physically challenged individual, the weight of the wheelchair, the width of the staircase and any other factors that are deemed necessary to successfully carry out these functions without incident.

Procedures

Person Who Is Visually Impaired

A physically challenged person who is visually impaired and has to be relocated but is able to walk downstairs, will be personally escorted to a safe location by either a Public Safety Officer, a Fire Warden, a Fire Searcher, or a member of the college Fire Brigade.

Person Who Is Hearing Impaired

A person who is hearing impaired will be alerted to a fire alarm by either blinking strobe lights, a Public Safety Officer, a Fire Warden, a Fire Searcher, or a member of the Fire Brigade. A person who is hearing impaired and has to be relocated but is able to walk downstairs, will be escorted to a safe location by either a Public Safety Officer, a Fire Warden, a Fire Searcher, or a member of the college Fire Brigade.

Lifting and Carrying Physically Challenged Individuals

Before lifting any physically challenged person, when possible ask the physically challenged person how they should be lifted. A physically challenged person knows better than anyone else how she/he should be lifted or carried in order to avoid any unnecessary injuries to herself/himself.

For Your Safety

All Hunter College buildings are equipped with Fire Emergency notification devices. It is the responsibility of everyone to become familiar with their locations and their uses. These Fire Emergency notification devices consists of the following:

Fire Alarm

The Fire Alarm Pull Stations are small red boxes. They are mounted on the walls and located next to a fire exit. Printed on these pull stations is “Pull Here In Case Of Fire”. To activate the Fire Alarm Pull station, follow these steps:

Pull down the white lever on the Fire Alarm Pull Station box. This will cause the fire alarm to sound on that floor and the floor above. In addition, it will send a signal to the Fire Command Station indicating the location of activation. The Fire Safety Director at the Fire Command Station will carry out the fire emergency procedures. Familiarize yourself with the Fire Alarm Pull Stations so in an event of a fire you will know where they are located.

During a fire alarm, Fire Wardens, Fire Searchers and Public Safety Officers have been directed to communicate the number, the location, and status of all physically challenged individuals via Fire Warden Phones to the Fire Command Station. The Fire Safety Director will notify members of the New York City Department regarding the status of all Physically Challenged Individuals in the building as soon as the Fire Department arrives on campus.

No person should ever use the elevator unless directed by the Fire Department personnel. Using the elevator in a fire is extremely dangerous and Hunter College has been informed by the Fire Department that the use of elevators in a fire has, in many incidents, resulted in unfortunate deaths of many people.

The New York City Fire Department will be responsible for the relocation of physically challenged individuals to a safe location if deemed necessary. The Fire Department considers relocation of physically challenged individuals to be very hazardous during an emergency. The relocation process may subject individuals to sustain injuries or have accidents.

If the elevators can be used during a fire alarm, the Fire Department considers this 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 physically challenged individuals. The Fire Department refers to this type of assembly area as a refuge area.

When there is report of a fire alarm in the building and physically challenged individual is not specifically in any danger from the fire or smoke condition, the Fire Department does not automatically recommend a full building evacuation, rather relocation to a safe area within the building.

Note: It is imperative that every member of the Hunter College community understand the protocol of the New York City Fire Department for evacuation of a building that is experiencing a fire. Everyone in the building should not automatically evacuate to the street or be relocated within the building. This is the policy for both physically challenged and non-physically challenged individuals.

If you have any questions regarding the various parameters used to evaluate the necessity of evacuations and relocations, please consult with the Fire Safety Director at (212) 772-4521.

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Health Requirements for Enrollment

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Health Requirements

Prior to registration, the following health requirements must be met:

Immunizations for Measles, Mumps and Rubella Public Health Law 2165 requires college students to present a complete record of two live immunizations against measles and a single immunization against mumps and rubella. Students born on/or after January 1, 1957 must submit a complete immunization record signed by a health practitioner. Further information regarding health standards may be found in the Student Rights and Regulations section of this catalog.

Meningococcal Disease Public Health Law 2167 requires institutions, including colleges and universities, to distribute information about meningococcal disease and vaccination to all students meeting the enrollment criteria, whether they live on or off campus. Hunter College of the City University of New York is required to maintain a record of the following for each student: a) response to receipt of meningococcal disease and vaccine information signed by the student; b) record of meningococcal meningitis immunization within the past 10 years; or c) acknowledgement of meningococcal disease risks and refusal of meningococcal meningitis immunization signed by the student. Please note that students will not be allowed to continue at Hunter if they are not compliant (have not handed in their Response Form) within 30 days from the first scheduled day of classes. To learn more about meningitis and the vaccine, please consult your physician. You can also find information about the disease at <http://www.cdc.gov>.

For more information and to download/print the Immunization Requirement Form please see the following website: <http://studentservices.hunter.edu/>. The form must be returned to the Office of Health Services, 307 Hunter North. Office hours are Monday-Thursday 10-6 and Friday 10-3 pm.

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HEGIS/Admission Codes

HEGIS and Admission/Curriculum Codes

This is a list of graduate degree, advanced certificate, and combined undergraduate/graduate degree program offered at Hunter College. These programs have been approved by the New York State Education Department and are listed in the Inventory of Registered Programs, <http://www.nysed.gov/heds/irpsl1.html>.

Next to each program on the list are the appropriate Higher Education General Information Survey (HEGIS) code number and the Hunter College admission/curriculum code number.

For specific information on a particular graduate program – including faculty, admission and degree requirements, and course descriptions, consult Programs of Study.

School of Arts and Sciences

HEGIS and Admission/Curriculum Codes for the School of Arts and Sciences.

CUNY School of Public Health at Hunter College

HEGIS and Admission/Curriculum Codes for the CUNY School of Public Health at Hunter College

Hunter-Bellevue School of Nursing

HEGIS and Admission/Curriculum Codes for the Hunter-Bellevue School of Nursing.

School of Social Work

HEGIS and Admission/Curriculum Codes for the School of Social Work.

School of Education

HEGIS and Admission/Curriculum Codes for the School of Education.

Accreditation

The programs of Hunter College are registered by Regents of the State of New York. The college is accredited by the Middle States Commission on Higher Education. Individual programs and schools are recognized and accredited by their national bodies. These are: the National Council for Accreditation of Teacher Education; the Council of Social Work Education; the Commission of Collegiate Nursing Education of the American Association of Colleges of Nursing; the Planning Accreditation Board of the American Planning Association, the Association of Collegiate Schools of Planning and the American Institute of Certified Planners; the Council on Rehabilitation Education; the Council on Academic Accreditation of the American Speech-Language-Hearing Association, the Council on Education for Public Health, the American Dietetic Association Council on Accreditation of Dietetic Education; the Commission on Accreditation in Physical Therapy; Accreditation Board for Engineering and Technology.

Graduate Programs

Page 5 contains a list of graduate degree, advanced certificate, and combined undergraduate/graduate degree program offered at Hunter College. These programs have been approved by the New York State Education Department and are listed in the Inventory of Registered Programs, <http://www.nysed.gov/heds/irpsl1.html>.

Next to each program on the list appearing in this catalog are the appropriate Higher Education General Information Survey (HEGIS) code number and the Hunter College admission/curriculum code number.

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

Doctoral Program

The university-wide doctoral program, centrally supervised by the City University Graduate Center, offers a PhD in the following academic disciplines: anthropology, art history, audiology (AudD), biochemistry, biology, biomedical sciences, business, chemistry, classics, comparative literature, computer science, criminal justice, earth and environmental sciences, economics, education (educational psychology and urban education), engineering, English, French, Germanic languages and literature, Hispanic and Luso-Brazilian literatures, history, linguistics, mathematics, music (PhD, DMA), musical arts, nursing (DNS), philosophy, physical therapy (DPT), physics, political science, psychology, social welfare, sociology, speech and hearing sciences, and theatre. The doctoral faculty is composed of faculty members from the senior colleges who hold CUNY Graduate Center appointments. Doctoral courses are taught

at the Graduate Center and on the senior college campuses. The Graduate Center is located at 365 Fifth Avenue, New York NY 10016.

<http://www.gc.cuny.edu/>
(212) 817-7000

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Hunter College Mission Statement

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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.

[Return to: General Information](#)

Hunter College of the City University of New York

- [Administration of Hunter College of the City University of New York](#)
- [Hunter College Mission Statement](#)
- [College Governance](#)

Hunter College Smoking Policy

[Return to: General Information](#)

[Return to: Student Rights and School Policies](#)

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

Hunter-Bellevue School of Nursing

	Degree	HEGIS	ADM/CURR
Adult Nurse Practitioner	MS	1203.10	616
Clinical Nurse Leader	MS	1203.10	
Community/Public Health Nursing	MS		610
Community/Public Health Nursing/Urban Public Health	MS/MPH	1203.1/1214	614
Gerontological Nurse/Adult Nurse practitioner	MS		601
Nursing Education	Adv Cert	1203.12	
Nursing Admin/Public Admin (with Baruch College)	MS/MPA		N04
Psychiatric Nurse Practitioner	MS		N03
Psychiatric Nurse Practitioner	Adv Cert		307

Return to: HEGIS/Admission Codes

Performing Arts Venues and Galleries

The Kaye Playhouse

Ground Floor Hunter North

68th Street, between Park & Lexington Aves.

212.772.4471

212.650.3919 Fax

Email: kayeinfo@hunter.cuny.edu

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

The Kaye Playhouse at Hunter College, a fully-equipped theater with 624 seats, boasts an elegant 1940's design. It is home to a wide array of national and international events, including theatrical productions, dance performances, chamber music and opera, film/photo/television shoots, fashion shows, jazz concerts, lectures, corporate meetings, vocal concerts, and children's shows.

The Kaye's flexible and sophisticated sound and lighting systems enhance and improve the event experience for both performers and audiences. Each season, the Kaye Playhouse hosts over 200 events, bringing an eclectic mix of live performances to over 100,000 theatergoers annually.

Assembly Hall

Hunter North Lobby

The Assembly Hall is Hunter's largest performance venue. With a seating capacity of 2,079, the hall hosts performances by the Hunter College Symphony, concerts, meetings, forums and a variety of other events. Anyone interested in reserving the Assembly Hall for an event should contact the Office of Central Reservations at (212) 772-4872.

The Frederick Loewe Theatre

Ground Floor Thomas Hunter

The Frederick Loewe Theatre is a black-box theatre that seats an audience of 110. It has the ability to accommodate proscenium or thrust stage productions and houses most of the Department of Theatre events. Box office: (212) 772-4448; administrative office: (212) 772-4227.

Ida K. Lang Recital Hall

4th Floor Hunter North

The Lang Recital Hall, a 149-seat auditorium designed by the firm of Abramowitz Kingsland Schiff, opened in Spring 1995.

This state-of-the-art facility hosts jazz concerts, chamber music ensembles and film festivals and houses most of the Department of Music graduation and faculty recitals. Artists from throughout the world have performed at the Lang. Box office: (212) 772-4448; administrative office: (212) 772-4227.

Hunter Galleries

The Bertha and Karl Leubsdorf Art Gallery, located at the 68th Street campus, Hunter West lobby, houses professionally organized exhibits that support the educational programs of the Art Department of Hunter College. The Hunter College/Times Square Gallery, located at 450 West 41st Street, is a 12,000-square-foot space used for large surveys, retrospectives and the MFA Thesis Exhibition. The entire exhibition program maximizes student and faculty participation to expand the parameters of the graduate programs in both fine art and art history. Main campus gallery: (212) 772-4991.

Programs and Courses in Anthropology

Anthropology

About the Department

Anthropology is the study of humanity in all its cultural and biological diversity. In the United States, the discipline traditionally includes four fields: archaeological, biological, sociocultural, and linguistic anthropology, although research increasingly examines questions at the borders of the fields or which span more than one field. The department maintains a commitment to a four-field approach to graduate training despite a national trend towards increasing specialization at earlier stages of graduate training. A student with a solid four-field background can readily opt to specialize, while one-field specialists are hard to retrain as generalists. Anthropology provides essential foundations and perspectives for the study of the social and natural sciences and the humanities, as well as for applied professions such as education, public health, and social work. The Anthropology curriculum emphasizes original research, scholarly writing, informed critical thinking, and the understanding of, and tolerance for diverse cultures and ways of life.

We consider hands-on training in ethnographic fieldwork, archaeology, biological anthropology, and quantitative methods to be an integral part of graduate training. The faculty is actively involved in interdisciplinary teaching, interdepartmental collaborative efforts, and individual and team research projects, including many that involve new information technologies, cultural resource management, environmental impact assessment, ethnicity and gender, regional and area studies, and economic development-- to name a few. The Department is also committed to involving graduate students in ongoing faculty-supported research, and in encouraging independent student-initiated research projects.

The entire Master's Degree Program is tied to an evening course schedule thereby offering a unique educational resource in an urban area where the majority of potential graduate students are self-supporting and hold full-time jobs.

Programs and Courses

Programs and Courses in Anthropology

Adminstration and Faculty

Department Office:

722 North
(212) 772-5410
Website: <http://maxweber.hunter.cuny.edu/anthro>

Chair:

Marc Edelman
723 North
(212) 772-5410
medelman@hunter.cuny.edu

Graduate Advisers:

William Parry (fall 2010)
707 North
(212) 772-5657
wparry@hunter.cuny.edu

Jonathan Shannon (as of spring 2011)

713 North

(212) 772-5452

jonathan.shannon@hunter.cuny.edu

Faculty

Jacqueline N. Brown, Associate Professor; PhD, Stanford; Diasporic Subjectivities, Race, Space and Place, Transnationalism and the Local, Black Identities, Britain

Ruchi Chaturvedi, Assistant Professor; PhD; Columbia; Political Anthropology, Ethnographies of Violence, Legal Anthropology, Political Theory, South Asia

Ignasi Clemente, Assistant Professor; PhD UCLA; Linguistics, Culture and Communication, Gesture and Deixis

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

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

Judith Friedlander, Professor; PhD, Chicago; Ethnicity and Minority Cultures, Gender and Feminist Theory; Latin America, US, Europe

Christopher C. Gilbert, Assistant Professor; PhD, Stony Brook; Primate Evolution, Human Evolution, Old World Monkeys, Phylogenetic Systematics, Biogeography, Ecomorphology, Morphometrics

David Hodges, Professor; PhD, NYU; U.S. Race Relations, Civil Rights, Human Rights, Application of Anthropology to Education, Prison Education and Prison Reform

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

Yukiko Koga, Assistant Professor; PhD, Columbia; China, Japan, Colonialism, Post-colonial theory, Memory

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

William J. Parry, Professor; PhD, Michigan; Southwest U.S., Mesoamerica, Lithic Analysis, Hunter-Gatherers

Herman Pontzer, Assistant Professor; PhD, Harvard; Human Foragers, Energetics and Evolution of Bipedalism, Hominin Biomechanics

Jessica Rothman, Assistant Professor; PhD, Cornell; Primate Ecology and Behavior, Nutrition, Evolutionary Ecology, Tropical Forest Ecology, Africa

Jonathan Shannon, Associate Professor; PhD, CUNY; Cultural Anthropology, Aesthetics, Ethnomusicology, The Middle East, Islamic Society

Michael Steiper, Associate Professor; PhD, Harvard; Biological Anthropology, Molecular Evolution and Phylogenetics, Population Genetics, Primates

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

Graduate Masters

Anthropology - MA

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 cultural anthropology (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 a program.

A substantial proportion of MA students are accepted in PhD programs before completing requirements for the Hunter MA. Hunter MA students may take courses at the CUNY Graduate Center. Most of the Hunter anthropology faculty are also members of the faculty of the Graduate Center 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. Scholarships are also available for students in the program to participate in field schools and to conduct field research. Write or email the graduate adviser for further information.

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.

Requirements for the Degree

1. 30 credits

A minimum of 30 credits beyond the BA

2. Fields of the discipline

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 70100 - Ethnology (Core Course)

Surveys history, methods, theory, and basic findings of cultural and social anthropology.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 75000 - Archaeology (Core Course)

Introduces basic theory, method, and findings of prehistoric archaeology in an anthropological framework.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 77000 - Linguistics (Core Course)

Structure of verbal behavior. Analytic description of phonology, grammar, semantics, pragmatics. Language in social action. Language prehistory.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 79000 - Biological Anthropology (Core Course)

An introduction to the biology and evolutionary history of humans, including evolutionary theory, genetics, morphology, primate behavior, sociobiology, and paleontology.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

Additional Information

The examinations in each of these courses represent the qualifying exam for each of the four fields. Students are required to pass those courses with a grade of "B" or better. 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 adviser on a case-by-case basis, but qualifying exams will be required in any case. BA/MA students must complete the requirements for both degrees.

4. Foreign language

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

Anthropology Independent Study or Research

ANTH 78500 - Independent Study

Directed research in any of the 4 subdisciplines on topic chosen by student. permission of instructor and grad adviser required prior to registration

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 78600 - Research in Anthropology

Directed research in any of the 4 subdisciplines on topic chosen by student. permission of instructor and grad adviser required prior to registration

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course. Courses offered upon sufficient student demand

Anthropology Thesis

ANTH 70600 - Master's Thesis Seminar

Individual research under supervision of student's thesis adviser, limited to students matriculated in the MA program. Credit awarded upon approval of master's thesis.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

Archaeology

ANTH 75000 - Archaeology (Core Course)

Introduces basic theory, method, and findings of prehistoric archaeology in an anthropological framework.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 75100 - 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 computer software. 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.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 75600 - Prehistoric Human Ecology

Problems in analysis of interaction of human economies and changing natural environments. Archaeological view of human role in various ancient ecosystems.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 75800 - Rise of Civilization

Theoretical and empirical investigation of evolution of urbanism and state in both hemispheres.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 75900 - Archaeology of Europe

The following course presents a survey of the archaeology of a particular world region and treats some major questions which arise in that context.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 76000 - Archaeology of Africa

The following course presents a survey of the archaeology of a particular world region and treats some major questions which arise in that context.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 76100 - Archaeology of Near East

The following course presents a survey of the archaeology of a particular world region and treats some major questions which arise in that context.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 76200 - Archaeology of New World

The following course presents a survey of the archaeology of a particular world region and treats some major questions which arise in that context.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 76300 - Archaeology of Mesoamerica

The following course presents a survey of the archaeology of a particular world region and treats some major questions which arise in that context.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

Biological Anthropology

ANTH 79000 - Biological Anthropology (Core Course)

An introduction to the biology and evolutionary history of humans, including evolutionary theory, genetics, morphology, primate behavior, sociobiology, and paleontology.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 79100 - Seminar in Biological Anthropology

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 79200 - Human Ecology and Population Dynamics

From viewpoint of biological anthropology, course examines environmental factors that affect distribution, growth, and senescence of human populations.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 79300 - Human Evolutionary Genetics

Analysis of distribution of contemporary human populations and microevolutionary processes that underlie human variability.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 79900 - Human Fossil Record

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

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

Ethnology

ANTH 70100 - Ethnology (Core Course)

Surveys history, methods, theory, and basic findings of cultural and social anthropology.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 70200 - Seminar in Ethnology

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 70300 - History of Anthropological Theory

Treatment of major currents and schools in anthropological thought from 19th century to present.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 70700 - Kinship and Social Structure

Comparative analysis of kinship systems including kinship terminology, descent groups, family and household forms, and various models of explanation.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 70800 - Religion and Ideology

Comparative analysis of religious beliefs and practices, cosmology, and other aspects of ideology, especially in non-Western societies.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 71200 - Hunters and Gatherers

Analyzes both modern and prehistoric foraging societies with particular emphasis on ecological approach.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 71500 - Cultural Ecology

Evolutionary view of interactions of human populations and their environment with emphasis on processes of cultural adaptation.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 71600 - Medical Anthropology

Health and disease viewed comparatively in terms of how societies perceive, explain, prevent, and treat illness.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 71800 - Applied Anthropology

Cross-cultural aspects of development work in U.S. and abroad. Theoretical foundations and practical aspects with emphasis on necessary ancillary skills.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 72000 - Political Anthropology

Examination of different systems of political organization with emphasis on tribal and peasant societies.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 72100 - Anthropology of Art

Comparative study of expressive culture in Western and non-Western societies with special emphasis on plastic arts.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 72500 - Sex and Gender in Anthropological Perspective

Reading and research on human sexual dimorphism, reproductive behavior, and cultural conditioning of gender roles.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 72600 - Ethnology of Africa

The following course 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.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 72700 - Ethnology of Europe

The following course 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.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 72800 - Ethnology of Near East

The following course 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.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 72900 - Ethnology of Southeast Asia

The following course 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.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 73000 - Ethnology of China and East Asia

The following course 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.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 73100 - Ethnology of Caribbean

The following course 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.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 73400 - Ethnology of South America

The following course 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.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 73500 - Ethnology of North American Indians

The following course 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.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

Linguistics

ANTH 77000 - Linguistics (Core Course)

Structure of verbal behavior. Analytic description of phonology, grammar, semantics, pragmatics. Language in social action. Language prehistory.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 77100 - Seminar in Linguistics

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 77700 - 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.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 77800 - Seminar in Sociolinguistics

Selected topics in language and society, such as language and ethnicity, bilingualism, language contact, creole languages, etc.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

Anthropology: Courses offered upon sufficient student demand

ANTH 70400 - Field Research

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 70500 - Quantitative Measures

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 70900 - Folklore and Mythology

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 71000 - Psychological Anthropology

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 71100 - Economic Anthropology

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 77200 - Phonological Analysis and Theory

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 77300 - Grammatical Analysis and Theory

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 77500 - Linguistic Field Techniques and Methods

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 77600 - Cognitive Anthropology

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 79400 - Primate Ecology and Behavior

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 79500 - Primate Paleontology

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

Programs and Courses in Art

Art

About the Department

The Hunter College art department offers two distinguished master's programs, an MA in art history and an MFA in creative art. The department boasts world renowned faculty in art history and studio art.

Hunter is situated within walking distance of a range of resources unsurpassed anywhere for the study of art history: outstanding museums, galleries and specialized research libraries. The Art History - MA , granted by Hunter College since 1952, is a comprehensive program of study intended to give the student a broad background in the history of art as well as an in-depth concentration in a particular area. It leads to enrollment in PhD programs throughout the country and serves as a terminal degree for professional work in museums, galleries, arts organizations and art publishing.

In New York, as nowhere else, the Creative Art - MFA student has access to the changing ideas and forms of contemporary art. This is crucial to the achievement of the goal of the MFA program: 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 as it relates to their work. 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 and history of art. Electives in a range of studio practices broaden student experience and are also required. In addition, many artists, curators, critics and historians are invited to meet with students.

Facilities

The department functions in two main Manhattan locations, the main campus at 68th Street and Lexington Avenue and the MFA Studio Building at 450 West 41st Street. The main campus at 68th Street houses the administration, the Leubsdorf Art Gallery, and the new Zabar Art Library with extensive databases including Artstor, a digital source of over one million images in the arts and humanities. It also houses fully equipped workshops on the 11th floor in photography, graphics (printmaking), metal, wood and plaster, as well as a computer lab and painting and drawing studios. The basement of Thomas Hunter Hall, the adjacent building, houses the clay workshop.

The MFA Building is a large, unique facility that plays a significant role in the life of the college and, indeed, the city as a whole. It includes approximately 140 studios, averaging 300 square feet in size, and the 11,000 square foot Time Square Gallery. The building houses a number of workshops and labs including photography, wood, metal, printmaking and ceramics studios, as well as digital labs.

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 Times Square Gallery at 450 West 41st Street is a 11,000-sq. ft. space renovated by graduate students and faculty.

Students in both programs have opportunities to make curatorial and research contributions to shows mounted at the Hunter College Galleries.

Programs and Courses

Programs and Courses in Art

Administration and Faculty

Department Office:

11054 North
(212) 772-4995
email: art@hunter.cuny.edu
Website: www.hunter.cuny.edu/art/

Chair:

Thomas Weaver
11054 North
(212) 772-5051
hweaver@hunter.cuny.edu

Graduate Advisers:

Joel Carreiro, Studio Art
11022 North
(212) 772-5052/5053
joelcarreiro@gmail.com

Cynthia Hahn, Art History
11092 North
(212) 772-5052/5053
gradarthistory@hunter.cuny.edu

Faculty

Studio

Andrea Blum, Professor; MFA, Art Institute of Chicago

Joel Carreiro, Professor and MFA Program Director; MFA, Hunter

Susan Crile, Professor; BA, Bennington

Lisa Corinne Davis, Associate Professor; MFA, Hunter

Constance De Jong, Distinguished Lecturer; MFA, Ohio State

Gabriele Evertz, Associate Professor; MFA, Hunter

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

Reiner Leist, Associate Professor; MFA, School of Visual Arts

Jeffrey Mongrain, Professor; MFA, Southern Illinois

Anthony Panzera, Professor; MFA, Southern Illinois

Paul Ramirez Jonas, Associate Professor; MFA, Rhode Island School of Design

Juan Sánchez, Professor; MFA, Rutgers

Robert Swain, Professor; BA, American

Nari Ward, Professor; MFA, Brooklyn

Thomas Weaver, Professor and Department Chair, Executive Director, Hunter Galleries; MFA, Hunter

Brian Wood, Associate Professor; MA, Hunter

Sanford Wurmfeld, Phyllis and Joseph Caroff Professor of Art; BA, Dartmouth

History and Criticism

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

Emily Braun, Distinguished Professor and Art History Deputy Chair; PhD, NYU; 20th-century Art

Hendrik W. Dey, Assistant Professor; PhD, Michigan, Ancient Art, Architecture, and Archaeology

Cynthia Hahn, Professor; Medieval Art, PhD, Johns Hopkins

Maria Antonella Pelizzari, Professor; PhD, New Mexico, History of Photography

Joachim Pissarro, Bershad Professor of Art History & Director of Hunter Galleries; PhD, Texas, 19th Century to Contemporary Art, Museum Studies

Elinor Richter, Associate Professor; PhD, Columbia; Renaissance Art

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

Tara Zanardi, Assistant Professor; PhD, Virginia; 18th and 19th Century Art, Spanish and Colonial Art

Graduate Masters

Art History - MA

The MA in art history, granted by Hunter College since 1952, is a comprehensive program of study intended to give the student a broad background in the history of art as well as an in-depth concentration in a particular area. It leads to enrollment in PhD programs throughout the country and serves as a terminal degree for professional work in museums, galleries, arts organizations and art publishing.

Admission Requirements

Applicants are admitted in both fall and spring semesters. 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 to three letters of recommendation) as well as the completed on-line application form must be supplied by the application deadlines. **Application Deadlines: for fall admission, February 1; for spring admission, October 1.**

Requirements for the MA in Art History (30 cr)

1. Course distribution:

Students are required to take ARTH 60200 (Research Methods in Art History), as early as possible in their course of study. At least one course must be taken in art historical theory or historiography, such as ARTH 73400, or a special topics course directly related to one of these areas. In addition, at least one course must be taken in each of three of the following areas, a, b, c, and d:

- a. Ancient and Medieval Art
- b. Renaissance, Baroque, and 18th-century Art
- c. Modern (19th- or 20th-century) and American Art
- d. Non-Western Art

2. Permission of the graduate adviser:

With the permission of the graduate adviser, candidates for the MA in art history may take up to 6 credits in studio courses or in courses in related areas.

3. Transfer students:

Students may apply for transfer of up to, but no more than, 9 credits from another institution (including the Graduate Center of the City University of New York). Permission to transfer credits is not guaranteed and is considered on a case by case basis.

4. Examinations:

Students must take and pass two examinations before they are permitted to proceed beyond 15 credits. It is recommended that they take these examinations as early in their careers as possible. Both examinations are given once each semester.

Language Examination:

Students must demonstrate their ability to use at least one foreign language as a research tool by passing a written examination in French, German or Italian.

Comprehensive Examination:

Passing a written examination in the history of art is required of all candidates.

5. Mid-program evaluation:

The progress of each student will be reviewed upon the completion of 15 credits. Students will be permitted to proceed if they have demonstrated proficiency in writing and research skills and have passed the comprehensive and foreign language examinations.

6. Incomplete credit:

Students with 6 credits of IN ("Incomplete") will not be permitted to register for courses.

7. Master's thesis:

A thesis is required. The following (Thesis Research) (3 cr) is an elective.

ARTH 79900 - Thesis Research

Limited to matriculated MA students in art who have completed 20 grad cr. Independent research toward MA thesis under direction of faculty member.

Additional Information

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

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 12,000-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.

Creative Art - MFA

Hunter's ideal location in Manhattan offers students and faculty many intellectual, cultural and creative resources. 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 as it relates to their work. 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. Electives in a

range of studio practices are also required. In addition, many artists, curators, critics and historians are invited to meet with students.

Admission Requirements

Applications are reviewed once a year. The applicant must have completed at least 24 credits of undergraduate courses in studio art and 9 credits in art history, as well as an undergraduate degree from an accredited institution. Applicants who have a previously completed MFA in art cannot be considered for admission to the studio art program at Hunter College. Applicants must submit the on-line Hunter College Graduate Application for Admission. This application, with all supporting materials, must be submitted prior to the January 15 deadline. In addition, applicants must upload their portfolio and statement of purpose to slideroom.com. Further instructions can be found on the Art Department website at:

http://www.hunter.cuny.edu/art/MFA/mfa_application.htm

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: January 15 for admission in the following academic year.

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,

printmaking/drawing/works on paper, photography, clay & casting, or combined media, and present an MFA project in that area.

Candidates must complete 48 credits, distributed as follows:

- 9 credits of tutorial work;
- 9 credits of seminar work;
- 9 credits of studio electives (exclusive of the area of concentration);
- 9 credits of liberal arts electives in the history, theory, and criticism of art;
- 6 elective credits which may be used for additional art history or studio electives, or non-traditional courses or projects such as apprenticeships, teaching assistantships or participation in the foreign exchange program;
- Mid Program Review: Eligibility to continue to work toward the degree is evaluated by a committee of all MFA faculty in the semester of the second tutorial and seminar.
- 6 credit MFA Thesis Project (ARTCR 79100) completed under the guidance of a faculty Thesis Advisor.

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

Several MFA students are selected each year to receive stipends for a period of one semester at the Glasgow School of Art, Scotland; the Ecole des Beaux-Arts, Paris; the Royal College of Art, London; the Hochschule der Künste, Berlin, Frank Mohr Institute, the Netherlands.

Scholarships and Travel Grants

Among other awards, the Esther Fish Perry Award for outstanding students is given each year to an MFA student in the final year of study. Also, grants from the Tony Smith fund are awarded to selected MFA students upon graduation. 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.

Art History

Art History courses serve both MA and MFA student populations

ARTH 60200 - Research Methods of Art History

Training in bibliographical materials and research methods through examination of special problems in art history and writing of research paper.

*Hours 45 hrs,
Credits 3 cr
offered every semester*

ARTH 61900 - Greek Art

Greek sculpture and painting from Geometric to Hellenistic period. Emphasis on masterpieces of Archaic, Classical, and Hellenistic eras.

*Hours 45 hrs,
Credits 3 cr*

ARTH 62000 - Roman Art

Roman art from Republican period to Age of Constantine. Emphasis on imperial reliefs, portraits, sarcophagi, and wall painting.

*Hours 45
Credits 3*

ARTH 62100 - Modern Art I

Origins and history of modern art in 19th century.

*Hours 45
Credits 3*

ARTH 62200 - Modern Art II

Modern art in 20th century.

spring only

ARTH 62300 - Renaissance Art I

Studies in art of 14th and 15th centuries.

Hours 45

Credits 3

ARTH 62400 - Renaissance Art II

Studies in art of 16th century.

ARTH 62500 - Baroque Art

Studies in art of 17th century.

ARTH 63600 - Chinese and Japanese Art

Studies in Chinese and Japanese painting.

ARTH 63700 - Medieval Art I

Studies in art of early Middle Ages.

ARTH 63800 - Medieval Art II

Studies in art of later Middle Ages.

spring only

ARTH 64100 - Islamic Art

Art and architecture of Islamic world from Spain to India.

ARTH 73400 - Theory and Criticism of Art

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.

ARTH 74000 - Photography in the 19th Century

Studies in 19th Century photography.

Hours 45

Credits 3

ARTH 75000 - Photography in the Twentieth Century

An historical and critical survey of the art of photography in Europe and in the United States from the avant-gardes in the early twentieth century to conceptual art and postmodernism in the 1970s.

ARTH 78000 - Special Topics in Art

Graduate seminars on specific topics established by individual faculty. 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.

ARTH 78007 - Modern Art III

Studies in contemporary art.

Art History Independent Research

ARTH 75500 - Independent Study

Independent studies in history or theory of art under direction of faculty member.

Credits 3

ARTH 79900 - Thesis Research

Limited to matriculated MA students in art who have completed 20 grad cr. Independent research toward MA thesis under direction of faculty member.

Studio Art - Tutorials

ARTCR 61100 - Advanced Painting I

Individual tutorial with full-time faculty member.

Hours 45 hrs,

Credits 3 cr

MFA majors in painting only

ARTCR 61200 - Advanced Painting II

Individual tutorial with full-time faculty member.

Hours 45 hrs,

Credits 3 cr

MFA majors in painting only

ARTCR 61300 - Advanced Painting III

Individual tutorial with full-time faculty member.

Hours 45 hrs,

Credits 3 cr

MFA majors in painting only

ARTCR 62100 - Advanced Sculpture I

Individual tutorial with full-time faculty member. Development of creative expression in sculpture, including research projects in various media.

Hours 45 hrs,

Credits 3 cr

ARTCR 62200 - Advanced Sculpture II

Individual tutorial with full-time faculty member. Development of creative expression in sculpture, including research projects in various media.

Hours 45 hrs,

Credits 3 cr

ARTCR 62300 - Advanced Sculpture III

Individual tutorial with full-time faculty member. Development of creative expression in sculpture, including research projects in various media.

Hours 45 hrs,

Credits 3 cr

ARTCR 62500 - Advanced Graphic Arts I

Individual tutorial with full-time faculty member. Woodcut (black and white and color) printing. Soft ground and hard ground etching. Aquatint. Line engraving on metal. Dry point. Color printing with metal; surface printing offset, and intaglio color from traditional to latest experimental methods.

Hours 45 hrs,

Credits 3 cr

MFA majors in graphics only

ARTCR 62600 - Advanced Graphic Arts II

Hours 45 hrs,

Credits 3 cr

ARTCR 62700 - Advanced Graphic Arts III

*Hours 45 hrs,
Credits 3 cr*

ARTCR 62900 - Combined Media

Individual tutorial with full-time faculty member. Tutorial in various experimental media such as environmental, conceptual, film, video, etc.

*Hours 45 hrs,
Credits 3 cr*

ARTCR 63100 - Advanced Photography I

Individual tutorial with full-time faculty member. Advanced projects in photography ranging from photojournalism through formal and experimental multimedia imagery.

*Hours 45 hrs,
Credits 3 cr
MFA majors in photography only*

ARTCR 63200 - Advanced Photography II

Individual tutorial with full-time faculty member. Advanced projects in photography ranging from photojournalism through formal and experimental multimedia imagery.

*Hours 45 hrs,
Credits 3 cr
MFA majors in photography only*

ARTCR 63300 - Advanced Photography III

Individual tutorial with full-time faculty member. Advanced projects in photography ranging from photojournalism through formal and experimental multimedia imagery.

*Hours 45 hrs,
Credits 3 cr
MFA majors in photography only*

ARTCR 63500 - Advanced Ceramics I

Individual tutorial with full-time faculty member.

*Hours 45 hrs,
Credits 3 cr
MFA majors in clay and casting only*

ARTCR 63600 - Advanced Ceramics II

Individual tutorial with full-time faculty member.

Hours 45 hrs,

Credits 3 cr

MFA majors in clay and casting only

ARTCR 63700 - Advanced Ceramics III

Individual tutorial with full-time faculty member.

Hours 45 hrs,

Credits 3 cr

MFA majors in clay and casting only

Studio Art - Seminars

Corequirement: All seminars are to be taken simultaneously with a tutorial in the student's area of concentration. See Studio Art -Tutorials listings.

ARTCR 65100 - Seminar in Two-dimensional Art I

A weekly seminar to discuss students' work and related topics.

Hours 45 hrs,

Credits 3 cr

ARTCR 65200 - Seminar in Two-dimensional Art II

A weekly seminar to discuss students' work and related topics.

Hours 45 hrs,

Credits 3 cr

ARTCR 65300 - Seminar in Two-dimensional Art III

A weekly seminar to discuss students' work and related topics.

Hours 45 hrs,

Credits 3 cr

ARTCR 65500 - Seminar in Three-dimensional Art I

A weekly seminar to discuss students' work and related topics.

Hours 45 hrs,

Credits 3 cr

ARTCR 65600 - Seminar in Three-dimensional Art II

A weekly seminar to discuss students' work and related topics.

Hours 45 hrs,

Credits 3 cr

ARTCR 65700 - Seminar in Three-dimensional Art III

A weekly seminar to discuss students' work and related topics.

Hours 45 hrs,

Credits 3 cr

ARTCR 66100 - Seminar in Combined Media

A weekly seminar to discuss students' work and related topics.

Hours 45 hrs,

Credits 3 cr

Studio Electives

ARTCR 64000 - Advanced Drawing I

A studio elective for MFA students.

Hours 4

Credits 3

ARTCR 64100 - Advanced Drawing II

A studio elective for MFA students.

Hours 4

Credits 3

ARTCR 64200 - Advanced Drawing III

A studio elective for MFA students.

Hours 4

Credits 3

ARTCR 75000 - Independent Study in Studio Art 1, 2

Hours 45 hrs,

Credits 3 cr

These credits are used when a student travels to one of our exchange programs.

ARTCR 75100 - Special Topics in Studio Art

Special projects in photography, ceramics, color theory, three-dimensional form theory, collage, time-based media and related topics. Topics offered vary from semester to semester.

Hours 4

Credits 3

ARTCR 75156 - Apprenticeship

Teaching Assistantship with a Full-time Faculty Member

prereq: must have passed Mid-Program Review, permission of the instructor

Studio Art MFA Thesis Project

ARTCR 79100 - MFA Project

Limited to matriculated students in MFA program who have completed 42 graduate credits. Independent research toward the MFA project under direction of faculty member.

Hours 45 hrs,

Credits 6 cr

Programs and Courses in Biochemistry

Biochemistry

About the Department

The interdisciplinary program in Biochemistry is jointly administered and staffed by members of the Biological Sciences and Chemistry departments. The master's degree is offered as a terminal degree. Both first-year courses and advanced courses are available at Hunter College and/or at the Graduate Center, 365 Fifth Avenue, New York, NY 10016.

Programs and Courses

Programs and Courses in Biochemistry

Administration and Faculty

Department Offices:**Biological Sciences:**

927 North
(212) 772-5293
email: bio_admin@genectr.hunter.cuny.edu
Website: <http://biology.hunter.cuny.edu>

Chair:

Shirley Raps
927 North
raps@genectr.hunter.cuny.edu

Chemistry:

1307 North (212) 772-5330
email: nfernand@hunter.cuny.edu
Website: <http://www.hunter.cuny.edu/chemistry>

Chair:

Hiroshi Matsui
1319 North
hmatsui@hunter.cuny.edu

Graduate Advisers:

Roger Persell (Department of Biology)
912 North
(212) 772-4106
rpersell@hunter.cuny.edu

Yujia Xu (Department of Chemistry)
1304C North
(212) 772-4310
yujia.xu@hunter.cuny.edu

Faculty

Biological Sciences

Jesus Angulo, Professor; PhD, CUNY; Molecular Mechanisms of Drug-Induced Toxicity and Cell Death in the Brain

Jill Bargonetti-Chavarria, Professor; Ph.D, CUNY; The Role of p53 in Tumorigenesis

Derrick Brazill, Associate Professor; PhD, California (Berkeley); The Signal Transduction of Cell Density Sensing

Robert Dottin, Professor; Ph.D, Toronto; Regulation of Gene Expression by Signal Transduction

Laurel Eckhardt, Marie L. Hesselbach Professor; Ph.D, Stanford; Molecular Genetics of Lymphocyte Development and Function

Maria Figueiredo-Pereira, Professor; PhD, NYU; The Ubiquitin Pathway & Neurodegeneration

Marie Filbin, Distinguished Professor; PhD, Bath (England); Myelin Formation & Inhibitory Molecules in Myelin

David Foster, Rosalyn Yalow Professor of Biology and Biochemistry; PhD, Columbia; Oncogenes and Signal Transduction

Benjamin Ortiz, Associate Professor; PhD, Stanford; Chromatin, Transcription and Immune System Development

Patricia Rockwell, Associate Professor; PhD, CUNY; signal transduction and gene expression associated with Alzheimer's disease.

Thomas Schmidt-Glenewinkel, Associate Professor; Dr Phil Nat, Frankfurt (Germany); Neurotransmitter Receptors and Ion Channels in Drosophila Melanogaster

Chemistry

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

Charles M. Drain, Professor; PhD, Tufts; Bioinorganic Chemistry; Adjunct Faculty, Rockefeller University; Photodynamic Therapies of Cancer, Infections, and Other Diseases

Lynn Francesconi, Professor; PhD, Illinois; Inorganic Chemistry and Materials Chemistry, Radiochemistry

Dixie J. Goss, Gertrude B. Elion Endowed Scholar and Professor; PhD, Nebraska; Biophysical Chemistry, Role of RNA structure in regulation of iron homeostasis and viral protein synthesis

Nancy Greenbaum, Professor; PhD, Pennsylvania; Biochemistry, Biophysical chemistry, RNA folding

Wayne W. Harding, Assistant Professor; PhD, West Indies; Synthesis and Evaluation of CNS-active Natural Products

Akira Kawamura, Associate Professor; PhD, Columbia; Bioorganic Chemistry, Genomics

Frida Kleiman, Associate Professor; PhD, Nat. University of Cordoba, Argentina; Biochemistry, Mechanisms of Response to DNA Damage by Nuclear Factors

Louis Massa, Professor; PhD, Georgetown; Physical Chemistry, Biophysics, Calculating the quantum mechanical electronic states of biological molecules of known crystal structure

Hiroshi Matsui, Professor; PhD, Purdue; Materials Chemistry; Bio-nanotechnology, Protein nanotubes, electronics and sensors

David R. Mootoo, Professor; PhD, Maryland ; Organic Chemistry, Synthesis and applications of glycomimetics

Yujia Xu, Associate Professor; PhD, Connecticut; Biophysics, Mechanisms of self-assembly and molecular recognition of protein

Shengping Zheng, Assistant Professor; PhD, Columbia; Organic Chemistry

Graduate Masters

Biochemistry - MA

Return to: Biochemistry

Requirements for Admission

General admission requirements to Hunter's graduate programs are observed including GRE (verbal and quantitative reasoning); TOEFL (for foreign students whose native language is other than English).

In addition, the student must have completed the following courses: general chemistry (including qualitative analysis) (one year), quantitative analysis, organic chemistry (one year), physical chemistry (one semester lecture and laboratory), biology (one year), biochemistry lecture and laboratory (one semester). Deficiencies may be made up during the first three semesters of graduate study.

Requirements for the Degree

Comprehensive Examination or Thesis:

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

- Plan (1): A minimum of 30 credits of course work plus a passing grade in a comprehensive examination.
- Plan (2): A minimum of 24 credits of course work, plus 6 credits from a thesis on an original research problem. The thesis must be approved by the student's adviser, and it must be defended before a thesis committee.

Courses:

The student must complete the following courses from the list below. Note that no more than 10 credits of 600-level courses may be taken.

Plan (1):

CHEM 64000 - Biochemistry I

Proteins, enzymes, bioenergetics, recombinant DNA.

prereq: 1 yr of undergraduate organic chemistry
Hours 3 hrs,

Credits 3 cr

fall CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

CHEM 64100 - Biochemistry II

Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.

prereq: CHEM 64000 or BIO 71013 or 30000

Hours 3 hrs,

Credits 3 cr

*Spring CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020
may be substituted, respectively by*

BIOCHEM U71010 - Advanced Biochemistry 1

prereq: a 1-semester course in biochemistry or equiv and physical chemistry

Hours 3 hrs,

Credits 3 cr

*Fall only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010
and BIOCHEM U71020.*

BIOCHEM U71020 - Advanced Biochemistry 2

prereq: BIOCHEM 71010 or equivalent

Hours 3 hrs,

Credits 3 cr

*Spring only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM
U71010 and BIOCHEM U71020.*

BIOCHEM 71100 - Basic Laboratory Techniques for Research in Biochemistry

Individual projects, arranged with at least two faculty members. Lab and conferences.

Hours 8

Credits 4

BIOCHEM 71551 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71552 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71553 - Seminar in Biochemistry

Hours 1
Credits 1
offered Fall and Spring

BIOCHEM 71554 - Seminar in Biochemistry

Hours 1
Credits 1
offered Fall and Spring

BIOCHEM U75000 - Bioorganic Chemistry

Hours 3 hrs,
Credits 3 cr
Fall only, offered at the Graduate Center

CHEM 65000 - Biophysical Biochemistry

Physical chemistry as applied to biochemical systems.

Credits 4 cr

BIOCHEM U77000 - Physical Biochemistry

prereq: Calculus, Physical Chemistry and 1 semester of Biochemistry
Hours 3
Spring only, offered at the Graduate Center

A minimum of two courses in biology (8 or 9 credits) that must come from

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry
Hours 60 hrs,
Credits 4 cr
spring only
or

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)
Hours 60 lec,

Credits 4 cr

fall only

or

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr

fall only

or

BIOL 71014 - Molecular Biology Laboratory

Isolation of RNA and DNA, construction and screening of DNA libraries, Southern and Northern blot analysis, cloning, DNA sequencing.

coreq: BIOL 71013 or comparable course in biochemistry

Hours 105 hrs lab and conf,

Credits 4 cr

Fall only

or

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,

Credits 4 cr

Spring only

or

BIOL 61000 - Workshop in Biotechnology

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.

prereq: BIOL 71000 or permission of instructor

Hours 30 hrs/wk for 4 wks,

Credits 4 cr

Additional Information

Any remaining or additional credits may be taken by choosing courses in biology or chemistry as electives.

Plan (2):

CHEM 64000 - Biochemistry I

Proteins, enzymes, bioenergetics, recombinant DNA.

prereq: 1 yr of undergraduate organic chemistry

Hours 3 hrs,

Credits 3 cr

fall CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

CHEM 64100 - Biochemistry II

Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.

prereq: CHEM 64000 or BIO 71013 or 30000

Hours 3 hrs,

Credits 3 cr

*Spring CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020
may be substituted, respectively by*

BIOCHEM U71010 - Advanced Biochemistry 1

prereq: a 1-semester course in biochemistry or equiv and physical chemistry

Hours 3 hrs,

Credits 3 cr

Fall only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM U71020 - Advanced Biochemistry 2

prereq: BIOCHEM 71010 or equivalent

Hours 3 hrs,

Credits 3 cr

Spring only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM 71100 - Basic Laboratory Techniques for Research in Biochemistry

Individual projects, arranged with at least two faculty members. Lab and conferences.

Hours 8

Credits 4

BIOCHEM 71551 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71552 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71553 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71554 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 79901 - Thesis Research

Credits (Master's) 1

BIOCHEM 79902 - Thesis Research

Credits (Master's) 2

BIOCHEM 79903 - Thesis Research

Credits (Master's) 3

offered Fall, Spring, and Summer Open only to students writing a thesis as part of the requirements

CHEM 65000 - Biophysical Biochemistry

Physical chemistry as applied to biochemical systems.

Credits 4 cr

BIOCHEM U75000 - Bioorganic Chemistry

Hours 3 hrs,

Credits 3 cr

Fall only, offered at the Graduate Center

BIOCHEM U77000 - Physical Biochemistry

prereq: Calculus, Physical Chemistry and 1 semester of Biochemistry

Hours 3

Spring only, offered at the Graduate Center

A minimum of 6 credits of courses in biology, with at least one course chosen from

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry

Hours 60 hrs,

Credits 4 cr

spring only

or

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,

Credits 4 cr

fall only

or

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr

fall only

or

BIOL 71014 - Molecular Biology Laboratory

Isolation of RNA and DNA, construction and screening of DNA libraries, Southern and Northern blot analysis, cloning, DNA sequencing.

coreq: BIOL 71013 or comparable course in biochemistry

Hours 105 hrs lab and conf,

Credits 4 cr

Fall only

or

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,

Credits 4 cr

Spring only

or

BIOL 61000 - Workshop in Biotechnology

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.

prereq: BIOL 71000 or permission of instructor

Hours 30 hrs/wk for 4 wks,

Credits 4 cr

Biochemistry

Please consult Courses in Biological Sciences and Courses in Chemistry or the courses in the Biochemistry - MA program for additional required courses in the program

BIOCHEM U71010 - Advanced Biochemistry 1

prereq: a 1-semester course in biochemistry or equiv and physical chemistry

Hours 3 hrs,

Credits 3 cr

Fall only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM U71020 - Advanced Biochemistry 2

prereq: BIOCHEM 71010 or equivalent

Hours 3 hrs,

Credits 3 cr

Spring only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM U75000 - Bioorganic Chemistry

Hours 3 hrs,

Credits 3 cr

Fall only, offered at the Graduate Center

BIOCHEM U77000 - Physical Biochemistry

prereq: Calculus, Physical Chemistry and 1 semester of Biochemistry

Hours 3

Spring only, offered at the Graduate Center

BIOCHEM 71100 - Basic Laboratory Techniques for Research in Biochemistry

Individual projects, arranged with at least two faculty members. Lab and conferences.

Hours 8

Credits 4

BIOCHEM 71551 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71552 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71553 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71554 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 79901 - Thesis Research

Credits (Master's) 1

BIOCHEM 79902 - Thesis Research

Credits (Master's) 2

BIOCHEM 79903 - Thesis Research

Credits (Master's) 3

offered Fall, Spring, and Summer Open only to students writing a thesis as part of the requirements

Programs and Courses in Biology

Return to: Biological Sciences

Biological Sciences

About the Department

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 jointly from Hunter College and the City University Graduate Center. 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.

Faculty of the department 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 gasphase sequencer, DNA sequencer and advanced HPLC and data processing equipment, a bioimaging facility, a fluorescence-activated cell sorter and a biopreparation 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.

Programs and Courses

Programs and Courses in Biology

Biochemistry - MA

Program for Teachers of Adolescent Education (Grades 7-12) - Biology MA

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

- Adolescent Biology - MA / Advanced Certificate

Administration and Faculty

Department Office:

927 North
(212) 772-5293
Website: <http://biology.hunter.cuny.edu>

Chair:

Shirley Raps
927 North
(212) 772-5293
raps@genectr.hunter.cuny.edu

Master's Graduate Adviser for Matriculated Students:

Roger Persell
810 North
(212) 772-4106
persell@genectr.hunter.cuny.edu

**Biological Science Adviser for
BA/MA Biotechnology Students:**

Patricia Rockwell
821 North
(212) 650-3234
rockwell@genectr.hunter.cuny.edu

Biological Science Adviser for PhD Students:

Patricia Rockwell
821 North
(212) 650-3234
rockwell@genectr.hunter.cuny.edu

Education Adviser:

Stephen Demeo
908 West
(212) 772-4776
sdemeo@hunter.cuny.edu

Faculty

Adrienne Alaie, Assistant Professor; PhD, CUNY, Science Education

Jesus Angulo, Professor; PhD, CUNY; Addictive Drugs and Neurochemistry of the Synapse

Jill Bargonetti, Professor; PhD, NYU; Molecular Mechanisms of Tumorigenesis

Diana Bratu, Assistant Professor; PhD, NYU Medical, 4-D Visualization of mRNA Processes

Derrick Brazill, Associate Professor; PhD, California (Berkeley); Mechanisms of Cell Density Sensing in Eukaryotes

Jason Dichtenberg, Assistant Professor; PhD, Massachusetts Medical, Gene Expression in Synaptic Development and Plasticity

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

Laurel A. Eckhardt, Marie L. Hesselbach Professor; PhD, Stanford; Molecular Immunology; Executive Officer, Joint Hunter/City University Graduate Center PhD Program in Biological Sciences

Paul Feinstein, Associate Professor; PhD, Columbia, Genetics, Embryonic Stem Cells and Neural Development

Maria Figueiredo-Pereira, Professor; PhD, NYU; The Ubiquitin/Proteasome Pathway in Neurodegeneration

Marie T. Filbin, CUNY Distinguished Professor; PhD, Bath (England); Molecular Mechanisms of Axonal Regeneration

David A. Foster, Rosalyn Yalow Professor of Biology and Biochemistry; PhD, Columbia; Oncogenes and Signal Transduction

Mitchell Goldfarb, Professor; PhD, MIT; Molecular Neurobiology: Functions of Fibroblast Growth Factor-Homologous Factors (FHF) and Other Signaling Molecules

Diego Loayza, Assistant Professor; PhD, Johns Hopkins; Molecular Biology of Telomeres and Genetics

Carmen Melendez-Vasquez, Assistant Professor; PhD, London; Cytoskeletal Regulation of Myelin Formation

Benjamin Ortiz, Associate Professor; PhD, Stanford; Regulation of Chromatin Structure and its Role in T-Cell Development

Roger Persell, Associate Professor; PhD, CUNY; Interdisciplinary Approaches to Biological Concepts, Evolution of Behavior, Science Education

Weigang Qiu, Associate Professor; PhD, SUNY, Stony Brook; Evolutionary Bioinformatics and Population Genetics of Bacterial Diversity.

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

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

Thomas Schmidt-Glenewinkel, Associate Professor; Dr Phil Nat, Frankfurt (Germany); Molecular Biology of Nervous System Development

Hualin Zhong, Assistant Professor; PhD, Rutgers; Cell Biology the Nuclear Envelope and Molecular Genetics

Graduate Doctorate

Doctoral Program in Biological Sciences

Return to: Programs and Courses in Biology

Doctor of Philosophy

Students are encouraged to apply directly to the Doctoral Program in Biological Sciences, which is offered jointly by Hunter College and the CUNY Graduate School and University Center. Doctoral dissertation research is carried out in the Hunter College Department of Biological Sciences. A PhD in Biochemistry is also offered jointly with the CUNY Graduate School and University Center. For further information contact Professor Patricia Rockwell, 821 North Building, (212) 396-6202 or visit the Graduate Center website at <http://www.gc.cuny.edu>.

Hunter MA students who have been accepted to the joint Hunter College/CUNY Doctoral Program in Biological Sciences will have their required MA Comprehensive Exam as equivalent to a Doctoral First-Level Exam. If a Hunter College applicant is accepted into the Doctoral Program, a passing grade at the doctoral level on the exam will allow acceptance into the Doctoral Program as a Second-Level doctoral student.

Graduate Masters

Biological Sciences - MA

Return to: Biological Sciences

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

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 with laboratory
2. One year of college physics
3. One semester of calculus and a second semester of either calculus or statistics
4. An undergraduate major in biology, botany, physiology, zoology, chemistry, physics, or other appropriate discipline. A minimum of 18 credits in appropriate undergraduate science and mathematics courses 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 including a semester of genetics, molecular biology or biochemistry.
5. General Test of the Graduate Record Examination (GRE) (verbal and quantitative). Other examination scores, including the MCAT, may not be substituted for the GRE.
6. TOEFL Test for international students with a non-English speaking background.

Requirements for the Degree

The program of course work, planned with the graduate adviser, 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 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,

Credits 4 cr

fall only

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr

fall only

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry

Hours 60 hrs,

Credits 4 cr

spring only

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,

Credits 4 cr

Spring only

Additional Information

Up to 4 credits of tutorial are accepted toward the degree. Only one 600-level course including courses outside Biological Sciences, such as Biochemistry may be credited toward the degree.

Matriculated Students May Fulfill Requirements for the MA

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

- **Plan A - Comprehensive Exam Only:** A minimum of 30 credits of course work plus a passing grade in a written Comprehensive Examination in the areas covered by the four required core courses. The

Comprehensive Examination is given annually in June. Only fully matriculated students who have completed all four required courses may take the comprehensive examination.

- **Plan B - Comprehensive Exam and Thesis:** A minimum of 24 credits of course work plus a passing grade in a written Comprehensive Examination and a minimum of 6 credits of original research that is summarized in a written thesis. The completed thesis must be approved by the student's faculty mentor, the MA adviser, and the Office of the Dean of Arts & Sciences at least one month before the expected date of graduation. An oral presentation of the MA thesis is required."

Courses for Non-matriculated Graduate Students

Students with a baccalaureate degree may register for some graduate courses without matriculation. After being admitted as a non-matriculating graduate student, students may take BIOL 70005 - Genetics (fall only) or BIOL 71401 - Cell Biology (spring only) without prior departmental permission. For all other courses, non-matriculating students must get permission directly from the course instructor. Specific graduate courses being offered each semester are listed at <http://registrar.hunter.cuny.edu/subpages/searchclass.shtml>

There is no dedicated adviser for non-matriculating students who want to take graduate Biology courses. Non-matriculating students should see any Biology faculty member during regular office hours for advising. Please contact the department secretary at 212-772-5293 to find out faculty office hours.

Return to: Biological Sciences

Biology with Specialization in Biotechnology - MA

Return to: Biological Sciences

Admission Requirements

GPA 3.0

GRE (general part) to be taken before registering for 700-level courses

Baccalaureate degree in biology or related fields

Degree Requirements

30 credits plus a passing grade on a comprehensive examination or a thesis

BIOL 62000 - Internship

Students who successfully complete BIOL 61000 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.

prereq: BIOL 61000

Credits 3 months, 4 cr

Core Courses for the MA (21-28 credits)

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry

Hours 60 hrs,

Credits 4 cr

spring only

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr

fall only

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,

Credits 4 cr

fall only

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,

Credits 4 cr

Spring only

BIOL 61000 - Workshop in Biotechnology

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.

prereq: BIOL 71000 or permission of instructor

Hours 30 hrs/wk for 4 wks,

Credits 4 cr

BIOL 62000 - Internship

Students who successfully complete BIOL 61000 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.

prereq: BIOL 61000

Credits 3 months, 4 cr

Electives (5-13 credits)

Additional Information

For additional elective courses, consult department adviser.

Return to: Biological Sciences

Undergraduate Major/Graduate Masters

Biological Sciences with Specialization in Biotechnology - BA/MA

In this five-year program, qualified undergraduate Hunter College biology majors begin graduate work as seniors and receive the MA one year after completing BA requirements. Students are provided with theoretical knowledge and skills in molecular biology, and a foundation for application of these skills in careers in the biotechnology/pharmaceutical industry, academic research, or public health. Successful completion of the biotechnology workshop, an essential program component, entitles students to a summer internship in an industrial or private research laboratory.

Biological Sciences/Environmental and Occupational Health Sciences - BA/MS

Return to: Programs and Courses in Biology

This is an accelerated program leading to a BA in biology and an MS in environmental and occupational health sciences in five years. Hunter College Biology majors admitted to the program start graduate work in their senior year. Interested students should contact a Biology Department adviser — as well as the coordinator of the Program in Environmental and Occupational Health Sciences at the Brookdale Campus — early in their undergraduate studies. See Environmental and Occupational Health Sciences - MS (part of the CUNY School of Public Health at Hunter College) for more information.

Medical Laboratory Sciences/Biological Sciences with Specialization in Biotechnology - BS/MA

Return to: Programs and Courses in Biology

Qualified Hunter College seniors majoring in medical lab sciences in the School of Arts & Sciences may apply to the new BS/MA collaboration between the Department of Medical Laboratory Sciences and the Department of Biology. An intensive techniques workshop (BIOL 41000) is taken prior to graduation and upon successful completion, students may continue with professional internship, and the accelerated MA program.

Molecular and Cell Biology

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr

fall only

BIOL 71014 - Molecular Biology Laboratory

Isolation of RNA and DNA, construction and screening of DNA libraries, Southern and Northern blot analysis, cloning, DNA sequencing.

coreq: BIOL 71013 or comparable course in biochemistry

Hours 105 hrs lab and conf,

Credits 4 cr

Fall only

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry

Hours 60 hrs,

Credits 4 cr

spring only

BIOL 79049 - Computational Molecular Biology

An introduction to bioinformatics theories and practices. Topics include database searching, sequence alignment, molecular phylogenetics, structure predication, and microarray analysis. The course is held in a UNIX-based instructional lab specifically configured for bioinformatics applications. Each session consists of instruction on bioinformatics theories and hands-on exercises.

This course is designed for upper-level undergraduates and graduate students. Prior experiences in the UNIX Operating System and at least one programming language are required.

prereq: CSCL132 (Practical Unix and Perl Programming) and BIOL 300 (Biochemistry), or permission by the instructor.
spring only

Genetics and Developmental Biology

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)
Hours 60 lec,
Credits 4 cr
fall only

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401
Hours 60 lec,
Credits 4 cr
Spring only

BIOL 79070 - Neuroscience II

Given at CUNY Graduate Center. Introduction to sensory and motor systems and to neural behavioral development.

spring only

Physiology and Neuroscience

BIOL 79051 - Neuroscience I

Given at CUNY Graduate Center. Comprehensive introduction to neuroscience with regard to structure and function at the cellular level.

fall only Students must register for Neuroscience I at City College of CUNY.

Biotechnology

BIOL 61000 - Workshop in Biotechnology

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.

prereq: BIOL 71000 or permission of instructor

Hours 30 hrs/wk for 4 wks,

Credits 4 cr

BIOL 62000 - Internship

Students who successfully complete BIOL 61000 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.

prereq: BIOL 61000

Credits 3 months, 4 cr

Biological Sciences Seminars

BIOL 79051 - Seminar

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.

prereq: BIOL 70005 and BIOL 71013

Fall and Spring

BIOL 79099 - Seminar

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.

prereq: BIOL 70005 and BIOL 71014

Biological Sciences Tutorials

BIOL 79202 - Tutorial

prereq: permission of graduate adviser

Hours 30 or 60 hrs,

Credits 2 or 4 cr

BIOL 79204 - Tutorial

prereq: permission of graduate adviser

Hours 30 or 60 hrs,

Credits 2 or 4 cr

Biological Sciences Thesis Research - MA

BIOL 79910 - Thesis Research-MA

prereq: permission of graduate adviser

Hours 15, 30, or 45 hrs,

Credits 1, 2, or 3 cr, respectively

BIOL 79920 - Thesis Research-MA

prereq: perm grad adviser

Hours 15, 30, or 45 hrs,

Credits 1, 2, or 3 cr, respectively

BIOL 79930 - Thesis Research-MA

prereq: permission of graduate adviser

Hours 15, 30, or 45 hrs,

Credits 1, 2, or 3 cr, respectively

Biological Sciences Independent Doctoral Research

BIOL U89910 - Independent Doctoral Research

prereq: permission from graduate adviser

BIOL U89910 - Independent Doctoral Research

prereq: permission from graduate adviser

Hours each 15 to 150 hrs,

Credits 1 to 10 cr

(Course listed in the schedule of classes at the CUNY Graduate Center)

Biological Sciences: Special Topics

BIOL 790xx - Special Topics Courses

Seminar in Immunology, Cancer Research, Signal Transduction, Bioinformatics, Neurobiology, etc.

Credits 3

Biological Sciences Program for Teachers of Adolescent Education

BIOL 60000 - Molecular Biology for Science Teachers

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.

*prereq: An undergraduate degree in Biology and a course in Organic Chemistry and permission of instructor.
Fall only*

BIOL 60210 - Molecular Genetics for Science Teachers

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.

*prereq: BIOL 60000 or equivalent and permission of instructor
Spring only*

BIOL 61055 - Laboratory Workshop in Biology Education

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.

*prereq: a graduate course in biology or permission of instructor
Hours 120 hrs,
Credits 3 cr*

BIOL 63000 - 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.

prereq: BIOL 61055 or permission of instructor

BIOL 66000 - Challenging Concepts in the Biological Sciences

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.

*prereq: BIOL 61055, BIOL 63000, and one elective course or permission of instructor
Hours 4 hrs,
Credits 4 cr*

Biological Sciences: Courses offered only upon sufficient student demand

BIOL 65000 - Cell and Tissue Culture

BIOL 72202 - Endocrinology

BIOL 77006 - Laboratory in Cell Structure

Applications of light and confocal microscopy, using fluorescence and multidimensional imaging to study cell structures. Lab projects involve immunofluorescence: fixation methods and immunocytochemistry. Illumination methods including multi-channel 3D rendering, image processing and visualization software.

Hours 7 (2 lecture, 5 lab)

Credits 4.5

BIOL 77101 - Analysis of Mammalian Cells in Tissue Culture

Programs and Courses in Chemistry

Chemistry

About the Department

The Department of Chemistry offers a range of graduate educational opportunities with strengths in both the fundamental areas of the discipline and in emerging fields and applications. Students may obtain the PhD degree from Hunter College jointly with the City University of New York (CUNY) Graduate Center with concentrations in: Analytical Chemistry, Inorganic Chemistry, Organic Chemistry, Physical Chemistry, Biophysical Chemistry, Biochemistry, Nano-technology and Materials Chemistry and Environmental Chemistry. In any subdiscipline, PhD students can opt for an interdisciplinary radiochemistry component that is funded by a National Science Foundation Integrative Graduate Education and Research Training (NSF-IGERT) program. Additionally, students may also obtain the MA degree in Biochemistry jointly offered by the Department of Chemistry and the Department of Biology from Hunter College, or an MA in education jointly offered by the Department of Chemistry and the School of Education of Hunter College. Graduate level courses are offered at Hunter College and in the CUNY Graduate Center. Master's programs can be completed as a full or part-time student, with or without a research thesis. Most graduate courses are offered in the evening to facilitate enrollment of part-time students.

A major goal of our graduate programs is to train research scientists to create new knowledge that impacts both fundamental scientific principles and addresses societal needs. The continuing success and future development of most areas in academic, industrial, and government institutions will increasingly depend on a well-trained science workforce for innovation, planning, and policy. The vibrant and well-funded research labs of our faculty in the Department of Chemistry at Hunter College provide the essential part of research training of the graduate programs. Students in Ph.D. program are expected to start their independent research at the end of the first year of study, and to complete their thesis on an original research subject under the supervision of our faculty. Students can also opt to pursue an independent pedagogical research project as part of their thesis research. The research activities are further supported by an array of shared facilities and the state-of-art instruments including the NMR facility, the X-ray crystallography and electron microscope facility and the Mass-spectrometry facility. Other facilities and instruments are available in the Department of Biosciences and in the NIH funded Hunter Gene center.

Programs and Courses

Program for Teachers of Adolescent Education (Grades 7-12) – Chemistry TEP MA

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

Adolescent Chemistry - MA / Advanced Certificate

Doctor of Philosophy

Students are encouraged to apply directly to the PhD program, which is offered in conjunction with 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 in conjunction with the CUNY Graduate School and University Center. For further information contact Professor Akira Kawamura, 1312 North Building, (212) 650-3095 or visit the website at <http://www.gc.cuny.edu>.

Administration and Faculty

Department Office:

1307 North
(212) 772-5330
Website: <http://www.hunter.cuny.edu/chemistry>

Chair:

Hiroshi Matsui
1319 North
hmatsui@hunter.cuny.edu

PhD Adviser:

Akira Kawamura
1312 North
(212) 650-3095
akawamura@hunter.cuny.edu

Ph.D Deputy in Biochemistry:

Frida Kleiman
1309 North
(212) 772-5355
fkleiman@hunter.cuny.edu

MA in Chemistry Adviser:

William Sweeney
1321A North
(212) 772-5335
wsweeney@hunter.cuny.edu

MA in Biochemistry Adviser:

Yujia Xu
1304 North
(212) 772-4310
yujia.xu@hunter.cuny.edu

MA in TEP Adviser:

Pamela Mills
1319A North
(212) 772-5331
pam.mills@hunter.cuny.edu

Educational Sequence Adviser:

Steve Demeo
908 West
(212) 772-4776
sdemeo@hunter.cuny.edu

Faculty

Chemistry

Spiro Alexandratos, Professor; PhD, University of California, Berkeley; Polymer Chemistry

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

Charles M. Drain, Professor; PhD, Tufts; Bioinorganic Chemistry; Adjunct Faculty, Rockefeller; Member of Doctoral Faculty Chemistry

Stephen DeMeo, Associate Professor; EdD, Teachers College, Columbia; joint appointment in School of Education; Curriculum development

Lynn Francesconi, Professor; PhD, Illinois; Inorganic Chemistry and Materials Chemistry, Radiochemistry; Member of Doctoral Faculty Chemistry

Dixie J. Goss, Gertrude B. Elion Endowed Scholar and Professor; PhD, Nebraska; Biophysical Chemistry; Member of Doctoral Faculty Chemistry, Biochemistry and Biology

Nancy Greenbaum, Professor; PhD, Pennsylvania; Biochemistry; Member of Doctoral Faculty Chemistry, Biochemistry

Wayne W. Harding, Assistant Professor; PhD University of the West Indies; Medicinal Chemistry, Member of Doctoral Faculty Chemistry

Akira Kawamura, Associate Professor; PhD, Columbia; Bioorganic Chemistry, Genomics; Member of Doctoral Faculty Chemistry, Biochemistry

Frida Kleiman, Associate Professor; PhD, Nat. University of Cordoba, Argentina; Biochemistry; Member of Doctoral Faculty Chemistry, Biochemistry and Biology

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

Louis Massa, Professor; PhD, Georgetown; Physical Chemistry, Biophysics; Member of Doctoral Faculty Chemistry, Physics

Hiroshi Matsui, Professor and Department Chair; PhD, Purdue; Materials Chemistry; Member of Doctoral Faculty Chemistry, Biochemistry

Donna McGregor, Lecturer; PhD, CUNY

Pamela Mills, Professor; PhD, Wisconsin; Theoretical Chemistry, Chemical Education; Member of Doctoral Faculty Chemistry, Urban Education

David R. Mootoo, Professor; PhD, Maryland ; Organic Chemistry; Member of Doctoral Faculty Chemistry

Gary J. Quigley, Professor; PhD, SUNY (Syracuse); Biophysical Chemistry

Angelo Santoro, Professor; PhD, Kansas; Organic Chemistry

Gabriela Smeureanu; Lecturer; PhD, CUNY

William Sweeney, Professor; PhD, Iowa; Physical Biochemistry, Chemical Education

Yujia Xu, Associate Professor; PhD, Connecticut; Biophysics; Member of Doctoral Faculty Chemistry, Biochemistry

Shengping Zheng, Assistant Professor; PhD, Columbia; Organic Chemistry; Member of Doctoral Faculty Chemistry

Graduate Masters

Chemistry - MA

An MA in chemistry will be offered. Students will have to receive departmental permission to enroll in the classes they need according to the master's track they wish to pursue.

Research/Industrial/Teaching Chemistry - MA

Requirements for Admission

General admission requirements to the graduate programs in the Arts and Sciences are observed.

Departmental Requirements for Matriculation

Undergraduate record:

1. Undergraduate work in chemistry to include a minimum of one-year courses in each of the following fields: general, analytical, organic, and physical chemistry, or their equivalents.
2. A strong record in all undergraduate chemistry courses and a general undergraduate record indicating ability to profit from graduate study. Performance on the Graduate Record Examination and letters of recommendation are also considered.

Departmental Requirements for the Degree

A. Residence

A minimum residence of two full semesters or four half-time semesters.

B. Course distribution

1. 30 graduate credits

A minimum of 30 graduate credits.

2. Required courses (one semester each)

The department graduate committee may at its discretion waive or modify some of these required courses for students who have had the equivalent training. In such cases the student may be required to show competence through formal or informal examination.

CHEM 71000 - Advanced Inorganic Chemistry

The theoretical and experimental fundamentals of atomic and molecular structure. Emphasis is on physical interpretation.

prereq: an advanced undergraduate inorganic chemistry course or CHEM 76000

Hours 45 hrs,

Credits 3 cr

CHEM 75000 - Advanced Organic Chemistry I

Fundamentals of organic chemical principles, reactions and structures.

Hours 45 hrs,

Credits 3 cr

CHEM 76000 - Introductory Quantum Chemistry

Systematic development of the theories of chemistry including mathematical development and structural effects and the application of these theories to chemical systems.

Hours 45 hrs,

Credits 3 cr

CHEM U79000 - Basic Laboratory Techniques for Research in Biochemistry

Lecture and laboratory work dealing with the theories and applications of modern approaches to the solution of chemical problems.

Credits 4 cr

CHEM 64300A - Seminar

A discussion of current chemical research problems based either upon a unifying theme or, at the option of the instructor, upon selected topics of interest to the students.

Credits 1 cr

CHEM 64300B - Seminar

A discussion of current chemical research problems based either upon a unifying theme or, at the option of the instructor, upon selected topics of interest to the students.

Credits 1 cr

Total 15

3. Proficiency

Students must be able to demonstrate proficiency in laboratory techniques. Students unable to demonstrate such proficiency may be required to take whatever laboratory work the graduate committee deems necessary.

4. Foreign language

Demonstrated ability to read and utilize in research the foreign language chosen from French, German, or Russian, most closely related to the student's program of graduate study.

5. Mathematics, Physics and Chemical Engineering

Graduate courses in mathematics, physics and chemical engineering up to maximum of 6 credits may be taken with the approval of the departmental committee.

C. Comprehensive examination

A comprehensive examination will be required of all candidates.

Biochemistry

CHEM 64000 - Biochemistry I

Proteins, enzymes, bioenergetics, recombinant DNA.

prereq: 1 yr of undergraduate organic chemistry

Hours 3 hrs,

Credits 3 cr

fall CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

CHEM 64100 - Biochemistry II

Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.

prereq: CHEM 64000 or BIO 71013 or 30000

Hours 3 hrs,

Credits 3 cr

Spring CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020

Chemistry

CHEM U79000 - Basic Laboratory Techniques for Research in Biochemistry

Lecture and laboratory work dealing with the theories and applications of modern approaches to the solution of chemical problems.

Credits 4 cr

CHEM U79500 - First Level Doctoral Laboratory Research

Hours to be arranged, credits variable.

CHEM U81010 - Research for the Doctoral Dissertation

Credits credits variable, one or more credits per semester

Offered at The Graduate Center

CHEM U81040 - Research for the Doctoral Dissertation

Credits credits variable, one or more credits per semester

Offered at The Graduate Center

CHEM 63000 - 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.

prereq: permission of instructor

Credits 3

CHEM 64000 - Biochemistry 1

Organic and physical chemistry of proteins, Enzymes: kinetics and mechanism of action. Biological oxidation: Krebs cycle, transport, oxidative phosphorylation. Carbohydrate metabolism.

Credits lec., 3 cr

CHEM 64100 - Biochemistry 2

Metabolism, biomedical genetics, immuno-biochemistry, hormones, muscle biochemistry.

prereq: CHEM 64000 or BIO 71013 or 30000

Credits lec., 3 cr

CHEM 64300A - Seminar

A discussion of current chemical research problems based either upon a unifying theme or, at the option of the instructor, upon selected topics of interest to the students.

Credits 1 cr

CHEM 64300B - Seminar

A discussion of current chemical research problems based either upon a unifying theme or, at the option of the instructor, upon selected topics of interest to the students.

Credits 1 cr

CHEM 65000 - Biophysical Biochemistry

Physical chemistry as applied to biochemical systems.

Credits 4 cr

CHEM 65000 - Biophysical Chemistry

Essential physical chemical principles as applied to biological problems. Emphasis on kinetics, thermodynamics, equilibria.

prereq: 1 year organic chemistry, 1 year biology, MATH 15000 or equivalent

Hours 4 hrs,

Credits 4 cr

Fall

CHEM 65500 - Demonstrations, Models, and Technology

Demonstrations, models, and technology.

Credits 3 cr

CHEM 66000 - Challenging Concepts in Chemistry

Overview of research and theory related to misconceptions in chemistry. 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.

*Hours 4 hrs,
Credits 4 cr*

CHEM 69803 - Chemical Genomics

The advent of high-throughput technologies and powerful computational tools is transforming the manner new drugs are developed. This course (bioinformatics) is designed to introduce students to two emerging areas of drug development, namely (1) computer-assisted drug design and (2) personalized medicine. Computer-assisted drug design is an approach to design drugs based on three dimensional structures of macromolecules. Personalized medicine, on the other hand, aims at tailoring patient treatments based on individual genetic information (biomarkers). In this course, students will be first equipped with fundamental theoretical and experimental concepts related to these topics. Then, they will learn how to acquire new knowledge in these exciting fields of drug development through critical analysis of literature.

*Hours 3
Credits 3*

CHEM 71000 - Advanced Inorganic Chemistry

The theoretical and experimental fundamentals of atomic and molecular structure. Emphasis is on physical interpretation.

*prereq: an advanced undergraduate inorganic chemistry course or CHEM 76000
Hours 45 hrs,
Credits 3 cr*

CHEM 79900 - Thesis Research

Individual research under supervision. Limited to students matriculated for the MA in chemistry.

*Credits 3 cr
permission of department required*

Chemistry Fundamental

CHEM 75000 - Advanced Organic Chemistry I

Fundamentals of organic chemical principles, reactions and structures.

*Hours 45 hrs,
Credits 3 cr*

CHEM 75100 - Advanced Organic Chemistry II

A continuation of CHEM 75000

*Hours 45 hrs,
Credits 3 cr*

CHEM 75200 - Quantum Organic Chemistry

The application of modern theoretical techniques to organic chemical problems

*prereq: CHEM 75000 and CHEM 76000
Hours 45 hrs,
Credits 3 cr*

CHEM 76000 - Introductory Quantum Chemistry

Systematic development of the theories of chemistry including mathematical development and structural effects and the application of these theories to chemical systems.

*Hours 45 hrs,
Credits 3 cr*

CHEM 76100 - Spectroscopy

A continuation of CHEM 76000

*Hours 45 hrs,
Credits 3 cr*

CHEM 77000 - Chemical Thermodynamics

The development of the thermodynamic foundations of chemical processes: both the classical and statistical-mechanical approaches will be used.

*Hours 45 hrs,
Credits 3 cr*

Programs and Courses in Communication Sciences

Communication Sciences (Speech-Language Pathology; Audiology)

Department Information

Program Director:

Paul W. Cascella PhD
Brookdale Campus

900A West
(212) 481-3273

CUNY Office Manager:

Joanne A. Johnson
Brookdale Campus
900 West
(212) 481-4467
fax. (212) 481-4458

**Center for Communication Disorders
Director:**

Donald A. Vogel, AuD
Brookdale Campus
133 North
(212) 481-2188

Program and Courses in Communication Sciences

Programs and Courses in Communication Sciences

PROGRAM OBJECTIVES

The primary objective of the Communication Sciences Program is to provide a broad theoretical background in human communication and its disorders that fulfill the academic and clinical requirements for the American

Speech-Language-Hearing Association (ASHA) professional certification (Certificate of Clinical Competence) and New York State licensure. The COMSC Master of Science (MS) degree program in Speech-Language Pathology (SLP) is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association. The course of study generally requires two years of full-time participation including summers.

Definition of a Speech-Language Pathologist

Speech-language pathologists (SLPs) are autonomous professionals who identify, assess, prevent, and manage communicative disorders as well as swallowing or other upper aerodigestive disorders. Speech-language pathologists seek to optimize the communicative abilities of individuals, across the lifespan. Speech-language pathologists provide services to individuals

in nine clinical areas: articulation and phonology, fluency and stuttering, voice and resonance, receptive and expressive language, swallowing, cognitive aspects of communication (e.g., executive functioning), hearing, social aspects of communication (e.g., communication opportunities, social skills), and communication modalities (i.e., oral, manual, augmentative and alternative communication; assistive technologies).

Center for Communication Disorders

The Hunter College Center for Communication Disorders (Speech-Language-Hearing Clinic) is located at the Brookdale Health Sciences campus, 425 East 25 St., Room 133 North. The Center is an integral part of the Communication Sciences Program. The Center provides diagnostic and therapeutic services for a wide variety of language, speech, voice, fluency, swallowing, hearing, communication modality, and social communication

disorders. Audiological services include complete audiological evaluations, auditory processing disorder testing, and auditory brainstem response assessment with state of the art instrumentation. Services are available to the Hunter College community as well as the general public. Appointments can be made by calling (212) 481-4464.

Graduate Faculty

MS Program in Speech-Language Pathology

Guilia Bencini, PhD

Paul W. Cascella, PhD

Nancy Eng, PhD

Michelle MacRoy-Higgins, PhD

Donald A. Vogel, AuD

Dava E. Waltzman, PhD

Susan Wortsman, M.A.

Clinical Doctoral Program in Audiology (Au.D.)

Co-Director:

Carol A. Silverman, PhD

Brookdale Campus

901 West

(212) 481-7687

CUNY Graduate Center

Rm. 3310

(212) 817-7980

Au.D. Faculty:

John Preece, PhD

Carol A. Silverman, PhD

Donald A Vogel, Au.D.

Susan Wortsman, MA

Communication Sciences: Speech-Language Pathology - MS

The 68-credit Speech-Language Pathology (SLP) curriculum leading to an MS degree prepares individuals to become speech-language pathologists working in hospitals, rehabilitative centers, college or university clinics, health-care agencies, specialized clinical settings, or private practice and prepares students for professional practices in preschools, elementary and secondary schools, and early-intervention developmental centers. Successful completion of the SLP

curriculum prepares students to meet the academic and clinical requirements for ASHA certification, New York State licensure, and recommendation for NY State certification as a teacher of students with speech and language disabilities (TSSLD). Additional requirements for certification following graduation include the completion of a clinical fellowship year and passage of PRAXIS examination in Speech Language Pathology. Students seeking TSSLD additionally must take the New York State Teacher Certification Examinations: LAST (Liberal Arts and Science Test) and Elementary (or Secondary) Assessment of Teaching Skills-Written (ATS-W) prior to graduation.

Admission Requirements

Hunter College maintains only electronic processes for Graduate Admissions. Applicants are responsible for creating an admissions account and correctly submitting the following:

- Official transcripts from undergraduate and graduate schools verifying completion of degrees, GPAs and coursework
- GRE scores
- Two letters of recommendation
- Narrative statement

Visit Hunter College's Graduate Admissions page for more information regarding the application process.

Individuals wishing to matriculate into the COMSC program must demonstrate completion of 45 credits of prerequisite coursework in Communications Sciences and Disorders as well as Liberal Arts and Sciences.

The breakdown of the prerequisite coursework is outlined below.

Fifteen credits of foundations courses in Communication Sciences and Disorders are required. Each of the following must be at least 3 credits.

- Introduction to Language
- Anatomy and Physiology of Speech Mechanisms
- Phonetics of American English
- Introduction to Speech Pathology
- Introduction to Audiology

Thirty credits in Liberal Arts and Sciences courses are required of each applicant. Applicants should review catalog descriptions of courses they have taken to ensure correct matching of the following requirements:

- Biological science (3 credits)—examples are botany, biology, ecology, genetics, marine biology, nutrition, physiology, zoology
- Physical science (3 credits)—examples are chemistry, physics, earth science, oceanography, geology, astronomy, weather
- Mathematics or Statistics (3 credits)—examples are algebra, calculus, trigonometry, statistics (remedial, historical, or methods courses **do not** fulfill this requirement)
- Behavioral and/or social science (6 credits)—(study that pertains to understanding normal/abnormal human behavior, development across the life span, social interaction, and issues of culturally diverse populations)—examples include anthropology, criminology, sociology, psychology, human behavior, cultural diversity, gender issues
- English (6 credits)—at least 3 credits of intensive writing
- U.S. history or political science (3 credits)
- Art (3 credits)—examples include pottery, painting, drawing, theater performance, dance, musical instrument performance, art or music appreciation
- Language other than English (3 credits)—American Sign Language, Spanish, French, German, Hebrew, Arabic, Greek, etc.

When applying to become a matriculated student applicants should understand:

- Courses must be taken at an accredited college or university
- At least a B grade is necessary for all prerequisite coursework
- Advanced Placement (AP) credit will be accepted; however, AP must be recorded on the student's official undergraduate transcript(s)
- Pass/fail grades will not be considered as having fulfilled the Communication Sciences or Liberal Arts and Sciences prerequisite requirements
- Being a native speaker of a language will not fulfill the language requirement; the language requirement must be documented on an official transcript
- College-Level Examination Program (CLEP) scores will not be considered as having fulfilled admissions requirements

If unsure that a class meets a prerequisite course requirement, students applying to the COMSC Program may wish to include with their application a catalog description and/or syllabus for that course.

Suggested Curriculum

Fall 1 (15 credits)

COMSC 70000 - Introduction to Research Methods

Introduction to basic research design and techniques used to study basic and applied communication science. Included is an overview of basic concepts and terminology, with emphasis on developing the ability to form a reasonable critical assessment of published literature. The course will focus on the development of technical writing skills, conducting thorough and efficient library and Internet research, the interpretation of graphical information, and a working understanding of common statistical models.

prereq: none

Hours 45

Credits 3

COMSC 70500 - Acoustics, Physiologic and Auditory Phonetics

A comprehensive overview of basic phonetic science, as well as a foundation for its application to clinically relevant issues; basic concepts and terminology associated with the scientific study of the production, structure, transmission, and perception of the speech signal; acquisition, measurement and interpretation of physical data; speech and voice acoustics, aerodynamics, glottography, and kinematics.

prereq: COMSC 70800

Hours 45

Credits 3

COMSC 71100 - Models of Language

Designed to further the understanding of the nature of language acquisition process as it pertains to the field of speech/language pathology. By surveying the various scientific proposals with respect to language learning, the student will gain a richer understanding of how language learning might be interrupted. The student will gain exposure to an interdisciplinary approach to the notion of language learning.

prereq: none

Hours 45

Credits 3

COMSC 71200 - Neural Processes of Communication

Neuroanatomy of normal processes and disorders of speech, swallowing, language, vision, hearing, emotion, cognition and communication; development of the human nervous system; neurological disorders and their effects on communication processes.

prereq: none

Hours 45

Credits 3

COMSC 72000 - Clinical Methods in Speech-Language Pathology

This course is an introduction to the scope and essentials of clinical practicum across the life span as reflected in the management of speech and language disorders in pediatric and adult populations. Basic clinical methods and procedures will be emphasized, including the development of the skills to select therapy targets, develop session plans, generate behavioral objectives and write SOAP notes. 25 hours of clinical observation (external to the course hours) are included. Completion of workshops in reporting child abuse and violence protection in the classroom will be required.

coreq: COMSC 70000, 70800, 71100, 71200

Hours 45

Credits 3

Spring 1 (15 credits)

COMSC 71600 - Phonological Development and Disorders

Anatomical/physiological, cultural and psychological aspects of articulatory and phonological development and disorders; methods of prevention, assessment and intervention across the range of severity and etiology; impact of phonological disorders on acquisition of literacy; collaboration with teachers in management.

prereq: COMSC 72000

Hours 45

Credits 3

COMSC 71700 - Language Disorders in Children

Language and communication disorders and differences in children from infancy through adolescence, including specific language impairment, pervasive developmental delay, autism and mental retardation, cognitive and social aspects of communication, variation in severity and type of disorders; management of children requiring special education as mandated by Federal Law; implications of early language disorders on literacy acquisition, assessment and intervention; cultural diversity issues; interdisciplinary strategies for intervention for children with communication challenges within the home, preschool, school, and community settings.

prereq: COMSC 71100

Hours 45

Credits 3

COMSC 72600 - Adult Neurogenic Communication Disorders

Neurological, linguistic, cognitive and psychological aspects of acquired communication disorders across the life span, including aphasia, traumatic brain injury, and dementia; prevention, assessment and intervention across a range of severity and etiology; interdisciplinary collaboration in acute care, home, educational and vocational settings.

prereq: COMSC 71200

Hours 45 hrs,

Credits 3 cr

COMSC 72800 - Clinical Practicum in Speech-Language Pathology

First-year spring semester clinical practicum in assessment and management 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 include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 728.04, for students in the bilingual extension, designates a special section of COMSC 728 for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 72000, 73300

Credits 1 cr

COMSC 73300 - Clinical Methods in Speech-Language Pathology: Diagnosis and Assessment

This course is a continuation of the discussion of the scope and essentials of clinical practicum, as reflected in the identification and assessment of speech and language disorders across the life span. Basic clinical methods and procedures will be emphasized, including the development of the skills related to generating and interpreting diagnostic reports. Students will learn about processes related to the selection, interpretation, and administration of appropriate, client-specific formal and informal assessment tools.

prereq: COMSC 72000

Hours 30

Credits 2

COMSC 75200 - Audiology for Speech-Language Pathologists

This course provides an overview of topics in audiology that are highly relevant to the professional in speech-language pathology. Specifically, identification, assessment and management of individuals across the life span (newborns through older adults) who have hearing loss and auditory processing disorders and disabilities are topics covered. Particular emphasis will be on the role of speech-language pathologists in aural rehabilitative processes including cochlear implant use and other assistive technologies. Roles and responsibilities of the speech-language pathologist working with professionals in other disciplines as delineated in the Scope of Practice for the profession and the Code of Ethics of the American Speech-Language-Hearing Association are similarly reviewed.

prereq: none

Hours 45

Credits 3

Summer 1 (6)

COMSC 73500 - Clinical Methods in Speech-Language Pathology: Reading and Dyslexia

This clinical seminar addresses typical processes of reading across the life span including pre-literacy skills. Reading disorders in children and adults are discussed; differential diagnosis; therapeutic intervention; the role of the speech-language pathologist in the educational setting; collaboration among reading professionals; and school-based curriculum.

prereq: COMSC 73300

coreq: COMSC 77100

Hours 30

Credits 2

COMSC 77100 - Summer Clinical Practicum in Speech-Language Pathology 1

First-year summer semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervisor of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practicum and off-campus clinical practica include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood and adolescence, as well as with adults.

prereq: COMSC 73300

Credits 1 cr

CEDF 70600 - 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.

prereq: CEDF 70900 and CEDF 71500

Hours 45 hrs,

Credits 3 cr

Fall 2 (16 credits)

COMSC 70600 - Summative Project I

The intention of this project is for students to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter College will be considered.

prereq or coreq: none

Hours 30

Credits 2

COMSC 71900 - Assessment and Management of Dysphagia across the Lifespan

Normal and abnormal swallowing function across the lifespan, clinically known as dysphagia; evaluation, management, and treatment of dysphagia across various neurological, mechanical, and esophageal conditions in infants, children and adults will be emphasized. Interpretation of modified barium swallow (MBS) and fiberoptic endoscopic evaluation of

swallow (FEES) studies as well as non-oral options for nutrition/hydration will be addressed.

Hours 60

Credits 4

COMSC 72400 - Developmental and Acquired Motor Speech and Swallowing Disorders

Disorders of speech resulting from neurologic impairment affecting the motor programming (apraxia) or neuromuscular execution (dysarthria) of speech in infants, children, and adults; assessment and therapeutic management strategies in social, educational and vocational settings.

prereq: none

Hours 60

Credits 4

COMSC 72700 - Voice Disorders

The identification, assessment, diagnosis, and management of dysphonia and related laryngeal disorders; an overview of the functional, congenital, psychogenic, trauma-related, organic and neurogenic disorders that can affect vocal function, respiration, and resonance. The role of stroboscopy, glottography, aerodynamic and acoustic measures in the assessment of phonatory disorder is discussed and a survey of treatment techniques and strategies for voice patients is discussed. An off-campus trip to an ENT/voice lab in the metropolitan area will be scheduled for later in the semester.

prereq: COMSC 70800, 71200

Hours 30

Credits 2

COMSC 72900 - Clinical Practicum in Speech-Language Pathology 1

Second-year fall semester clinical practicum in assessment and management 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 or off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 72904 for students in the bilingual extension, designates a special section of COMSC 72900 for practicum with Spanish speaking children eligible for bilingual services.

prereq: COMSC 73300

coreq: COMSC 73600

Credits 1 cr

COMSC 73800 - Communication and Developmental Disabilities

This course surveys the communication status of individuals with developmental disabilities (i.e., intellectual disability, autism spectrum disorder, and cerebral palsy) with a focus on evidence-based assessment and intervention practices across the life span.

prereq: none

Credits 3

Spring 2 (16 credits)

COMSC 70300 - Professional Practice in Educational Settings

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.

prereq: COMSC 72000

Hours 45

Credits 3

COMSC 70700 - Summative Project II

COMSC 70600 and 70700 are designed to facilitate the completion of a summative project. Students are intended to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter college will be considered.

prereq or coreq: none

Hours 30

Credits 2

COMSC 71500 - Communication Processes Related to Aging

Current understanding of adult development and aging as related to communication processes and disorders. Speech, language and hearing changes, as well as social, behavioral, physical and cognitive changes associated with normal and pathological aging processes. Intervention strategies, diagnostic and treatment materials, and audiological equipment for the communicatively impaired elderly population.

prereq: COMSC 70800, 75300

Hours 45

Credits 3

COMSC 72200 - Fluency Disorders

Anatomical/physiological, neurological, psychological, developmental, linguistic and cultural bases of fluency disorders; methods of prevention, assessment and intervention across the life span and range of severity and etiology; management in social, educational and vocational settings.

prereq: COMSC 70800, 71200

Hours 30

Credits 2

COMSC 72300 - Studies in Bilingualism

A survey of classical and contemporary psycholinguistics literature as it pertains to bilingual speakers (both children and adults). The ways in which languages can be acquired and be represented will be reviewed in preparation for understanding how language and communication disorders might manifest in bilingual speakers. Several critical articles on the study of bilingualism will be discussed, under the following headings: (1) psycholinguistics from a cross language perspective, (2) early bilingual development, (3) the bilingual brain, (4) learning to read in more than one script, and (5) the cognitive impact of bilingualism. In addition, students will be engaged in discussions regarding the nature of bilingual language skills, the role of language in second language learning and how these factors impact assessment and treatment of language and communication disorders.

Hours 45

Credits 3

COMSC 73700 - Clinical Seminar in Speech-Language Pathology: Alternative and Augmentative Communication (AAC)

This seminar focuses on knowledge and skills in speech-language pathology related to clinical competence and professionalism, clinical interventions, and clinical research with a focus on Alternative and Augmentative Communication (AAC). Topics discussed include fundamental principles of AAC assessment, diagnostic intervention planning & implementation, data collection & interpretation, and follow-up assessment for monitoring progress across the life span. Presentation of no-tech (unaided communication), low-tech, mid-tech, and high-tech supports will be made available.

prereq: COMSC 73600

coreq: COMSC 73900

Hours 30 hrs,

Credits 2 cr

COMSC 73900 - Clinical Practicum in Speech-Language Pathology 2

Second-year spring semester clinical practicum in assessment and management 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 off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence, or adulthood.

prereq: COMSC 72900

coreq: COMSC 73700

Credits 1 cr

Total Credits: 68

TSSLD with Bilingual Extension (Spanish-English)

The Teachers of Students with Speech and Language Disabilities with Bilingual Extension (Spanish-English) option is available to students in the SLP curriculum who meet the admission requirements regarding demonstration of bilingual proficiency. A written and oral Spanish/English proficiency exam is administered to candidates by the Communication Sciences program. The bilingual requirements include an additional 12 credits of coursework:

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

and a bilingual school-based practicum

COMSC 72904 - Clinical Practicum in Speech- Language Pathology 1

for students in the bilingual extension, designates a special section of **COMSC 72900** for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 73300

coreq: COMSC 73600

Credits 1

EDESL 79610 - Methodology of Teaching English to Speakers of Other Languages

An overview of K-12 program types and classroom options for teaching English to speakers of other languages. The course covers language teaching methods for teaching the four language skills, options for classroom management, and setting up learning environments. Required of students in **Program 1**.

Credits 4

includes 30 hours fieldwork

Additional Bilingual Examinations

Students seeking TSSLD with Bilingual Extension are required to take the Bilingual Content Specialty Test (CST). In addition to the requirements for TSSLD, candidates for a bilingual extension must also take two language examinations — one in the target language (Spanish) and the other in English.

Teachers of Students with Speech-Language Disabilities – Bilingual (English-Spanish Extension) MS

Requirements for Admission

In addition to all of the requirements for admission to the TSSLD curriculum, students applying for the bilingual (Spanish and English) extension must pass a Communication Sciences Program-administered evaluation of written and oral proficiency in Spanish and English.

Requirements for the Degree

In addition to all of the TSSLD requirements identified above, students must complete the following Extension requirements:

A. 12 additional credits of coursework:

EDESL 79620 - Methodology of Teaching English to Speakers of Other Languages

An overview of program types and classroom options for teaching English to speakers of other languages. The course covers basic language teaching methods, options for classroom management, and setting up optimal learning environments. Required of students in Programs 2 and 3.

Hours includes 20 hours fieldwork

Credits 4

20 hours fieldwork

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400

Hours 30 hrs plus 5 hrs of fieldwork and lab,

Credits 2 cr

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

B. School-based Language Practicum

A school-based language practicum (COMSC 72900 for 1 credit) must involve work with Spanish-speaking children eligible for bilingual education services.

C. NYSTCE Tests for English Language Proficiency

NYSTCE tests for English Language Proficiency Assessment (LPA) and the Target Language Proficiency Assessment (TLPA).

COMSC 60400 - Introduction to Language Science

An introduction to the nature of language and communication. Topics include components of the linguistic system, relationship between verbal and non-verbal communication, and language acquisition across the life span.

Hours 45

Credits 3

COMSC 60700 - Phonetics of American English

Phonetic features of oral American English and dialectal variations of American English and non-native English speech.

Hours 45

Credits 3

COMSC 61500 - Speech and Its Production

An overview of the structure of speech and the basic mechanisms involved the production of speech sounds; a foundation for a more in-depth study of speech science and its application to clinical practice in speech-language pathology and audiology; structure and organization of the ventilatory, laryngeal, supralaryngeal and orofacial mechanisms; issues in basic speech acoustics and perception.

Hours 45

Credits 3

COMSC 62000 - Introduction to Speech-Language Pathology

Introduction to organic and behavioral correlates of human communication; its development and disorders. The influence of culture, heritage, and socioeconomic status on the disorders of voice, articulation, fluency, and language.

Hours 45

Credits 3

COMSC 64000 - Introduction to Audiology

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.

Hours 45

Credits 3

COMSC 70000 - Introduction to Research Methods

Introduction to basic research design and techniques used to study basic and applied communication science. Included is an overview of basic concepts and terminology, with emphasis on developing the ability to form a reasonable critical assessment of published literature. The course will focus on the development of technical writing skills, conducting thorough and efficient library and Internet research, the interpretation of graphical information, and a working understanding of common statistical models.

prereq: none

Hours 45

Credits 3

COMSC 70200 - Multicultural Issues in Counseling and Communication

This course presents a multicultural perspective of counseling theories, techniques and strategies for persons with disorders and their families. It addresses the impact of cultural, ethnic, gender, socioeconomic and individual variations in culturally appropriate delivery of services to individuals with speech-language disorders as well as those acquiring English as a second language.

prereq: COMSC 72000

Hours 45

Credits 3

COMSC 70300 - Professional Practice in Educational Settings

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.

prereq: COMSC 72000

Hours 45

Credits 3

COMSC 70500 - Acoustics, Physiologic and Auditory Phonetics

A comprehensive overview of basic phonetic science, as well as a foundation for its application to clinically relevant issues; basic concepts and terminology associated with the scientific study of the production, structure, transmission, and perception of the speech signal; acquisition, measurement and interpretation of physical data; speech and voice acoustics, aerodynamics, glottography, and kinematics.

prereq: COMSC 70800

Hours 45

Credits 3

COMSC 70600 - Summative Project I

The intention of this project is for students to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter College will be considered.

prereq or coreq: none

Hours 30

Credits 2

COMSC 70700 - Summative Project II

COMSC 70600 and 70700 are designed to facilitate the completion of a summative project. Students are intended to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter college will be considered.

prereq or coreq: none

Hours 30

Credits 2

COMSC 71100 - Models of Language

Designed to further the understanding of the nature of language acquisition process as it pertains to the field of speech/language pathology. By surveying the various scientific proposals with respect to language learning, the student will gain a richer understanding of how language learning might be interrupted. The student will gain exposure to an interdisciplinary approach to the notion of language learning.

prereq: none

Hours 45

Credits 3

COMSC 71200 - Neural Processes of Communication

Neuroanatomy of normal processes and disorders of speech, swallowing, language, vision, hearing, emotion, cognition and communication; development of the human nervous system; neurological disorders and their effects on communication processes.

prereq: none

Hours 45

Credits 3

COMSC 71500 - Communication Processes Related to Aging

Current understanding of adult development and aging as related to communication processes and disorders. Speech, language and hearing changes, as well as social, behavioral, physical and cognitive changes associated with normal and pathological aging processes. Intervention strategies, diagnostic and treatment materials, and audiological equipment for the communicatively impaired elderly population.

prereq: COMSC 70800, 75300

Hours 45

Credits 3

COMSC 71600 - Phonological Development and Disorders

Anatomical/physiological, cultural and psychological aspects of articulatory and phonological development and disorders; methods of prevention, assessment and intervention across the range of severity and etiology; impact of phonological disorders on acquisition of literacy; collaboration with teachers in management.

prereq: COMSC 72000

Hours 45

Credits 3

COMSC 71700 - Language Disorders in Children

Language and communication disorders and differences in children from infancy through adolescence, including specific language impairment, pervasive developmental delay, autism and mental retardation, cognitive and social aspects of communication, variation in severity and type of disorders; management of children requiring special education as mandated by Federal Law; implications of early language disorders on literacy acquisition, assessment and intervention; cultural diversity issues; interdisciplinary strategies for intervention for children with communication challenges within the home, preschool, school, and community settings.

prereq: COMSC 71100

Hours 45

Credits 3

COMSC 71800 - Language and Literacy Disorders in School-Age Children

The impact of language disorders in school-age children and adolescents on their acquisition of academic skills required for the development of literacy skills and written language (reading, spelling and writing); cognitive and social aspects of communication; formal and informal assessment; collaborative management strategies; cultural diversity issues.

prereq: COMSC 71100

Hours 45

Credits 3

COMSC 71900 - Assessment and Management of Dysphagia across the Lifespan

Normal and abnormal swallowing function across the lifespan, clinically known as dysphagia; evaluation, management, and treatment of dysphagia across various neurological, mechanical, and esophageal conditions in infants, children and adults will be emphasized. Interpretation of modified barium swallow (MBS) and fiberoptic endoscopic evaluation of swallow (FEES) studies as well as non-oral options for nutrition/hydration will be addressed.

Hours 60

Credits 4

COMSC 72000 - Clinical Methods in Speech-Language Pathology

This course is an introduction to the scope and essentials of clinical practicum across the life span as reflected in the management of speech and language disorders in pediatric and adult populations. Basic clinical methods and procedures will be emphasized, including the development of the skills to select therapy targets, develop session plans, generate behavioral objectives and write SOAP notes. 25 hours of clinical observation (external to the course hours) are included. Completion of workshops in reporting child abuse and violence protection in the classroom will be required.

coreq: COMSC 70000, 70800, 71100, 71200

Hours 45

Credits 3

COMSC 72200 - Fluency Disorders

Anatomical/physiological, neurological, psychological, developmental, linguistic and cultural bases of fluency disorders; methods of prevention, assessment and intervention across the life span and range of severity and etiology; management in social, educational and vocational settings.

prereq: COMSC 70800, 71200

Hours 30

Credits 2

COMSC 72300 - Studies in Bilingualism

A survey of classical and contemporary psycholinguistics literature as it pertains to bilingual speakers (both children and adults). The ways in which languages can be acquired and be represented will be reviewed in preparation for understanding how language and communication disorders might manifest in bilingual speakers. Several critical articles on the study of bilingualism will be discussed, under the following headings: (1) psycholinguistics from a cross language perspective, (2) early bilingual development, (3) the bilingual brain, (4) learning to read in more than one script, and (5) the cognitive impact of bilingualism. In addition, students will be engaged in discussions regarding the nature of bilingual language skills, the role of language in second language learning and how these factors impact assessment and treatment of language and communication disorders.

Hours 45

Credits 3

COMSC 72400 - Developmental and Acquired Motor Speech and Swallowing Disorders

Disorders of speech resulting from neurologic impairment affecting the motor programming (apraxia) or neuromuscular execution (dysarthria) of speech in infants, children, and adults; assessment and therapeutic management strategies in social, educational and vocational settings.

prereq: none

Hours 60

Credits 4

COMSC 72500 - Developmental Motor Speech and Swallowing Disorders

Diagnosis and management of childhood dysarthrias, developmental apraxia of speech and related disorders of swallowing.

prereq: COMSC 70800, 71200

Hours 45 hrs,

Credits 3 cr

COMSC 72600 - Adult Neurogenic Communication Disorders

Neurological, linguistic, cognitive and psychological aspects of acquired communication disorders across the life span, including aphasia, traumatic brain injury, and dementia; prevention, assessment and intervention across a range of severity and etiology; interdisciplinary collaboration in acute care, home, educational and vocational settings.

prereq: COMSC 71200

Hours 45 hrs,

Credits 3 cr

COMSC 72700 - Voice Disorders

The identification, assessment, diagnosis, and management of dysphonia and related laryngeal disorders; an overview of the functional, congenital, psychogenic, trauma-related, organic and neurogenic disorders that can affect vocal function, respiration, and resonance. The role of stroboscopy, glottography, aerodynamic and acoustic measures in the assessment of phonatory disorder is discussed and a survey of treatment techniques and strategies for voice patients is discussed. An off-campus trip to an ENT/voice lab in the metropolitan area will be scheduled for later in the semester.

prereq: COMSC 70800, 71200

Hours 30

Credits 2

COMSC 72800 - Clinical Practicum in Speech-Language Pathology

First-year spring semester clinical practicum in assessment and management 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 include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 728.04, for students in the bilingual extension, designates a special section of COMSC 728 for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 72000, 73300

Credits 1 cr

COMSC 72900 - Clinical Practicum in Speech-Language Pathology 1

Second-year fall semester clinical practicum in assessment and management 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 or off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 72904 for students in the bilingual extension, designates a special section of COMSC 72900 for practicum with Spanish speaking children eligible for bilingual services.

prereq: COMSC 73300

coreq: COMSC 73600

Credits 1 cr

COMSC 72904 - Clinical Practicum in Speech- Language Pathology 1

for students in the bilingual extension, designates a special section of **COMSC 72900** for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 73300

coreq: COMSC 73600

Credits 1

COMSC 73000 - Cleft Palate and Craniofacial Disorders of Speech

Broad spectrum of velopharyngeal incompetence, including embryogenesis, classification of clefts, aspects of cleft palate speech, associated 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.

prereq: COMSC 70800, 71200

Hours 45 hrs,

Credits 3 cr

COMSC 73100 - Assessment and Management of Speech, Voice, and Swallowing Following Surgical Intervention for Head and Neck Cancer

Assessment and management of surgically based swallowing disorders in children, adolescents and adults; rehabilitation of speech, voice following oral and laryngeal surgery including the use of speech aids.

prereq: COMSC 70800, 71200

Hours 45 hrs,

Credits 3 cr

COMSC 73300 - Clinical Methods in Speech-Language Pathology: Diagnosis and Assessment

This course is a continuation of the discussion of the scope and essentials of clinical practicum, as reflected in the identification and assessment of speech and language disorders across the life span. Basic clinical methods and procedures will be emphasized, including the development of the skills related to generating and interpreting diagnostic reports. Students will learn about processes related to the selection, interpretation, and administration of appropriate, client-specific formal and informal assessment tools.

prereq: COMSC 72000

Hours 30

Credits 2

COMSC 73500 - Clinical Methods in Speech-Language Pathology: Reading and Dyslexia

This clinical seminar addresses typical processes of reading across the life span including pre-literacy skills. Reading disorders in children and adults are discussed; differential diagnosis; therapeutic intervention; the role of the speech-language pathologist in the educational setting; collaboration among reading professionals; and school-based curriculum.

prereq: COMSC 73300

coreq: COMSC 77100

Hours 30

Credits 2

COMSC 73600 - Clinical Seminar in Speech-Language Pathology 1

Assessment measures and intervention strategies for individuals with disorders of speech and language across the lifespan; development of professional oral and written communication skills.

prereq: COMSC 73300

Hours 30 hrs,

Credits 2 cr

COMSC 73700 - Clinical Seminar in Speech-Language Pathology: Alternative and Augmentative Communication (AAC)

This seminar focuses on knowledge and skills in speech-language pathology related to clinical competence and professionalism, clinical interventions, and clinical research with a focus on Alternative and Augmentative Communication (AAC). Topics discussed include fundamental principles of AAC assessment, diagnostic intervention planning & implementation, data collection & interpretation, and follow-up assessment for monitoring progress across the life span. Presentation of no-tech (unaided communication), low-tech, mid-tech, and high-tech supports will be made available.

prereq: COMSC 73600

coreq: COMSC 73900

Hours 30 hrs,

Credits 2 cr

COMSC 73800 - Communication and Developmental Disabilities

This course surveys the communication status of individuals with developmental disabilities (i.e., intellectual disability, autism spectrum disorder, and cerebral palsy) with a focus on evidence-based assessment and intervention practices

across the life span.

prereq: none
Credits 3

COMSC 73900 - Clinical Practicum in Speech-Language Pathology 2

Second-year spring semester clinical practicum in assessment and management 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 off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence, or adulthood.

prereq: COMSC 72900
coreq: COMSC 73700
Credits 1 cr

COMSC 73904 - Clinical Practicum in Speech-Language Pathology 2

For students in the bilingual extension, designates a special section of COMSC 73900 for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 72900
coreq: COMSC 73700
Hours 45 hrs,
Credits 3 cr

COMSC 75200 - Audiology for Speech-Language Pathologists

This course provides an overview of topics in audiology that are highly relevant to the professional in speech-language pathology. Specifically, identification, assessment and management of individuals across the life span (newborns through older adults) who have hearing loss and auditory processing disorders and disabilities are topics covered. Particular emphasis will be on the role of speech-language pathologists in aural rehabilitative processes including cochlear implant use and other assistive technologies. Roles and responsibilities of the speech-language pathologist working with professionals in other disciplines as delineated in the Scope of Practice for the profession and the Code of Ethics of the American Speech-Language-Hearing Association are similarly reviewed.

prereq: none
Hours 45
Credits 3

COMSC 77100 - Summer Clinical Practicum in Speech-Language Pathology 1

First-year summer semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervisor of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practicum and off-campus clinical practica include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood and adolescence, as well as with adults.

prereq: COMSC 73300
Credits 1 cr

COMSC 77200 - Summer Clinical Practicum in Speech-Language Pathology 2

Second year summer semester clinical practicum in assessment and management 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, childhood, middle childhood, adolescence, as well as with adults.

prereq: COMSC 77100

Credits 1 cr

COMSC 78100 - Independent Study

Limited research review or research study to permit in-depth exploration of single area; with faculty supervision.

prereq: completion of 24 cr. minimum

Hours Hours to be arranged

Credits 2 cr

COMSC 78200 - Independent Study

Limited research review or research study to permit in-depth exploration of single area; with faculty supervision.

prereq: completion of 24 cr. minimum

Hours Hours to be arranged

Credits 2 cr

COMSC 79000 - Special Topics in Speech-Language Pathology or Audiology

Hours 45 hrs,

Credits 3 cr

COMSC 79600 - Special Problems

Directed study under supervision of faculty members. For doctoral credit, must be supervised by member of doctoral faculty.

Hours 45 hrs,

Credits 3 cr

COMSC 79900 - Thesis Seminar

Individual research under supervision.

Hours Hours to be arranged

Credits 3 cr

Programs and Courses in CUNY School of Public Health at Hunter College

CUNY School of Public Health at Hunter College

About the School

Hunter College's Urban Public Health Program is a consortial partner and the lead institution in the CUNY School of Public Health (SPH). The CUNY SPH comprises Nursing: Community/Public Health Nursing/Urban Public Health MS/MPH Dual Degree public health degree programs at Brooklyn College, Hunter College, Lehman College and the Graduate School and University Center (Graduate Center) of CUNY. Within the CUNY SPH, teaching, research and service are focused on four broad inter-related goals that reflect major health challenges in the current era:

- 1) creating healthier cities
- 2) promoting healthy aging through the lifespan
- 3) preventing chronic diseases and improving their management
- 4) promoting health equity

The graduate programs in public health at the CUNY SPH at Hunter College educate public health professionals to promote health and prevent disease among urban populations. These programs prepare students to work with the diverse populations living in cities, and to serve in a variety of settings in government, non-profit organizations, businesses and communities.

CUNY SPH at Hunter College offers a master of public health (MPH) degree, with specializations in community health education (COMHE), environmental and occupational health sciences (EOHS-MPH), epidemiology and biostatistics (EPI-BIOS), public health policy and management (HPM) and nutrition (NUTR-MPH). It also offers a Master of Science (MS) degree, with specializations in environmental and occupational sciences (EOHS-MS) and Nutrition (NUTR-MS). The MS degree in Nutrition (NUTR-MS) is an accredited didactic program in dietetics (DPD), and is designed for individuals seeking to become eligible to sit for the national registration examination in dietetics to become credentialed as a Registered Dietitian (RD). With the Hunter-Bellevue School of Nursing, it also offers an MS/MPH degree in community health nursing. This dual-degree program is described in the School of Nursing section of this catalog Nursing: Community/Public Health Nursing/Urban Public Health MS/MPH Dual Degree.

With the Graduate Center, the CUNY SPH at Hunter College offers a doctor of public health (DPH) degree, with specializations in community, society and health, epidemiology, environmental and occupational health and public health policy and management. The DPH degree program is described in the Graduate Center website www.gc.cuny.edu/. Doctoral students in some CUNY Graduate Center PhD programs, including sociology and psychology, can also earn an MPH while pursuing their doctorate.

The MPH degree is accredited by the Council on Education for Public Health (CEPH), the national educational accrediting body for public health programs in community health/preventive medicine. The EOHS-MS degree is accredited by the Accreditation Board for Engineering and Technology (ABET) and is geared towards students pursuing Certification in Industrial Hygiene. The NUTR-MS is accredited by the Commission on Accreditation of Dietetics Education (CADE), the accrediting agency of the American Dietetic Association (ADA).

During the fall and spring semesters, MPH and EOHS-MS courses are held once a week, Mondays through Thursday, in the late afternoon and evening. NUTR-MS courses are held during the day. MPH and EOHS-MS degrees can be pursued on a full or part-time basis. The NUTR-MS degree program is full-time. During the summer, there are a limited number of course offerings, which are held twice a week in the late afternoon and evening. During the January winter semester, there are a limited number of intensive courses which meet full days for one week or extended late afternoon/evening hours over a three week period.

The graduate programs at the CUNY SPH at Hunter College provide students with a broad multidisciplinary background in public, urban health and specializations in community health education, environmental and occupational health sciences, epidemiology and biostatistics, public health policy and management, and public health nutrition.

Each specialization prepares students for specific job opportunities. Graduates of the community health education program plan and manage community health programs and interventions to reduce social and behavioral threats to health. Graduates of the environmental and occupational health program anticipate, identify, assess and control community and workplace exposure that jeopardize the health of populations. Graduates of the epidemiology and biostatistics program conduct health studies and apply their findings to improve population health. Graduates of the public health policy and management specialization work as analysts, managers and/or researchers to advocate for, administer, and/or analyze public health policies and programs. Public-health nutrition graduates promote the nutritional well-being of urban populations and manage community nutrition programs.

The NUTR-MPH specialization includes courses that meet the requirements of the Dietetic Internship (DI), a 1200-hour fieldwork and didactic experience accredited by CADE. Students who are accepted into the DI and successfully complete the program are eligible to sit for the national registration in dietetics to become credentialed as registered dietitians (RD). Students who enter the MPH program with a Bachelor of Science degree in nutrition that fulfills CADE competencies may simultaneously work toward the MPH degree and dietetics registration, two credentials that will increase skills and employability.

Hunter Campus Centers

School of Public Health faculty are affiliated with several City University of New York research centers and institutes. These provide opportunities for faculty and student research.

The Brookdale Center on Healthy Urban Aging and Longevity at Hunter College advances successful aging and longevity through research, education, and evaluation of evidence-based models of practice and policy. In July 2011, Brookdale Center moved into its new home in East Harlem, NYC at the corner of Third Avenue and 119th Street. Brookdale shares this new state-of-the-art campus with both the Silberman School of Social Work at Hunter College (formerly the Hunter College School of Social Work) and the CUNY School of Public Health at Hunter college (formerly the Hunter School of Public Health). Brookdale Center takes a leading role in the development of evidence-based "best practices" to advance the health and well-being of a new generation. Brookdale is breaking new ground in aging services by connecting and integrating the applied fields of gerontology with health policy. Brookdale Center serves as a critical bridge between gerontological education, research, policy, practice and advocacy, and is recognized nationally today as a major center of excellence.

Affiliated public health faculty: Fahs, Gallo, Gardner, Horiuchi, and Thorpe

Website: <http://www.brookdale.org/>

Center for Community and Urban Health at Hunter College works with service providers and communities to design and evaluate health interventions that will improve the lives of underserved populations. The Hunter College Center for Community and Urban Health (formerly the Hunter College Center on AIDS, Drugs and Community Health) was founded in 1988 to respond to the growing public Health crises that were devastating New York City's low-income communities, especially AIDS (the advanced stage of HIV infection) and problematic substance abuse. However, many members of our client population, or their immediate families and/or friends, have multiple co-occurring conditions, of which the above are only two. In fact, in 2004, the New York City Department of Health and Mental Hygiene published a policy paper, *Take Care New York: A Policy for a Healthier New York City*, which identified ten priority areas for health interventions. Therefore in 2005, the Center changed its name in order to reflect these health realities, with the expectation that still other health conditions are likely to emerge in the future as community concerns.

Affiliated public health faculty: Alcabes, Krauss, Parsons, and Wheeler

Website: http://www.hunter.cuny.edu/schoolhp/centers/comm_urb/staff.htm

Center for Gene Structure and Function at Hunter College The Center for Study of Gene Structure and Function (Gene Center) is a consortium of researchers within Hunter College of the City University of New York—one of the largest public universities in the nation. It boasts unparalleled quality and diversity in its researchers on both the faculty and graduate student levels. At the heart of the Gene Center's mission is an imperative to build unique collaborations among biologists, chemists, biopsychologists, biophysicists, and bioanthropologists; to recruit and equip outstanding faculty; to develop and share core research facilities; and to implement strategies for scientific networking.

Affiliated public health faculty: Freudenberg, Parsons, Talih, and Wheeler

Website: <http://genecenter.hunter.cuny.edu>

Center for HIV Educational Studies and Training at Hunter College (CHEST) conducts research on social and psychological factors that contribute to HIV transmission. CHEST is part of Hunter College of the City University of New York, where both Drs. Parsons and Golub are faculty in the Psychology Department. CHEST has strong affiliations throughout the CUNY system, with Faculty Affiliates including: Dr. David Bimbi (Laguardia Community College), Dr. Christian Grov (Brooklyn College), Dr. Nancy Foldi (Queens College), Dr. Buffie Longmire-Avital (Elon College), Dr. David Marcotte (Fordham University), Dr. Jose Nanin (Kingsborough Community College), and Dr. John Pachankis (Yeshiva University). In addition, CHEST has strong collaborative partnerships with investigators at Purdue University, New York Psychiatric Institute and Columbia University School of Public Health, University of Illinois at Chicago, and Wayne State University. As an academic research center, CHEST supports post-doctoral fellows, doctoral candidates, master's students, and undergraduate interns. The majority of our doctoral students attend the CUNY Graduate Center's Social-Personality Doctoral Program (working with Drs. Parsons and Golub), Neuropsychology Doctoral Program (working with Dr. Golub), or the Doctoral Program in Public Health (working with Dr. Parsons).

Affiliated public health faculty: Grov and Parsons

Website: <http://www.chestnyc.org>

CUNY Institute for Sustainable Cities at Hunter College creates understanding of the connections between the everyday lives of urban citizens and their natural world, leading to the discovery and use of cities like New York as learning laboratories to create a sustainable future for cities worldwide. The CUNY Institute for Sustainable Cities (CISC) works to realize cities as part of the solution to global sustainability challenges. By merging the science of sustainability with innovative public programming, we examine opportunities available to cities—and their residents—for proactive responses to on-going environmental change. We harness the potential of formal and informal means to inspire a new generation of environmental thinkers. In doing so, we seek to understand and influence the evolution of the urban environment, while connecting the CUNY community, decision-makers and the general public to these critical issues.

CISC explores the nature and complexity of cities through the following themes and questions:

- *Consumption:* What are the elements, patterns, and impacts of urban consumption and how do they change over time?
- *Vulnerability and Resilience:* How are cities impacted by global environmental change and what are their response capacities?
- *Ecosystem Services:* What services to urban ecosystems provide to cities and how can their maintenance and restoration benefit urban areas?

Affiliated public health faculty: Freudenberg and Maantay

Website: <http://www.cunysustainablecities.org>

Programs and Courses

Programs and Courses in CUNY School of Public Health at Hunter College

Degrees Offered

MPH Public Health
MS/MPH Nursing: Community/Public Health Nursing/MS/MPH Dual Degree
MS Environmental and Occupational Health Sciences
MS Nutrition

Administration and Faculty

Office of the Dean:

Neal L. Cohen, MD
Acting Dean of CUNY School of Public Health at Hunter College and
Acting Associate Provost for Health and Social Welfare
Silberman Building
2180 Third Avenue, Room 502
(212) 396-7729
ncoh@hunter.cuny.edu

Marilyn Auerbach, DrPH
Acting Senior Associate Dean
Room 509, (212) 396-7727
mauerbac@hunter.cuny.edu

Susan Klitzman, DrPH
Acting Associate Dean for Academic Affairs
Room 508, (212) 396-7727
sklitzma@hunter.cuny.edu

Zora Flores-Kitongo, MA
Executive Assistant to the Dean
Room 503, (212) 396-7730
zfloresk@hunter.cuny.edu

Nzinga Ajani
Secretary to the Dean
Room 503, (212) 396-7729
najani@hunter.cuny.edu

Business and Administrative Offices

Mike Dunham, MA
Alumni Relations and Facilities Coordinator
Room 501, (212) 396-7898
mdunham@hunter.cuny.edu

Martina Lynch, MPH
Curriculum and Assessment Coordinator
Room, 550, (212) 396-7757
martina.lynch@hunter.cuny.edu

Jerome Richardson, MA
Director of Business
Room 505, (212) 396-7732
jrl0019@hunter.cuny.edu

Erica Sigmon, MA
Grants Coordinator
Room 507, (212) 396-7733
esigmon@hunter.cuny.edu

Chaquon Polanco, MA
Business Office Coordinator
Room 504, (212) 396-7731
chicks@hunter.cuny.edu

Academic and Student Services

Robert I. Park, MA
Director of Academic and Student Services
Room 309, (212) 396-7720
rpa0003@hunter.cuny.edu

Diane Brows, MA
Academic Program Coordinator
Room 308, (212) 396-7721
dbrows@hunter.cuny.edu

Velvet Brown, BA
Program Assistant
3rd Floor, (212) 396-7722
velvet.brown@hunter.cuny.edu

Crystal Mancha, MA
Recruitment and Admissions Coordinator
3rd Floor, (212) 396-7778
cmancha@hunter.cuny.edu

Attiqua Mirza, BA
Data, Student & Alumni Coordinator
3rd Floor, (212) 396-7734
amirza@hunter.cuny.edu

Larisa Naftaliyev, BS
IT Specialist/Database Manager
3rd Floor, (212) 396-7631
lnaftali@hunter.cuny.edu

Program Directors

Barbara Berney, PhD
Program Director, Public Health Policy and Management
Room 522, (212) 396-7756
bberney@hunter.cuny.edu

Jack Caravanos, DrPH
Program Director, Environmental and Occupational Health Sciences

Room 720, (212) 396-7780
jcaravan@hunter.cuny.edu

Ann Gaba, EdD
Program Director, Dietetic Internship
Room 611, (212) 396-7769
agaba@hunter.cuny.edu

Khursheed Navder, PhD
Program Director, Nutrition and Didactic Programs
Room 609, (212) 396-7772
knavder@hunter.cuny.edu

Stacey Plichta, ScD
Program Director, Public Health Policy and Management
Room 520, (212) 396-7755
splichta@hunter.cuny.edu

Lorna Thorpe, PhD
Program Director, Epidemiology & Biostatistics
Room 546, (212) 396-7746
lthor@hunter.cuny.edu

Martha Crum, PhD
Program Director, Community Health Education
Room 538, (212) 396-7747

Faculty of Hunter College Urban Public Health

Marilyn Iris Auerbach, Associate Professor; DrPH, Columbia; Women's Issues, Chronic Illness, HIV/AIDS

Barbara Berney, Associate Professor; PhD, Boston University; School Related Health Issues, Working Conditions in Healthcare, Environmental Health and Environmental Health Policy

Jack Caravanos, Associate Professor; DrPH, Columbia; Industrial Hygiene, Environmental Assessments, Hazardous Wastes

Neal L. Cohen, Acting Dean of CUNY School of Public Health at Hunter College and Acting Associate Provost for Health and Social Welfare;
MD, New York University School of Medicine; Public Mental Health, the Interrelationship of Physical and Mental Well-Being, Stress

Martha Crum, Visiting Assistant Professor; PhD, CUNY Graduate Center; Public opinion, Media, Health inequalities

Jessie Daniels, Professor; PhD, University of Texas at Austin; Internet and Media, Racial Inequality, LGBT Health, Adolescent Health

Jennifer Dowd, Assistant Professor; PhD, Princeton University; Integrating Biomarking into Social Research, Health Disparities, Stress and Immune Function

Marianne Fahs, Professor; PhD, Michigan; Public Health Economics and Policy, Urban Aging

Nicholas Freudenberg, Distinguished Professor; DrPH, Columbia; Urban Public Health, HIV Prevention, Public Health Policy

Ann Gaba, Assistant Professor; EdD, Teachers College, Columbia; Movement Disorders, Cancer Prevention, and Needs Assessment for Nutrition Education

William Gallo, Professor; PhD, University of Connecticut; Health Economics, Social Epidemiology, Health Policy

Elizabeth Glass Geltman, Substitute Associate Professor; LLM, Georgetown University; JD University of Baltimore; Environmental Law and Compliance, Brownfields and Urban Environmental Problems, Environmental Impacts of Hydraulic Fracturing

Mark Goldberg, Associate Professor; PhD, NYU; Industrial Hygiene, Exposure Assessment, Construction Health and Safety

David U. Himmelstein, Professor; MD, Columbia; Health Care Finance and Policy, Health Services Research, Health Care Inequality, Social Justice

Shiro Horiuchi, Associate Professor; PhD, John Hopkins; Longevity and Aging, Health Demography, Quantitative Methods of Data Analysis

Lydia Isaac, Assistant Professor; PhD, Johns Hopkins; Racial/Ethnic Health Disparities; Social Determinants of Health; Chronic Diseases; and Public Policy

Heidi E. Jones, Assistant Professor, Epidemiology; MPH, Hunter College, PhD, Columbia; Reproductive Health, HIV/AIDS, Infectious Diseases

Elizabeth Kelvin, Assistant Professor; PhD, Columbia; Epidemiology, Infectious Diseases including HIV, Environmental Causes of Disease and International Health

Susan Klitzman, Professor; DrPH, Columbia; Environmental and Occupational Health and Disease Prevention

May May Leung, Assistant Professor; PhD, RD, The University of North Carolina; Childhood Obesity, Health Communication, Translational Research

Frank Mirer, Professor; PhD, Harvard; Toxicology, Occupational Health and Safety, Risk Assessment, Regulatory Policy

Khursheed Navder, Associate Professor; PhD, Kansas; Lipid Metabolism, Alcohol Metabolism, Sensory Evaluation of Foods

Denis Nash, Professor, Epidemiology; PhD, University of Maryland; Public Health Surveillance, Health Disparities, and HIV/AIDS

Charles Platkin, Distinguished Lecturer; PhD, Florida International University; JD, Fordham University; Health Messaging and Behavior Change, Obesity in Adolescents and Adults

Stacey Plichta, Professor; ScD, Johns Hopkins; Health Services Research, Women's Health, Intimate Partner Violence, Rape and Sexual Violence

Lynn Roberts, Assistant Professor; PhD, Cornell; Adolescent Health, Violence and Prevention, Minority Health

Diana Romero, Associate Professor; PhD, Columbia; Poverty and Maternal, Child and Reproductive Health; Racial/Ethnic Health Disparities, Reproductive Health Policy

Mary Schooling, Associate Professor; PhD, UC London

Grace Sembajwe, Associate Professor, PhD, University of Maryland; Public Health Surveillance, Health Disparities, and HIV/AIDS

Arlene Spark, Professor; EdD, Columbia; Pediatric Nutrition, Nutrition Education, Cardiovascular Health and Promotion

Makram Talih, Associate Professor, Urban Public Health; Ph.D, Yale; Statistics, Data Analysis, Health Disparities Measurement

Lorna Thorpe, Professor; Ph.D, University of Illinois at Chicago; Chronic Disease Epidemiology, Public Health Surveillance, Tuberculosis and Injury Epidemiology

Steffie Woolhandler, Professor; MD LSU New Orleans, MPH U.C. Berkeley; Health Care Finance and Policy, Health Services Research, Health Care Inequality, Social Justice

Xiaowei Yang, Associate Professor; PhD, UCLA; Statistical Methods for Variable/Model Selection, Missing Data, and Complex Large-scale Survey Data

Ming-Chin Yeh, Associate Professor; PhD, North Carolina; Public Health Nutrition, Nutrition Intervention and Policy, Nutritional Epidemiology

Christina Zarcadoolas, Associate Professor, Urban Public Health; BA, Barrington College; MA, SUNY (Stony Brook); PhD, Brown

Graduate Masters

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 also pursue study in environmental health science in addition to specialization in occupational health and safety. Opportunities are available for internships with numerous outside organizations (see list of field instruction centers below) as well as for research with faculty members. 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. A limited number of tuition scholarships are available to qualified students.

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).

Scholarships may be available from the National Institute for Occupational Safety and Health (NIOSH) (EOHS Students) and other public and private sources. Contact the program office for further information.

Admission Requirements

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.

Academic Requirements

46 credits chosen as follows: All courses in Group A (15 credits) Public Health Core courses (see below under Course Distribution); Group B (19 credits) Specialization courses within environmental and occupational health sciences; Group C (6 credits) Elective courses; and Group D (6 credits) Supervised Fieldwork and Capstone Project.

The capstone project consists of a comprehensive examination, a professional portfolio and either: A seminar, and paper and oral presentation based on an aspect of the student's fieldwork; or, for student's with GPA's ≥ 3.7 and strong independent research and writing skills, a master's essay. The Capstone Project allows students to synthesize academic knowledge with practical skills and experiences. It is designed to assess student skills and competencies in public health and the specialty area. A list of these competencies is available through the CUNY School of Public Health at Hunter College.

Course Distribution

Group A - Public Health Core Courses required, 15 credits

PH 75100 - Principles of Biostatistics

This is a first-level requirement for students specializing in EPI-BIOS, who will take subsequent intermediate and advanced level biostatistics courses. It will introduce students to the theoretical basis for and practical application of common statistical methods and principles used in public health.

prereq: evidence of quantitative abilities, such as college-level algebra with a grade of B+ or better, GRE scores ≥ 550 and analytic scores ≥ 4.5 .

PH 75200 - Introduction to Epidemiology

An introduction to epidemiologic principles, methods and measures commonly used in public health. T

prereq: PH 75000

-or-

PH 75300 - Principles of Epidemiology

A first-level requirement for student specializing in EPI-BIOS, who will take subsequent intermediate and advanced level epidemiology courses. It will introduce students to epidemiologic theory, principles, methods and measures commonly used in public health.

prereq or coreq: PH 75100

Hours 3

Credits 3

PH 75400 - Environmental Health and Safety

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation and noise hazards; hazardous substances; solid wastes; food protection; natural and human-made disasters; and specific hazards such as lead, asbestos, mold and pesticides.

Hours 3

Credits 3

PH 75500 - Urban Health and Society

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.

Hours 3

Credits 3

PH 75600 - Public Health and Health Care Policy and Management

This course examines the organization, delivery and financing of health care in the United States with an understanding of the health policy-making process and a focus on issues related to the management of public health agencies.

Hours 3

Credits 3

Group B Specialization Courses required, 19 credits

EOHS 70200 - 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.

Credits 3

EOHS 74100 - Environmental and Industrial Hygiene Laboratory

Physical, chemical, and instrumental methods for measuring environmental and occupational contaminants.

prereq or coreq: EOHS 70500

Hours 90 hrs lec and lab,

Credits 4 cr

EOHS 75400 - Environment and Occupational Toxicology

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.

prereq: PH 75400 and EOHS 70500

Credits 3

EOHS 75500 - 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.

Credits 3

EOHS 75700 - Principles of Industrial Hygiene

Recognition, evaluation, and control of industrial hazards due to chemical and physical agents. Topics include occupational health standards, regulatory agency activities, effects of contaminants on human health, sampling and control of hazards, current issues.

prereq: EOHS 70200 and 70500

Credits 3

EOHS 76200 - Noise and Radiation Hazards and Controls

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.

prereq or coreq: EOHS 70500

Credits 3

Group C Elective Courses required, 6 credits

Group D Supervised Fieldwork and Culminating Experience, 6 credits

Supervised Fieldwork required, 3 credits

PH 73700 - Supervised Fieldwork

Students will carry out directed field experiences in public health agencies or programs. Placements are in relation to student's academic background, specialization and career expectations. Emphasis is on applying classroom-acquired concepts and skills. The content and scope of the fieldwork should be similar to work performed by an entry level public health professional.

prereq: Completion of 18 credits toward the master's degree, including at least 3 required core courses (biostatistics, epidemiology, and the course most relevant to your specialization) and at least 2 courses in students' specialization.

PH 73800 - Capstone Project

This course consists of a structured seminar aimed at allowing students to synthesize and reflect upon experiences gained during the MPH or MS program. Students will complete either a paper based on fieldwork, a research paper or a Master's Essay. The paper must be completed no sooner than during students' penultimate or final semester.

prereq: Completion of at least 36 credits of coursework toward the Master of Public Health (MPH) or Master of Science degree, including at least one course in each of the 5 core areas of public health (biostatistics, epidemiology, social and behavioral sciences, public health policy and environmental health and safety); and at least 3 specialization courses.

Paper based on fieldwork, research paper or master's essay, 3 credits

Field Instruction Centers

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

Nutrition MS

The MS degree in Nutrition is designed for individuals seeking to attain the RD credential. The MS in Nutrition is an accredited didactic program in dietetics (DPD), completion of which certifies eligibility to apply for a dietetic internship. Graduates of the NUTR-MS program may work as nutritionists in a wide variety of health care facilities including hospitals and public health agencies.

Admission Requirements

1. General Admission Requirements to the graduate programs in arts and sciences are observed.
2. An undergraduate major in any field.
3. The aptitude section of the Graduate Record Examination or a master's degree from an accredited U.S. university.
4. At least 30 credits in the following undergraduate or graduate-level basic science and math courses: one semester each of undergraduate courses in introductory foods, introductory nutrition, general chemistry (with lab), organic chemistry (with lab), microbiology (with lab), and statistics or calculus, and two semesters of anatomy and physiology (with lab).

Academic Requirements and Course Distribution

41 credits as follows:

NUTR 70500 - Nutrition and Biochemistry

The structure and metabolism of macro- and micronutrients, kinetics and regulation of enzymes; energetic of biochemical reactions.

NUTR 71500 - Food Service and Management

An overview of good service operations and theories, functions and tasks of management

NUTR 72000 - Community Nutrition Education

Nutrition programs and materials for health promotion in the community.

NUTR 72500 - Nutrition Research

Understanding, evaluation and application of various research methodologies, research protocols, data analyses, and data presentations. Critical review of nutrition and public health literature.

NUTR 73100 - Human Nutrition and Metabolism

Comprehensive study and evaluation of current research on biochemical and metabolic significance of carbohydrates, lipids and proteins to human nutrition.

prereq: NUTR 70500

NUTR 73200 - Advanced Nutrition II

Comprehensive study and evaluation of current research on biochemical and metabolic significance of vitamins, minerals, and water to human nutrition.

prereq: NUTR 73100

NUTR 73300 - Nutrition and Human Development

Relation of nutrition to growth and development. Nutrition requirements throughout the lifecycle.

NUTR 73400 - Clinical Nutrition I

Modifications of the normal diet in the treatment of disease, food and drug interactions.

prereq: NUTR 73100

NUTR 73500 - Clinical Nutrition II

Modifications of the normal diet in the treatment of disease, food and drug interactions.

prereq: NUTR 73400

NUTR 74600 - Nutrition and Disease

Examine and relate nutrient function to the pathologic processes of disease and derive implications for medical nutrition therapy.

coreq: NUTR 74700

NUTR 74700 - Advanced Nutrition and Assessment Laboratory

Study and evaluation of anthropometric, biochemical, and other measurement methodologies as they relate to nutritional status of various population groups.

coreq: NUTR 74600

NUTR 75600 - Food Science and the Environment

Scientific principles of food and food ingredients: composition, function, regulation, safety, quality, testing, processing, packaging, formulation, production and evaluation of foods.

coreq: NUTR 75700

NUTR 75700 - Food Science and the Environment Laboratory

Laboratory experience with the chemical and physical properties of food components.

coreq: NUTR 75600

Credits 1

NUTR 76000 - Practicum

Nutrition and food science-related fieldwork in hospitals, schools, laboratories, and community-based organizations designed to provide opportunities to apply knowledge and skills gained from the classroom education to professional practice.

prereq: completion of 27 credits in NUTR

PH 75000 - Introduction to Biostatistics

This course is designed to enable students to analyze, present and interpret population health data.

prereq: Elementary statistics or calculus or equivalent.

Comprehensive Exam

All graduate students in the MS-Nutrition Program will be required to take a comprehensive exam to demonstrate understanding of the DPD course content. This exam will be given in the last semester of the program and will serve as the final exam in the Practicum course. The exam will be a multiple-choice exam that is similar in style to the ADA national registration exam for dietitians. In order to obtain the Verification Statement, a student must score at least 75% on the comprehensive exam and maintain good standing in the department. If a student scores < 75% on the exam, then the student will be allowed to retake the exam.

Public Health - MPH

Admission Requirements

1. General admissions requirements to the graduate programs in the arts and sciences are observed.
2. The Graduate Record Examination General Test (quantitative, verbal, written) or a prior master's degree from an accredited U.S. university
3. Students are expected to present a background in both natural sciences and social sciences

Applicants to the Environmental and Occupational Health Sciences Program should have a background in science and mathematics, usually at least 18 undergraduate credits, including a course in statistics or calculus.

Applicants to the Nutrition Program should have a background in science and mathematics, usually at least 18 undergraduate credits, including a course in statistics or calculus and are required to have completed coursework in food, nutrition, biology and chemistry.

Applicants to the Epidemiology-Biostatistics Program should demonstrate evidence of quantitative abilities, such as GRE quantitative score of 550 or better.

Applications to the Public Health Policy and Management Program should have completed at least 3 undergraduate courses in economics, accounting, business administration, management, public policy, urban affairs, sociology, or political science or a related field.

4. At least one year of work or volunteer experience related to public health, nutrition, environmental or occupational health, social services or community health, health-related research, or health policy, management, administration or a related field is required.

5. For graduates of universities in non-English-speaking nations, a TOEFL score of 600 (paper-based), 250 (computer-administered), or 75 (internet-based, less the speaking component.) is required for admission.

Academic Requirements

45 credits chosen as follows: All courses in Group A (15 credits) Public Health Core courses (see below under Course Distribution); Group B (15-18cr) Specialization courses within one of five areas: community health education, environmental and occupational health sciences, epidemiology and biostatistics, public health policy and management or public health nutrition; Group C (0-9 credits) Elective courses; and Group D (6-12 credits) Supervised Fieldwork and Culminating Experience.

The culminating experience consists of a professional portfolio and either: a seminar, and paper and oral presentation based on an aspect of the student's fieldwork; or, for student's with GPA's ≥ 3.7 and strong research and writing skills, a master's essay. The capstone project allows students to synthesize academic knowledge with practical skills and experiences. It is designed to assess student skills and competencies in public health, urban health and the specialty area. A list of these competencies is available through the CUNY School of Public Health at Hunter College.

Course Distribution

Group A - Public Health Core Required: 15 cr

PH 75000 - Introduction to Biostatistics

This course is designed to enable students to analyze, present and interpret population health data.

prereq: Elementary statistics or calculus or equivalent.

-or-

PH 75100 - Principles of Biostatistics

This is a first-level requirement for students specializing in EPI-BIOS, who will take subsequent intermediate and advanced level biostatistics courses. It will introduce students to the theoretical basis for and practical application of common statistical methods and principles used in public health.

prereq: evidence of quantitative abilities, such as college-level algebra with a grade of B+ or better, GRE scores ≥ 550 and analytic scores ≥ 4.5 .

PH 75200 - Introduction to Epidemiology

An introduction to epidemiologic principles, methods and measures commonly used in public health. T

prereq: PH 75000

-or-

PH 75300 - Principles of Epidemiology

A first-level requirement for student specializing in EPI-BIOS, who will take subsequent intermediate and advanced level epidemiology courses. It will introduce students to epidemiologic theory, principles, methods and measures commonly used in public health.

prereq or coreq: PH 75100

Hours 3

Credits 3

PH 75400 - Environmental Health and Safety

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation and noise hazards; hazardous substances; solid wastes; food protection; natural and human-made disasters; and specific hazards such as lead, asbestos, mold and pesticides.

Hours 3

Credits 3

PH 75500 - Urban Health and Society

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.

Hours 3

Credits 3

PH 75600 - Public Health and Health Care Policy and Management

This course examines the organization, delivery and financing of health care in the United States with an understanding of the health policy-making process and a focus on issues related to the management of public health agencies.

Hours 3

Credits 3

Group B Specialization Courses Required:

15-18 cr in one specialization area

COMHE 75100 - Community Health Interventions

An introduction to community-level interventions as explained by theories of individual, organizational and community change from the disciplines of psychology, sociology and health education.

prereq: PH 75500, COMHE 75000

Credits 3

COMHE 75200 - Community Organizing and Development for Health

Prepares students to work in communities by presenting the theory and practice of organizing for social justice, skills for promoting leadership development within communities, and the tools to create and sustain healthy organizations.

prereq: PH 75500, COMHE 75000, COMHE 75100

Credits 3

COMHE 75300 - Health Program Planning and Funding

This course will engage students in identifying or designing a health program, finding funding sources, and developing a proposal covering program need, program objectives, a management and quality assurance plan, preliminary work, evaluation, budget, and a plan for funding support.

prereq: completion of 15 cr incl PH 75000 or 75100, PH 75500 and either COMHE 75000, COMHE 75100, COMHE 75200 or COMHE 75000 and NUTR 71000 or NURS 77100, COMHE 75100 and COMHE 75200.

Credits 3 cr

COMHE 75400 - Research and Evaluation for Community Health

Basic concepts, methods and approaches for evaluation research applied to community health education and health-related programs through a critical review of literature and a program evaluation design.

prereq: 15 cr in program incl PH 75000 or PH 75100, PH 75500, COMHE 75000, COMHE 75100, COMHE 75200

Credits 3 cr

-or-

Environmental and Occupational Health Sciences

EOHS 70200 - 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.

Credits 3

EOHS 70500 - 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.

Credits 3

EOHS 74700 - Hazard Evaluation and Instrumentation

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.

prereq: PH 75000 or 75100, EOHS 70200, EOHS 70500

Credits 3

EOHS 75400 - Environment and Occupational Toxicology

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.

prereq: PH 75400 and EOHS 70500

Credits 3

EOHS 76500 - Environmental Audits and Remediation

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.

prereq: PH 75000 or 75100

Credits 3

-or-

Epidemiology and Biostatistics

BIOS 75000 - Applied Biostatistics I

A follow up course to PH 7500/75100 and PH 75200/75300, covering intermediate-level statistical methods commonly used in public health research. Topics include: simple and multiple linear regression; logistic regression; residual analysis; variable selection. Focus on practical applications, utilizing statistical software.

Cross-listed STAT 75000

prereq: PH 7500 or 75100 and PH 75200 or 75300

Credits 3

BIOS 75100 - Applied Biostatistics II

A follow up course to BIOS 75000, covering intermediate and advanced statistical methods commonly used in public health research. Topics include: log linear and generalized linear models; random and mixed effects models; survival analysis. Focus on practical applications utilizing statistical software.

Cross-listed STAT 75100

prereq: BIOS 75000

EPI 75000 - Epidemiologic Methods I: Study Research Design

This course will provide an in depth understanding of the design and conduct of epidemiological studies, including causal inferences, measurement, major study designs, threats to validity, and urban public health applications. Examples will be based on the health of New York City residents. Prereq: ,

Cross-listed GC PH 82000

prereq: PH 75100, PH 75300

Credits 3

EPI 75100 - Epidemiologic Methods II: Survey and Research Methods

This course will provide students with an understanding of the methods used to test research hypotheses; tools for selecting statistical tests appropriate for the particular study design and research hypotheses; and an ability to recognize the importance and impact of threat to validity such as confounding and bias. This course will also cover survey methods used in epidemiologic research.

Cross-listed GC PH 82100

prereq: EPI 75000

Credits 3

EPI 75200 - Applied Research: Data management and analysis

This course provides students with the opportunity to apply epidemiological and statistical concepts using several datasets to answer a given research question and test the hypotheses associated with it

prereq: BIOS 75100, EPI 75100 or instructor's permission

Credits 3

-or-

Public Health Policy and Management

HPM 75000 - Public Health Management

Focuses on management issues in a variety of organizational settings and the larger public health environment; describes managerial functions and problem solving strategies, financial management principles, and management models for change; develops specific skills in program management, budgeting, workforce development, and managing intersectoral programs.

prereq: PH 75500, PH 75600

HPM 75100 - Public Health and Health Care Law

Reviews key areas of the legal process relevant to health care delivery and public health; analyzes major court decisions that have affected the field and selected federal, state and local statutes that affect public health and health care practice; acquaints students with the basics of legal research and legal reasoning as applied to public health and health care.

prereq or coreq: PH 75500, PH 75600 or with instructor's permission for those with at least one year of health care experience

HPM 75200 - Comparative Analyses of Urban Health Care Systems

Examines unique challenges and opportunities for delivering health care in developed and developing world cities; analyses impact of national and local policies and social and political factors on health care access, quality and outcomes; introduces empirical methods for making comparative studies across municipalities and nations.

prereq: PH 75500, PH 75600

Students can take this course or HPM 75400

-or-

HPM 75400 - Public Health Advocacy

Prepares students to advocate for policies that promote public health, develops skills in planning and implementing advocacy campaigns; assess theories on role of coalitions and advocacy in changing health policy.

prereq: PH 75500, PH 75600

Students can take this course or HPM 75200

HPM 75300 - Public Health Policy Analysis

Examines common approaches and concepts of policy analysis for public health, including market efficiency and failures, cost-benefit analysis, problem and decision making analysis; describes critiques of such models with public health examples; focuses on the Health Impact Assessment as a method for analyzing costs and benefits of health and non-health policies.

prereq: PH 75500, PH 75600

HPM 75500 - Health Economics

This course in health economics introduces students to essential microeconomic concepts as they apply to health systems, individual and public health.

prereq: Recommended pre-req: PH 75500, PH 75600

-or-

Nutrition

NUTR 71000 - 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 72000 - Community Nutrition Education

Nutrition programs and materials for health promotion in the community.

NUTR 73300 - Nutrition and Human Development

Relation of nutrition to growth and development. Nutrition requirements throughout the lifecycle.

PH 72200 - Food Politics and Policy

This policy course examines the influence of the food industry and of government on the U.S. food system and the way we eat, and on efforts to prevent and treat chronic diet-related conditions, such as obesity. This is a hybrid course that meets in person 5 times during the semester; the remainder of the time the course is conducted online asynchronously

through Blackboard

Cross-listed GC PH 81400

prereq: 30 MPH credits

- COMHE 75000 and either
- COMHE 75300 (for NUTR non-DI students)

-or-

NUTR 70000 - Seminar in Dietetics Practice

Discussions and student presentations of topics of current interest in the practice of dietetics and public health nutrition.

Open to dietetic internship (DI) students only.

Group C - Elective/Concentration Courses required, 0-9 credits

COMHE 9 credits

EOHS 9 credits

EPI/BIOS 9 credits of which at least 6 must be from EPI75300-75900 for students who choose EPI option or BIOS 75200-75800 for students who choose BIOS option. EPI-BIOS students may also take electives in mapping public health data and clinical trials or other topical electives offered..

HPM 9 credits of which at least 3 credits must be in finance or economics and 3 must be in program or policy evaluation

NUTR 6 credits (for NUTR non-Dietetic Internship (DI) students) and 0 credits for NUTR – DI students

Group D - Supervised Field Work and Capstone Project

Supervised Fieldwork required, 3 credits

PH 73700 (210 hrs) or NUTR 70100 NUTR 70300 NUTR 70200 for NUTR-DI Students

Capstone Seminar required, 3 credits

PH 73800

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 70000 NUTR 70100 NUTR 70200 NUTR 70300 .

Undergraduate Major/Graduate Masters

Accelerated BS/MS in Nutrition (DPD)

This pathway is for third year NFS majors who are interested in completing their degree and then continuing at Hunter to obtain a master's degree and verification statement (students will be provisionally accepted into the program in their junior year but must maintain grade requirements to matriculate into the MS-DPD program).

This accelerated pathway provides the opportunity for undergraduate students to remain at Hunter for their graduate coursework providing students the opportunity for academic acceleration to a graduate degree.

Since the MS-Nutrition curriculum meets the didactic program in dietetics (DPD) requirements established by the Commission on Accreditation for Dietetics Education (CADE), the credentialing arm of the American Dietetic Association (ADA), it will qualify students from this BS/MS accelerated track to apply for Dietetic Internships and continue their professional preparation for the Registered Dietitian (RD) credential.

for further information consult the undergraduate catalog hunter.acalogadmin.com/preview/preview_program.php and the Nutrition MS program in this catalog

Community Health Education Required Courses

COMHE 75100 - Community Health Interventions

An introduction to community-level interventions as explained by theories of individual, organizational and community change from the disciplines of psychology, sociology and health education.

prereq: PH 75500, COMHE 75000

Credits 3

COMHE 75200 - Community Organizing and Development for Health

Prepares students to work in communities by presenting the theory and practice of organizing for social justice, skills for promoting leadership development within communities, and the tools to create and sustain healthy organizations.

prereq: PH 75500, COMHE 75000, COMHE 75100

Credits 3

COMHE 75300 - Health Program Planning and Funding

This course will engage students in identifying or designing a health program, finding funding sources, and developing a proposal covering program need, program objectives, a management and quality assurance plan, preliminary work, evaluation, budget, and a plan for funding support.

prereq: completion of 15 cr incl PH 75000 or 75100, PH 75500 and either COMHE 75000, COMHE 75100, COMHE 75200 or COMHE 75000 and NUTR 71000 or NURS 77100, COMHE 75100 and COMHE 75200.

Credits 3 cr

COMHE 75400 - Research and Evaluation for Community Health

Basic concepts, methods and approaches for evaluation research applied to community health education and health-related programs through a critical review of literature and a program evaluation design.

prereq: 15 cr in program incl PH 75000 or PH 75100, PH 75500, COMHE 75000, COMHE 75100, COMHE 75200
Credits 3 cr

Community Health Education Elective Courses

COMHE 77000 - Topics in Community Health Education

Courses on current topics in community health education.

offered periodically

COMHE 77025 - Maternal and Child Health

This course explores maternal and child health issues both domestically and internationally.

Credits 3

Environmental and Occupational Health Sciences Required Courses

EOHS 70200 - 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.

Credits 3

EOHS 70500 - 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.

Credits 3

EOHS 74100 - Environmental and Industrial Hygiene Laboratory

Physical, chemical, and instrumental methods for measuring environmental and occupational contaminants.

prereq or coreq: EOHS 70500
Hours 90 hrs lec and lab,
Credits 4 cr

EOHS 74700 - Hazard Evaluation and Instrumentation

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.

prereq: PH 75000 or 75100, EOHS 70200, EOHS 70500

Credits 3

EOHS 75400 - Environment and Occupational Toxicology

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.

prereq: PH 75400 and EOHS 70500

Credits 3

EOHS 75500 - 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.

Credits 3

EOHS 75700 - Principles of Industrial Hygiene

Recognition, evaluation, and control of industrial hazards due to chemical and physical agents. Topics include occupational health standards, regulatory agency activities, effects of contaminants on human health, sampling and control of hazards, current issues.

prereq: EOHS 70200 and 70500

Credits 3

EOHS 76000 - Supervised Fieldwork (EOHS-MPH)

Directed field experiences in government, private or not-for-profit environmental or occupational health settings for MPH students. Placement in relationship to academic background and career expectations. Emphasis on applying classroom-acquired concepts and skills.

Hours 210 hours (15 months full-time or the equivalent)

EOHS 76200 - Noise and Radiation Hazards and Controls

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.

prereq or coreq: EOHS 70500

Credits 3

EOHS 76500 - Environmental Audits and Remediation

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.

prereq: PH 75000 or 75100

Credits 3

Environmental and Occupational Health Sciences Elective Courses

EOHS 71000 - 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.

Credits 3

EOHS 74300 - 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.

Credits 3

EOHS 74500 - 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.

Credits 3

EOHS 74600 - Water Resources

Water and waste water technology related to public health. Sources of water supply, distribution, treatment, chemical, biological and physical water pollutants and their health consequences. Review of federal legislation. Field trip to waste water treatment plant.

EOHS 75900 - Industrial Processes and Plant Visits

A review of major industrial processes and health hazards associated with each. Includes site visits to metropolitan NY industrial facilities during working hours.

prereq: EOHS 75700

Credits 3

EOHS 77000 - Topics in Environmental and Occupational Health Sciences

Courses on current topics in environmental and occupational health sciences.

Offered periodically.

EOHS 77025 - Topics: Biohazards and Emergency Response

This cross-listed undergraduate/masters class covers the biology of microorganisms and toxins most frequently considered in perpetrated attacks. It also considers technology for detection and control for first responders, lab practitioners and other healthcare professionals, emergency communication, and prevention. In addition to classroom activities, students participate in group projects to simulate bioterrorism events and responses; government regulation, chain of evidence, and related topics are covered.

Cross-listed MLS 40066

Hours 3

Credits 3

EOHS 77500 - Indoor Air Quality

A review of sources indoor air pollution and its evaluation and control. Topics include assessment techniques, air sampling, HVAC assessment and remediation approaches.

Credits 3

Epidemiology and Biostatistics Required Courses

BIOS 75000 - Applied Biostatistics I

A follow up course to PH 7500/75100 and PH 75200/75300, covering intermediate-level statistical methods commonly used in public health research. Topics include: simple and multiple linear regression; logistic regression; residual analysis; variable selection. Focus on practical applications, utilizing statistical software.

Cross-listed STAT 75000

prereq: PH 7500 or 75100 and PH 75200 or 75300

Credits 3

BIOS 75100 - Applied Biostatistics II

A follow up course to BIOS 75000, covering intermediate and advanced statistical methods commonly used in public health research. Topics include: log linear and generalized linear models; random and mixed effects models; survival analysis. Focus on practical applications utilizing statistical software.

Cross-listed STAT 75100

prereq: BIOS 75000

EPI 75000 - Epidemiologic Methods I: Study Research Design

This course will provide an in depth understanding of the design and conduct of epidemiological studies, including causal inferences, measurement, major study designs, threats to validity, and urban public health applications.

Examples will be based on the health of New York City residents. Prereq: ,

Cross-listed GC PH 82000
prereq: PH 75100, PH 75300
Credits 3

EPI 75100 - Epidemiologic Methods II: Survey and Research Methods

This course will provide students with an understanding of the methods used to test research hypotheses; tools for selecting statistical tests appropriate for the particular study design and research hypotheses; and an ability to recognize the importance and impact of threat to validity such as confounding and bias. This course will also cover survey methods used in epidemiologic research.

Cross-listed GC PH 82100
prereq: EPI 75000
Credits 3

EPI 75200 - Applied Research: Data management and analysis

This course provides students with the opportunity to apply epidemiological and statistical concepts using several datasets to answer a given research question and test the hypotheses associated with it

prereq: BIOS 75100, EPI 75100 or instructor's permission
Credits 3

Epidemiology and Biostatistics Elective Courses

BIOS 75200 - Analysis of Categorical Data

An introduction to statistical models for analyzing categorical data, with emphasis on examples from the health sciences. Topics include: contingency tables and corresponding tests such as chi-square, CMH and trend test, count data, logistic regression and log-linear models.

Cross-listed STAT 75200
prereq: BIOS 75000

BIOS 75300 - Analysis of Longitudinal Data

An introduction to statistical models and methods for analyzing longitudinal data in public health. Topics include: longitudinal designs and cohort sampling, general linear models for longitudinal data, marginal & random effects models, time-dependent covariates, missing values.

Cross-listed STAT 75300
prereq: BIOS 75000

BIOS 75400 - Design and Analysis of Complex Surveys

This course provides an introduction to statistical issues in the design and analysis of complex surveys, with a particular emphasis on public health research. Topics include: basic sampling techniques, stratified and cluster sampling, non-sampling errors, and case studies.

Cross-listed STAT 75400

prereq: BIOS 75000

BIOS 75500 - Survival Analysis

An introduction to regression modeling used in the analysis of time-to-event data in epidemiological, biostatistical, and other health-related research. Topics include: survival functions, proportional-hazards, parametric and competing-risks models, missing data, using case studies.

Cross-listed STAT 75500

prereq: BIOS 75000

BIOS 75600 - Data Analysis

Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics include: data summaries; transformations; the jackknife and resampling schemes; robust estimation; and robust regression methods.

Cross-listed STAT 71600

prereq: BIOS 75000

BIOS 75800 - Analysis of Variance

Intermediate topics in analysis of variance (ANOVA), with an emphasis on exploratory aspects. Topics including: 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.

Cross-listed STAT 71800

prereq: BIOS 75000

BIOS 77000 - Topics in Biostatistics

Courses on current topics in biostatistics.

Offered periodically

BIOS 77001 - Applied Biostatistics III

An advanced biostatistics course that focuses on mixed models, GEE for analysis of correlated data, management of missing data and imputation, propensity scoring, and causal inference.

prereq: BIOS 75100 and EPI 75100

Credits 3

EPI 75300 - Clinical Trials and Experimental Design

This course provides students with the basic foundation of experimental design, with a focus on clinical trials (single and multi-center), intervention trials, and quasi experimental design, particularly in the field of public health. The strengths and limitations of these approaches in comparison with related observational epidemiologic studies will also be covered. Specific topics to be discussed include design options (sampling, treatment allocation, cluster randomization), sample size and power considerations, adverse event monitoring, and statistical analysis of trial data.

prereq: PH 75000/75100 and PH 75200/75300

Credits 3

EPI 75400 - Social Epidemiology

This course will introduce public health and other interested graduate students to the sub-discipline of social epidemiology, including theory and methods. Specifically, students will gain an understanding of how an individual's interactions with factors associated with the social fabric of the society affect and shape health outcomes. This class will also examine the etiology and prevention of disease within both ecological (multi-level) and multidisciplinary frameworks.

prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75500 - Epidemiology of Chronic Diseases

This course provides students with epidemiological background information for the most common chronic disease conditions. In addition, the course provides students with hands on experience to characterize the frequency and impact of chronic diseases and their risk factors in New York City (NYC) using public data available through the Department of Health and Mental Hygiene.

prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75600 - Epidemiology of Infectious Diseases

This course will examine the role of epidemiology in understanding transmission, surveillance and control of infectious diseases. Special focus will be on emerging infectious diseases in urban settings.

prereq: PH 75000 or 75100, PH 75200 or 75300

Offered periodically.

EPI 75700 - Reproductive and Perinatal Epidemiology

This course covers current research, controversial issues, and methodological problems in the epidemiology of male and female reproduction and perinatal health. Topics include: epidemiology of fertility and infertility, contraception and hormone usage, reproductive cancers and other diseases, pregnancy complications, maternal mortality, adverse pregnancy outcomes and birth defects.

prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75800 - Nutritional Epidemiology

This course teaches concepts and principles used in nutritional epidemiology. It provides skills required to critically evaluate dietary assessment methodology and reviews current topics in nutritional epidemiology. In addition, the role of nutrition in health and how this applies to public health is discussed.

Cross-listed GC PH 81200

prereq: PH 75000 or 75100, PH 75200 or 75300

EPI 75900 - Environmental and Occupational Epidemiology

Using a case study approach, this course will explore epidemiologic methods for studying environmentally and occupationally related diseases. Key methodologic issues, such as exposure and outcome assessment, cumulative and multiple exposures, exposure pathways, research ethics, and policy implications of epidemiological findings will also be discussed. The focus will be on the environmental and occupational health of urban populations.

prereq: PH 75000 or PH 75100, PH 75200 or 75300, PH 75400

EPI 77000 - Topics in Epidemiology

Courses on current topics in epidemiology.

Offered periodically.

EPI 77005 - Epidemiological Methods IV

This seminar is intended to help students integrate the concepts and methods of epidemiologic research with specific inquiry directed at understanding and improving the health of urban populations. This seminar requires students to develop proposals for epidemiologic research, identify strategies for data analysis that incorporate the lessons learned in Epidemiology Methods courses I, II, and III, and to examine the application of those strategies to existing research. This course helps to "bring together" the epidemiology theory and methods that have been discussed throughout the rest of curriculum with the particular exigencies of urban public health.

prereq: EPI 75000/77000 or PUBH 82200 (CUNY Graduate Center)

Credits variable credits

EPI 77100 - Experimental Courses in Epidemiology

Experimental courses on current topics in epidemiology

Credits variable

Nutrition Required Courses

NUTR 70000 - Seminar in Dietetics Practice

Discussions and student presentations of topics of current interest in the practice of dietetics and public health nutrition.

Open to dietetic internship (DI) students only.

NUTR 70100 - 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 70200 - 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 70300 - Pre-Professional Practice in Dietetics: Community

Supervised externship in community nutrition and classroom discussions of readings and field experiences.

Credits 3

Open to DI students only.

NUTR 70500 - Nutrition and Biochemistry

The structure and metabolism of macro- and micronutrients, kinetics and regulation of enzymes; energetic of biochemical reactions.

NUTR 71000 - 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 71500 - Food Service and Management

An overview of good service operations and theories, functions and tasks of management

NUTR 72000 - Community Nutrition Education

Nutrition programs and materials for health promotion in the community.

NUTR 72500 - Nutrition Research

Understanding, evaluation and application of various research methodologies, research protocols, data analyses, and data presentations. Critical review of nutrition and public health literature.

NUTR 73100 - Human Nutrition and Metabolism

Comprehensive study and evaluation of current research on biochemical and metabolic significance of carbohydrates, lipids and proteins to human nutrition.

prereq: NUTR 70500

NUTR 73200 - Advanced Nutrition II

Comprehensive study and evaluation of current research on biochemical and metabolic significance of vitamins, minerals, and water to human nutrition.

prereq: NUTR 73100

NUTR 73300 - Nutrition and Human Development

Relation of nutrition to growth and development. Nutrition requirements throughout the lifecycle.

NUTR 73400 - Clinical Nutrition I

Modifications of the normal diet in the treatment of disease, food and drug interactions.

prereq: NUTR 73100

NUTR 73500 - Clinical Nutrition II

Modifications of the normal diet in the treatment of disease, food and drug interactions.

prereq: NUTR 73400

NUTR 73800 - Public Health Nutrition Seminar

In-depth analysis of the literature and research in specific areas of public health nutrition.

NUTR 74600 - Nutrition and Disease

Examine and relate nutrient function to the pathologic processes of disease and derive implications for medical nutrition therapy.

coreq: NUTR 74700

NUTR 74700 - Advanced Nutrition and Assessment Laboratory

Study and evaluation of anthropometric, biochemical, and other measurement methodologies as they relate to nutritional status of various population groups.

coreq: NUTR 74600

NUTR 75600 - Food Science and the Environment

Scientific principles of food and food ingredients: composition, function, regulation, safety, quality, testing, processing, packaging, formulation, production and evaluation of foods.

coreq: NUTR 75700

NUTR 75700 - Food Science and the Environment Laboratory

Laboratory experience with the chemical and physical properties of food components.

coreq: NUTR 75600

Credits 1

NUTR 76000 - Practicum

Nutrition and food science-related fieldwork in hospitals, schools, laboratories, and community-based organizations designed to provide opportunities to apply knowledge and skills gained from the classroom education to professional practice.

prereq: completion of 27 credits in NUTR

Nutrition Elective Courses

NUTR 73000 - 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 73710 - Public Health Nutrition Fieldwork I

Directed field experiences in public health nutrition agencies and/or programs.

*Hours 210 hrs,
Credits 3 cr*

NUTR 73720 - Public Health Nutrition Fieldwork II

Directed field experiences in public health nutrition agencies and/or programs.

NUTR 74100 - Nutritional Assessment

Study and evaluation of anthropometric, biochemical, and other measurement methodologies as they relate to nutritional status of individuals.

prereq: NUTR 73100

NUTR 75100 - Nutritional Contribution of Foods

Nutrient and non-nutrient components of foods. Physical and chemical properties of foods and their relationship to health.

NUTR 75200 - Food Service and Personnel Management

The organization and administration of food service operations, especially in community settings.

NUTR 77000 - Topics in Public Health Nutrition

Courses on current topics in public health nutrition.

Offered periodically.

NUTR 77010 - Cultural Aspects of Food and Nutrition

Study of the ways in which cultural and social factors influence food behaviors and dietary patterns.

NUTR 77020 - Consumer and Food

Available food supply, world hunger, marketing, and legislation.

Public Health Required Courses

PH 70100 - 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 financing, access and quality of care.

*Hours 45 hrs, including conferences,
Credits 3 cr*

PH 70200 - Environmental Health and Safety

Survey of chemical, physical, and biological factors influencing quality of ambient, workplace, and home environments. Topics include: air and water pollution, radiation and noise hazards, hazardous substances, solid wastes, food protection, natural and human-made disasters, and specific hazards such as lead, asbestos, mold and pesticides.

*Hours 45 hrs, including conferences,
Credits 3 cr*

PH 70300 - Biostatistics and Epidemiology II

A continuation of PH 70000. Lectures, and hands-on workshops on concepts, principles, and uses of epidemiology. Study of selected communicable and chronic diseases to illustrate the distribution and analysis of causes of disease and application of epidemiology to planning, monitoring and evaluation of public health programs.

*prereq: PH 70000
Hours 45 hrs, including conferences,
Credits 3 cr*

PH 71000 - Urban Health Promotion

Examines the impact of social and political forces on the health of urban populations and describes roles for and history of public health professionals in promoting health of urban communities.

*Hours 45 hrs, including conferences,
Credits 3 cr*

PH 73700 - Supervised Fieldwork

Students will carry out directed field experiences in public health agencies or programs. Placements are in relation to student's academic background, specialization and career expectations. Emphasis is on applying classroom-acquired concepts and skills. The content and scope of the fieldwork should be similar to work performed by an entry level public health professional.

prereq: Completion of 18 credits toward the master's degree, including at least 3 required core courses (biostatistics, epidemiology, and the course most relevant to your specialization) and at least 2 courses in students' specialization.

PH 73800 - Capstone Project

This course consists of a structured seminar aimed at allowing students to synthesize and reflect upon experiences gained during the MPH or MS program. Students will complete either a paper based on fieldwork, a research paper or a Master's Essay. The paper must be completed no sooner than during students' penultimate or final semester.

prereq: Completion of at least 36 credits of coursework toward the Master of Public Health (MPH) or Master of Science degree, including at least one course in each of the 5 core areas of public health (biostatistics, epidemiology, social and behavioral sciences, public health policy and environmental health and safety); and at least 3 specialization courses.

PH 74000 - Public Health and Public Policy

Through in-depth exploration of major health issues, this 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.

*prereq: At least 30 cr including PH 700,701,702,703, and 710
Hours 45 hrs, including conferences,
Credits 3 cr*

PH 75000 - Introduction to Biostatistics

This course is designed to enable students to analyze, present and interpret population health data.

prereq: Elementary statistics or calculus or equivalent.

PH 75100 - Principles of Biostatistics

This is a first-level requirement for students specializing in EPI-BIOS, who will take subsequent intermediate and advanced level biostatistics courses. It will introduce students to the theoretical basis for and practical application of common statistical methods and principles used in public health.

prereq: evidence of quantitative abilities, such as college-level algebra with a grade of B+ or better, GRE scores ≥ 550 and analytic scores ≥ 4.5 .

PH 75200 - Introduction to Epidemiology

An introduction to epidemiologic principles, methods and measures commonly used in public health. T

prereq: PH 75000

PH 75300 - Principles of Epidemiology

A first-level requirement for student specializing in EPI-BIOS, who will take subsequent intermediate and advanced level epidemiology courses. It will introduce students to epidemiologic theory, principles, methods and measures commonly used in public health.

prereq or coreq: PH 75100

Hours 3

Credits 3

PH 75400 - Environmental Health and Safety

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation and noise hazards; hazardous substances; solid wastes; food protection; natural and human-made disasters; and specific hazards such as lead, asbestos, mold and pesticides.

Hours 3

Credits 3

PH 75500 - Urban Health and Society

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.

Hours 3

Credits 3

PH 75600 - Public Health and Health Care Policy and Management

This course examines the organization, delivery and financing of health care in the United States with an understanding of the health policy-making process and a focus on issues related to the management of public health agencies.

Hours 3

Credits 3

Public Health Elective Courses

PH 71100 - Visual Media, Technology and Health

In this intensive and hands-on course students will learn how to use a critical media literacy perspective to disrupt dominant images and representations of health, illness and the body, while they will also take part in creating their own participatory media project (digital ethnography or short [10 minutes or less] digital video). From the first day, the class will meet in a computer lab and students will create their own media

PH 71300 - Immigration and Health

This course offers a comprehensive overview of immigrant health in the US. By relying on the sociological, anthropological and public health literature, this course will examine policy issues involving immigrant populations in the US (e.g., immigration law and changes in welfare reform), service provision, the diversity of alternative healing systems and practices among immigrant groups, and the importance of socioeconomic and cultural determinants on immigrants' health outcomes. Immigrants' differences in terms of culture and nationality, class, race/ethnicity, age, and gender will also be considered.

PH 71400 - Human Rights and Public Health

This course focuses on the skills needed to investigate, analyze, and document abuses of human rights as they relate to health and public health practice.

PH 71700 - Global Health

This course is intended to meet the needs of students who are committed to becoming experts and practitioners in both the theory and practice of global health. Globalization trends, and their effect on population health, will be studied from a comparative perspective in both the developed and the developing world. To that end, this course aims at promoting awareness on the cultural, socioeconomic and political effects of the globalization process on population health. During the semester, students will examine the emerging field of global health from an interdisciplinary perspective, by addressing the main health issues experienced by vulnerable populations worldwide.

PH 71800 - Perspectives on Public Mental Health Policy and Practice

This course examines the evidence-base that supports a wider appreciation for the public health significance of mental health and the translation of this evidence-base into relevant social policy and multi-disciplinary approaches to public health and social work practice.

PH 71900 - Healthy Urban Aging: Economics and Policy Issues

This course examines key social, economic, and policy issues at the intersection of the changing demographics of aging, urbanization, public health.

PH 72000 - Cities, Society and Health

This course presents an ecological, multilevel approach to the study of urban health and brings together public health and social science disciplines to examine the impact of city living on population health. Its focus is on changes in health in US urban populations in the post-World War II period. It is required for all DPH students

PH 72200 - Food Politics and Policy

This policy course examines the influence of the food industry and of government on the U.S. food system and the way we eat, and on efforts to prevent and treat chronic diet-related conditions, such as obesity. This is a hybrid course that meets in person 5 times during the semester; the remainder of the time the course is conducted online asynchronously through Blackboard

Cross-listed GC PH 81400

prereq: 30 MPH credits

PH 72300 - Chronic Disease Management

This course studies the extensive knowledge and understanding of multidisciplinary approaches to managing chronic disease. The course will provide students with the opportunity to study specific issues relating to chronic disease management and link this to their own practice

PH 72400 - Ethics in Public Health

This seminar course will consider questions about the practice of health promotion, disease control, and health research -- questions about morality, not effectiveness

PH 77000 - Topics in Public Health

Courses on current topics in public health.

Offered periodically.

PH 77013 - Interdisciplinary Approaches to Diabetes Management

This course will provide an overview of the field of diabetes and diabetes management. It will examine and analyze the interdisciplinary approaches in providing diabetes management in an effective and culturally competent manner.

Cross-listed NURS 77600

Hours 45

Credits 3

PH 78300 - 1, 2, 3 Independent Study in Urban Public Health

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 and MS programs offer supervised independent study projects.

prereq: perm program director, matriculated status, and completion of at least 12 cr. hrs to be arranged

Credits 1, 2 or 3

PH 78400 - 1, 2, 3 Independent Study in Urban Public Health

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 and MS programs offer supervised independent study projects.

prereq: perm program director, matriculated status, and completion of at least 12 cr hrs to be arranged

Credits 1, 2 or 3

Public Health Policy and Management Required Courses

HPM 75000 - Public Health Management

Focuses on management issues in a variety of organizational settings and the larger public health environment; describes managerial functions and problem solving strategies, financial management principles, and management models for change; develops specific skills in program management, budgeting, workforce development, and managing intersectoral programs.

prereq: PH 75500, PH 75600

HPM 75100 - Public Health and Health Care Law

Reviews key areas of the legal process relevant to health care delivery and public health; analyzes major court decisions that have affected the field and selected federal, state and local statutes that affect public health and health care practice; acquaints students with the basics of legal research and legal reasoning as applied to public health and health care.

prereq or coreq: PH 75500, PH 75600 or with instructor's permission for those with at least one year of health care experience

HPM 75200 - Comparative Analyses of Urban Health Care Systems

Examines unique challenges and opportunities for delivering health care in developed and developing world cities; analyses impact of national and local policies and social and political factors on health care access, quality and outcomes; introduces empirical methods for making comparative studies across municipalities and nations.

prereq: PH 75500, PH 75600
Students can take this course or HPM 75400

HPM 75300 - Public Health Policy Analysis

Examines common approaches and concepts of policy analysis for public health, including market efficiency and failures, cost-benefit analysis, problem and decision making analysis; describes critiques of such models with public health examples; focuses on the Health Impact Assessment as a method for analyzing costs and benefits of health and non-health policies.

prereq: PH 75500, PH 75600

HPM 75400 - Public Health Advocacy

Prepares students to advocate for policies that promote public health, develops skills in planning and implementing advocacy campaigns; assess theories on role of coalitions and advocacy in changing health policy.

prereq: PH 75500, PH 75600
Students can take this course or HPM 75200

HPM 75500 - Health Economics

This course in health economics introduces students to essential microeconomic concepts as they apply to health systems, individual and public health.

prereq: Recommended pre-req: PH 75500, PH 75600

Public Health Policy and Management Elective Courses

HPM 77000 - Topics in Public Health Policy and Management

Courses on current topics in public health policy and management.

Offered periodically

Programs and Courses in Economics and Accounting

Economics/Accounting

About the Department

The Department of Economics at Hunter College is home to a faculty that is dedicated to excellence in research and teaching. In addition to faculty, graduate students are also actively engaged in the research and teaching missions of the department. The Department has two Master's degree programs, one in Economics and the other in Accounting. Both programs equip students with analytic tools that can be directly applied to business and public policy. Because both programs integrate theory, quantitative methods, and practical applications, Hunter MA and MS graduates regularly move into interesting, well-paid positions in business, government, and international organizations. They are also prepared to enter Ph.D programs at top-ranking universities. In addition, Accounting graduates are qualified to take the CPA examination in New York State.

Programs and courses

Programs and Courses in Economics and Accounting

Economics - Doctor of Philosophy

The PhD program in economics is based at the City University Graduate 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 Center who wish to earn an en passant master's degree after completing 45 credits at the Graduate Center – in cooperation with Hunter College – should consult the executive officer of the PhD program. <http://web.gc.cuny.edu/Economics/>

Administration and Faculty

Department Office:

1524 West
(212) 772-5400
Website: <http://econ.hunter.cuny.edu>

Chair:

Marjorie Honig
1524 West
(212) 772-5400

Economics Graduate Adviser:

Partha Deb
1502 West

(212) 772-5399
grad.econadvisor@hunter.cuny.edu

Accounting Graduate Adviser:

Toshiaki Mitsudome
1549A West
(212) 772-5430
msacct@hunter.cuny.edu

Faculty

Economics

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

Karna Basu, Associate Professor; PhD, MIT; Development Economics, Behavioral Economics, Applied Microeconomic Theory

Howard Chernick, Professor; PhD, Pennsylvania; Public Economics, Urban Economics, Fiscal Federalism, Urban Public Finance, Financing of Redistribution

Jonathan Conning, Assistant Professor; PhD, Yale; Development Economics, Financial Markets, Political Economy

Partha Deb, Associate Professor; PhD, Rutgers; Econometrics, Health Economics

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

Lisa George, Associate Professor; PhD, Pennsylvania; Industrial Organization, Political Economy

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

Timothy Goodspeed, Professor; PhD, Maryland; Applied Microeconomics, Public Economics

Marjorie Honig, Professor and Department Chair; 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

Sangeeta Pratap, Associate Professor; PhD, NYU; Macroeconomics, Industrial Organization

Purvi Sevak, Assistant Professor; PhD, Michigan; Labor Economics, Public Economics

Accounting

Fatma Cebenoyan, Associate Professor; PhD, Maryland; Financial Accounting, Financial Institutions and Government Regulation.

John Kim, Associate Professor; PhD, Memphis; Financial/Cost Accounting, Operations Research

John Li, Associate Professor; PhD, Washington; Financial Reporting, International Accounting.

Avi O. Liveson, Professor; JD, Pennsylvania; Partnership Taxation, Individual Taxation

Toshiaki Mitsudome, Associate Professor; PhD, Baruch; Financial and Managerial Accounting, International Accounting

Michael E. Schleifer, Lecturer; MBA (Taxation), Pace; Auditing, Financial Accounting, Taxation

Bachelor of Arts/Master of Arts - BA/MA

Economics - BA/MA

The Department of Economics makes it possible for students to earn both a BA and an MA degree in economics within the credits required for a BA at Hunter. BA/MA students must complete the requirements for both the BA and MA degree.

Students who wish to declare the BA/MA major must have a 3.0 average in Economics and in the cumulative index, with a minimum grade of B in ECO 300, and ECO 321, and a C in Math 150, or their equivalents. Continuing in the program is contingent upon maintaining a 3.0 GPA in Economics and the cumulative index and receiving a minimum grade of B in ECO 301 and an average grade of B in Math 150 and Math 160.

Master of Arts - MA

Economics - MA

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 outcomes; 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.

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.)

Requirements for the Degree

Of the 30 credits required for the degree, at least 24 must be devoted to courses in economics. The remaining 6 may be taken in related fields with permission of the department. All candidates are required to complete the following.

ECO 70100 - Microeconomic Theory

Advanced analysis of consumer choice, including duality theory, borrowing and lending, and insurance; producer choice; game theory; externalities.

prereq: ECO 30000 WITH A GRADE OF B; MATH 15000 and MATH 16000 with average grade of B
prereq or coreq: MATH 15500

ECO 70300 - Macroeconomic Theory

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.

prereq: ECO 30100 with a grade of B; MATH 15000 and MATH 16000 with average grade of B
prereq or coreq: MATH 15500

ECO 72100 - Economic Statistics

Rigorous statistical foundation for the study of econometrics. Topics include probability theory; asymptotic theory; parameter estimation; hypothesis testing; least squares regression; matrix algebra.

prereq: ECO 32100 with a grade of B; MATH 15000 and MATH 16000 with an average grade of B
prereq or coreq: MATH 15500

ECO 72200 - Econometrics

Econometric methods for single equation models; ordinary least squares, generalized least squares, and variance estimation; maximum likelihood and limited dependent variables.

prereq: ECO 72100
prereq or coreq: MATH 16000

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 extended research paper in two of their courses and earn at least a B+ on each paper.

Master of Science - MS

Accountancy - MS

The MS in Accounting program at Hunter College is designed for students who have satisfied the academic requirements for an undergraduate degree in accounting. It will provide intensive training in accounting research, information systems, ethics, and advanced coverage of the core topics in accountancy. Students completing the program will be well equipped for a successful career in accounting. Hunter's MS in Accounting has been approved by the New York State Department of Education as a CPA licensure-qualifying program for students who have earned a BS in Accounting at Hunter College or an equivalent undergraduate program.

Beginning in August of 2009, New York State requires all CPA candidates to have completed 150-credit hours in order to sit for the Uniform CPA Examinations. The graduates of the MS program will be able to fulfill this requirement.

The MS program is a 30-credit program consisting of six required courses, two accounting electives, and two non-accounting electives. It can be pursued on a full-time or part-time basis. The program curriculum and admission requirements are outlined below. The accounting faculty within the Economics Department at Hunter College has established a record of teaching excellence, and has produced research of the highest quality within the field of accounting.

Requirements for Admission

A BS degree in Accounting from Hunter College or the equivalent from another regionally accredited college or university with:

- An overall GPA of 2.75 and A GPA of 3.0 in accounting courses
- Two letters of recommendation
- A GMAT score
- A TOEFL score (if an applicant has received all or part of the undergraduate education in a country where English is not the native language).

Students applying with undergraduate degrees other than a BS in Accounting from Hunter may be accepted under the above standards but will need to meet the academic requirements of Hunter's BS in Accounting in addition to the requirements for the MS degree. (The undergraduate requirements include an accounting core comprised of **ECO 27100** and **27200**, Principles of Accounting I and II; **ECO 37100** and **37200**, Intermediate Accounting I and II; **ECO 47100** and **47200**, Advanced Accounting I and II; **ECO 28000** and **38000**, Business Law I and II; **ECO 37400**, Cost Accounting; **ECO 37300** and **47300**, Individual and Business Taxation; and **ECO 47500**, Auditing. For a complete description of the undergraduate requirements, see the Hunter College Undergraduate Catalog.).

Requirements for the Degree

The MS in Accounting program requires a student to earn 30 credits: 18 credits from a required core of six courses, 6 credits in accounting electives, and 6 credits in non-accounting electives, as outlined below. Additionally, a capstone research project will be undertaken as part of the required coursework.

Required courses

The following 3-credit courses are required of all students in the program:

ECO 77000 - Research Techniques in Accounting

The course will clarify the nature of accounting research for the student, and survey important research methods and techniques.

ECO 77100 - Advanced Financial Accounting Theory

Coverage will include contemporary financial reporting issues as they relate to FASB's conceptual framework, financial statement analysis, and specialized accounting areas such as cash flows, accounting for pensions, and employment benefits.

ECO 77200 - Accounting Information Systems

An introduction to information systems as they relate to organizational structure, managerial decision-making, and accounting. Topics include accounting systems and design theory, file structure, and the implementation and evaluation of systems.

ECO 66000 - Managerial Economics for Accountants

The decision making process within the firm through the prism of microeconomics. Topics include optimal pricing strategies, demand forecasting, hiring, and investment decisions. Specific analytical and quantitative tools will be developed.

prereq: ECO 32100 and either ECO 30000 or ECO 60000. The graduate adviser may waive the ECO 30000/60000 requirement in appropriate circumstances*

Hours 3

Credits 3

** If these courses have not been taken at the time of admission, they may be taken while in the MS program but will not count towards the 30 credits needed to complete the degree.*

ECO 78000 - Business Ethics, Communications, and Research Project

Ethical issues in accountancy will be covered, as well as ethical concerns in marketing, corporate social responsibility, and global operations. Business communication skills will be developed. A capstone research project will be completed.

prereq: ECO 77000

ECO 77500 - Advanced Auditing

Applies principles covered in undergraduate auditing. Topics include auditing of EDP systems; computer- assisted auditing techniques; and a review of special reports, reports on internal control, accounting and review services; and governmental auditing standards.

Note(s)

**The following may be substituted for ECO 66000 with permission of the program adviser.*

ECO 70100 - Microeconomic Theory

Advanced analysis of consumer choice, including duality theory, borrowing and lending, and insurance; producer choice; game theory; externalities.

*prereq: ECO 30000 WITH A GRADE OF B; MATH 15000 and MATH 16000 with average grade of B
prereq or coreq: MATH 15500*

Electives

An additional twelve (12) credit hours, selected from among the following 3-credit courses, are also required. Students are required to take two courses from the accounting electives and two from liberal arts (non-accounting electives).

Accounting Electives

ECO 77300 - Advanced Federal Income Taxation

Coverage will include taxation of estates, gifts, and trusts; advanced topics in corporate and partnership taxation; international tax issues, and tax research techniques.

ECO 77400 - Advanced Managerial Accounting

Trains students to help managers obtain and analyze information for decision-making, planning, control and performance evaluation. Topics include new manufacturing environments, cost behavior, inventory costing, budgeting and variance analysis.

ECO 77600 - Governmental Accounting

Accounting, reporting, and auditing issues unique to governmental and nonprofit entities, as well as multinational business entities. Special issues related to audits under GAS and for US companies operating internationally will be covered.

ECO 77700 - State and Local Taxation

State and local business and personal tax policies of the tri-state region, with an emphasis on New York State and City taxation.

Other (Non-Accounting) Electives

Any other 600- or 700-level course offered by the Hunter College Economics Department may be taken as a non-accounting elective.

Graduate level courses within the Department of Urban Affairs and Planning and the graduate program in Social Research may also be taken as electives.

Accounting

ECO 66000 - Managerial Economics for Accountants

The decision making process within the firm through the prism of microeconomics. Topics include optimal pricing strategies, demand forecasting, hiring, and investment decisions. Specific analytical and quantitative tools will be developed.

prereq: ECO 32100 and either ECO 30000 or ECO 60000. The graduate adviser may waive the ECO 30000/60000 requirement in appropriate circumstances*

Hours 3

Credits 3

** If these courses have not been taken at the time of admission, they may be taken while in the MS program but will not count towards the 30 credits needed to complete the degree.*

ECO 77000 - Research Techniques in Accounting

The course will clarify the nature of accounting research for the student, and survey important research methods and techniques.

ECO 77100 - Advanced Financial Accounting Theory

Coverage will include contemporary financial reporting issues as they relate to FASB's conceptual framework, financial statement analysis, and specialized accounting areas such as cash flows, accounting for pensions, and employment benefits.

ECO 77200 - Accounting Information Systems

An introduction to information systems as they relate to organizational structure, managerial decision-making, and accounting. Topics include accounting systems and design theory, file structure, and the implementation and evaluation of systems.

ECO 77300 - Advanced Federal Income Taxation

Coverage will include taxation of estates, gifts, and trusts; advanced topics in corporate and partnership taxation; international tax issues, and tax research techniques.

ECO 77400 - Advanced Managerial Accounting

Trains students to help managers obtain and analyze information for decision-making, planning, control and performance evaluation. Topics include new manufacturing environments, cost behavior, inventory costing, budgeting and variance analysis.

ECO 77500 - Advanced Auditing

Applies principles covered in undergraduate auditing. Topics include auditing of EDP systems; computer- assisted auditing techniques; and a review of special reports, reports on internal control, accounting and review services; and governmental auditing standards.

ECO 77600 - Governmental Accounting

Accounting, reporting, and auditing issues unique to governmental and nonprofit entities, as well as multinational business entities. Special issues related to audits under GAS and for US companies operating internationally will be covered.

ECO 77700 - State and Local Taxation

State and local business and personal tax policies of the tri-state region, with an emphasis on New York State and City taxation.

ECO 78000 - Business Ethics, Communications, and Research Project

Ethical issues in accountancy will be covered, as well as ethical concerns in marketing, corporate social responsibility, and global operations. Business communication skills will be developed. A capstone research project will be completed.

prereq: ECO 77000

Economics

ECO 70100 - Microeconomic Theory

Advanced analysis of consumer choice, including duality theory, borrowing and lending, and insurance; producer choice; game theory; externalities.

prereq: ECO 30000 WITH A GRADE OF B; MATH 15000 and MATH 16000 with average grade of B
prereq or coreq: MATH 15500

ECO 70300 - Macroeconomic Theory

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.

prereq: ECO 30100 with a grade of B; MATH 15000 and MATH 16000 with average grade of B
prereq or coreq: MATH 15500

ECO 71000 - Monetary Theory and Policy

Factors determining demand for and supply of money; theories of rate of interest; issues of monetary policy.

prereq: ECO 21000
prereq or coreq: ECO 70300 and ECO 72100

ECO 71100 - Banking and Financial Markets

Factors determining banking and financial structure in US. Issues involving financial crises and bank failure, allocation of financial resources, regulation and competition.

prereq: ECO 21000

prereq or coreq: ECO 70300 and ECO 72100

ECO 71500 - Public Finance

Principles of taxation and government spending; efficiency and equity trade offs; decentralized public finance and fiscal federalism.

prereq or coreq: ECO 70100 and ECO 72100

ECO 72100 - Economic Statistics

Rigorous statistical foundation for the study of econometrics. Topics include probability theory; asymptotic theory; parameter estimation; hypothesis testing; least squares regression; matrix algebra.

prereq: ECO 32100 with a grade of B; MATH 15000 and MATH 16000 with an average grade of B

prereq or coreq: MATH 15500

ECO 72200 - Econometrics

Econometric methods for single equation models; ordinary least squares, generalized least squares, and variance estimation; maximum likelihood and limited dependent variables.

prereq: ECO 72100

prereq or coreq: MATH 16000

ECO 72300 - Time Series and Forecasting

Econometrics of time-series data; application of autoregressive and moving average (ARIMA) models to economic data.

prereq: ECO 72200

ECO 72400 - Microeconometrics

Introduction to advanced econometric techniques commonly used in applied microeconomic research. The topics covered will be panel data, instrumental variables estimation, limited dependent variables, truncated, censored and selected samples, and duration models.

prereq: ECO 72200

ECO 72600 - Policy and Program Evaluation

Econometric techniques for evaluating programs. Topics include randomized experiments, propensity score matching, instrumental variables, difference-in-difference estimates, regression discontinuity models and the ethics of human subject research. Most of the assignments will be problems sets involving analysis of data using a statistical package and written up in the form of research reports. Estimates 5 reports of 5 pages each. One term paper of 15 pages.

prereq: ECO 72200 or STAT 70700

Hours 3

Credits 3

ECO 73000 - Economic Development

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.

prereq or coreq: ECO 70100 or ECO 70300, and ECO 72100

ECO 73200 - Economic Growth

Investigation of the issue of why some countries become rich while other do not. Study of the factors that contribute to and retard economic growth.

prereq or coreq: ECO 70100 and ECO 70300

ECO 73500 - Urban Economics

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

prereq or coreq: ECO 70100 and ECO 72100

ECO 74000 - International Trade: Theory and Policy

International trade theory and analysis of current economic problems; terms of trade; balance of payments; trade regulations and policies, international financial institutions, foreign aid, regional integration.

prereq or coreq: ECO 70100 and ECO 72100 recommended prereq or coreq: ECO 70300

ECO 74100 - International Finance

Examination of the international financial system, models of exchange rate determination, open economy macroeconomics, and international financial markets.

prereq or coreq: ECO 70100 and ECO 72100

ECO 74500 - Labor Economics

Economic theory and research on differences in employment and compensation; effects of demographic characteristics, human capital, labor unions, and income maintenance policies.

prereq or coreq: ECO 70100 and ECO 72100

ECO 74800 - Health Economics

Economic analysis of the health care industry to explain the demand for and supply of medical care. Includes analysis of behavior of consumers, producers, and insurers; and public policies to regulate the industry and to provide services for the poor and elderly.

prereq or coreq: ECO 70100 and ECO 72100

ECO 75500 - Industrial Organization

Product market decisions by firms in monopoly and oligopoly; the boundaries of the firm and vertical integration; applications to antitrust and regulatory policy.

prereq or coreq: ECO 70100 and ECO 72100

ECO 75600 - Law and Economics

A study of economic foundations of law. Topics include the role of property rights and liability rules in the control of externalities, controlling the cost of accidents, the control of criminal behavior, product failure and damage, medical malpractice. Consideration of the economic logic underlying the law.

prereq or coreq: ECO 70100 and ECO 72100

ECO 76000 - Financial Economics

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.

prereq or coreq: ECO 70100 and ECO 72100

ECO 76100 - Advanced Concepts in Financial Markets

Study of the essential techniques of pricing financial derivatives, including the Black-Scholes formula, binomial trees, and risk-neutral valuation methods. Discussion of trading strategies associated with the use of financial derivatives for different purposes, and potential problems that can arise in the application of financial derivatives.

prereq: ECO 76000

ECO 76200 - Corporate Governance

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.

prereq or coreq: ECO 70100 and ECO 72100

ECO 76500 - Games and Information

Game theory offers a framework for analyzing social interactions and emergent behavior in a very wide variety of human contexts. The purpose of this course is to offer a critical introduction to game theory and its applications.

Economic applications include the analysis of conflict and the emergence of trust and cooperation out of anarchy, the analysis of firms' strategic behavior in concentrated markets, or of herd behavior and panics in financial markets. Asymmetric information economics and mechanism- design extend game theory by exploring how the design of the rules of a game, or the initial distribution of information might affect equilibrium behavior outcomes, and therefore how one might choose to set up the rules of the game to govern their interactions.

prereq or coreq: ECO 70100

ECO 78500 - 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.

Open to MA students who have completed at least 15 cr of graduate work; may be taken only once.

ECO 79000 - Independent Study

Intensive study of special field of economics under supervision of member of graduate faculty.

prereq: permission of instructor and graduate adviser

ECO 79100 - Independent Study

Intensive study of special field of economics under supervision of member of graduate faculty.

prereq: perm instr and graduate adviser

Credits 1 cr

May be taken only once.

ECO 79500 - Economics Seminar

Special topic and research in economics.

May be repeated for credit by perm chair or graduate adviser

ECO 79800 - Thesis Research

Preparation of acceptable MA thesis under faculty supervision.

credit not granted until thesis is accepted

Economics - Courses offered upon sufficient student and faculty interest

ECO 72500 - Economics of Consumption

This course may be offered depending on student and faculty interest

ECO 73100 - American Economic History

This course may be offered depending on student and faculty interest

ECO 74700 - Income Distribution and Public Policy

This course may be offered depending on student and faculty interest

ECO 75000 - Comparative Economic Systems

This course may be offered depending on student and faculty interest

ECO 75100 - Economic Development of Latin America

This course may be offered depending on student and faculty interest

Programs and Courses in Education

School of Education

General Information

Teacher Education Programs

Graduate programs in education are designed to equip teachers with the knowledge and skills they will need to have a major and positive impact on the learning of their future students. Our programs integrate current research findings, offer exposure to best practices through coursework and field experiences, incorporate instruction in the analysis and timely use of assessment data, and include the use of case studies to ensure proper modeling of real world teacher challenges. 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 (including fieldwork); 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 performance in fieldwork settings.

Time Considerations

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 adviser 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.

Opportunities for graduate study are available during the summer. Some programs may offer day-time courses for full-time students.

Most graduate courses in education held during the academic year begin at either 4:30 PM or 7:10 PM to meet the needs of students who are employed during the day. Summer courses are offered during the day, early evening or on-line.

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

Hunter College Elementary School and Hunter College High School 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.

Accreditation

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). Many of our programs have also received national recognition status from their respective specialized professional associations.

The Office of Educational Services

1000 West Building
(212) 772-4624

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: advisement; assistance with registration; placements for fieldwork and student teaching; graduation audit; New York State certification; job placement; and various other student services such as course permits, transfers of credit, course waivers or exemptions, and leaves of absence.

The O.E.S. maintains regular office hours throughout the year and is open from 10-6 PM. Monday through Thursday and 10-4 PM. on Fridays, whenever the college is open.

Admission

Graduate admissions to the School of Education are coordinated by:

**Coordinator of Educational Services for
Admissions and Recruitment:**

Mr. Andrew King
1000 West
(212) 772-4688
edadmissions@hunter.cuny.edu

Hunter's graduate application is online:
<http://ww5.hunter.cuny.edu/graduateadmissions/applying>.

Note:

Check the admissions website for due dates. Students who have taken postsecondary coursework outside the USA have an earlier due date to submit applications. See the International Student portion of the admissions website <http://studentservices.hunter.cuny.edu/international.htm>.

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. Admission to programs is competitive; meeting the minimum admission requirements does not ensure admission.

Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit an official TOEFL score report. These applicants must score at least a 575 on the paper-administered test or 233 on the computer administered test or 68 (less speaking component) on the TOEFL IBT. They must score at least 4.5 on the Test of Written English (TWE) or 22 on the IBT Writing Section; and 45 on the Test of Spoken English (TSE) or 23 on the IBT Speaking section. The Teaching English to Speakers of Other Languages Programs (TESOL) program has its own requirements.

Admission 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.

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. Students wishing to change from one track in their program to another must complete a change of major form, available in 1000 West Building.

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 from probation.

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.

Candidates should consult their program coordinator or adviser about the comprehensive examination or culminating project at least one year in advance of the expected date of graduation.

All graduate students are expected to demonstrate competence in the use of technology. Most programs require passing the School of Education technological competency assessment before graduation. All students are assigned a college e-mail address to which important announcements and materials are sent.

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."

The following limitations apply:

1. 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.
2. Courses for which transfer and approval of credit are sought must have been completed within five years preceding the anticipated date of graduation.
3. Application for transfer and approval of course credits taken prior to matriculation may be made after registering for the first semester of matriculation.
4. Transfer of credit can only be granted for courses with grades of B or better.

Permit Credit

Graduate courses taken at other colleges or universities after matriculation are considered "Permit" credit. Students planning to take courses "on permit" at other colleges or universities during the period of matriculation must request and receive permission prior to taking the course. The student should obtain the appropriate form in Room 1000 West Building; attach course descriptions and obtain appropriate signatures from the department office; and return the completed form to Room 1000 West Building.

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 matriculated students in programs that lead to New York State Certification and who do not have prior NYS teacher certification 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. Any student who fails the LAST may be required to enroll in a reading/writing course before being permitted to register for any additional courses.

The School of Education has an outstanding pass rate on the New York State Teacher Certification Examinations. The pass rate on the LAST for 2009-2010 was 100%; the pass rate on the ATS-W (Assessment of Teaching Skills-Written) for 2009-2010 was also 100%.

Student Teaching, Field Experiences and Practica

All teacher preparation, counseling, and school leadership programs require field experiences and student teaching or practica. Students must apply for student teaching 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 adviser is necessary in developing a program plan. All field experiences, practica, and student teaching take place in New York City schools. Applicants for admission and teacher candidates should be aware of this policy when planning their programs.

Graduation

All potential graduates must apply for graduation within the first three weeks of the semester in which they plan to graduate. A graduation audit form may be obtained from our website: <http://hunter.cuny.edu/education> under Current Students, Degree Audit. Completed graduation audits must be returned to Room 1000 West Building.

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 be recommended for certification the student must complete the approved program of study, and file an on-line application for certification. Instructions for applying for certification are available in the Office of Educational Services and on the School of Education website.

Students must pass the required New York State Teacher Certification Examinations (NYSTCE) in order to be granted certification by the State. For an initial certificate, the State of New York requires the applicant to pass three examinations: the Liberal Arts and Science Test (LAST), the Assessment of Teaching Skills-Written (ATS-W) and the appropriate Content Specialty Test (CST) for their certificate. The ATS-W is offered at the elementary and secondary levels; students should check with the Office of Educational Services or an adviser if they are unsure about which version to take.

Students must officially graduate from one of our approved preparation programs in order to receive a recommendation for NYS Teacher 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 at tcert.@hunter.cuny.edu.

Administration and Faculty

Acting Dean:

David Steiner
Klara & Larry Silverstein Dean
1000 West
(212) 772-4622

Associate Dean:

Carla Asher
1000 West
(212) 772-4621

Acting Senior Associate Dean:

Sherryl Graves
1024 West
(212) 650-3375

**Educational Services Coordinator for
Admissions and Recruitment:**

Andrew King
1000 West
(212) 772-4688

**Educational Services Coordinator
for Current Students:**

Christina Kim
1000 West
(212) 772-4629

Departmental Chairs:

Department of Curriculum and Teaching
Jennifer Tuten
906 West
(212) 772-4639

Department of Educational Foundations
Gess LeBlanc
1016 West
(212) 772-4710

Department of Special Education
David Connor
909 West
(212) 772-4746

Website: www.hunter.cuny.edu/education

Faculty

Curriculum and Teaching

Laura Baecher, Assistant Professor; EdD, Teachers College, Columbia; TESOL

Carmen Sherry Brown; Assistant Professor, EdD Buffalo; Early Childhood Education

Nadine Bryce, Assistant Professor; EdD, Teachers College, Columbia; Reading and Language Arts

Jenny Castillo, Associate Professor; PhD, CUNY; Hispanic and Luso-Brazilian Literature

Brian Collins, Assistant Professor; PhD, NYU; Bilingual Education

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

Ann Ebe, Assistant Professor; PhD, Univ. of Arizona; Language Reading and Culture: Reading and Writing Processes, Uses and Research

Anne M. Ediger, Professor; PhD, UCLA; Applied Linguistic

Terrie Epstein, Professor; EdD, Harvard; Education

Timothy Farnsworth, Assistant Professor; PhD, UCLA; Applied Linguistics

Dolores Fernández, University Professor; PhD, Hofstra; Language and Cognition

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

Robert Gyles, Professor; PhD, NYU; Mathematics Education/Curriculum and Instruction

Yang Hu, Associate Professor; EdD, Teachers College, Columbia; English Education

Kathleen Isaac, Distinguished Lecturer; MA, NYU; Dance Education

Deborah Ann Jensen, Associate Professor; PhD, Fordham; Language, Literacy and Learning

Marcia Knoll, Associate Professor; EdD, St. John's; Curriculum and Teaching

Karen Koellner, Associate Professor; PhD, Arizona State; Mathematics

Patricia Martin, Lecturer; PhD CUNY; Clinical Psychology

John Niman, Professor; PhD, Columbia; Mathematics and Mathematics Education

Janet Patti, Professor; EdD, Northern Arizona; Education

Lacey Peters, Assistant Professor; PhD Arizona State; Early Childhood Education

Anthony Picciano, Professor; PhD, Fordham Univ.; Educational Administration, Technology

Jody Polleck, Assistant Professor; PhD, NYU; English Education

Dennis Robbins, Associate Professor; EdD, Teachers College, Columbia; Science Education

Christine Rosalia, Assistant Professor; PhD, Teachers College, Columbia; Educational Communications & Technology

Melissa Schieble, Assistant Professor; PhD, Univ. of Wisconsin-Madison; Curriculum/Instruction

Debbie Sonu, Assistant Professor; EdD, Teacher's College, Columbia; Curriculum and Teaching Urban-Multicultural Education

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

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

John Toth, Distinguished Lecturer; PhD, European Graduate School; Media & Communications

Jenny Tuten, Associate Professor and Chair; PhD, Fordham; Language and Literacy Education

Rachael Welder, Assistant Professor; PhD, Montana State; Mathematics and Mathematics Education

Sandra Wilde, Professor; PhD, Univ. of Arizona; Elementary Education

Jason Wirtz, Assistant Professor; PhD, Michigan State; Rhetoric and Writing

Educational Foundations

Markus Bidell, Associate Professor; PhD, Univ. of California, Santa Barbara; Clinical Counseling/School Psychology

Sarah Bonner, Associate Professor; PhD, Univ. of Arizona; Educational Psychology

Tamara Buckley, Associate Professor; PhD, Teachers College, Columbia; Counseling Psychology

Elizabeth Cardoso, Professor; PhD, Univ. of Wisconsin-Madison; Psychology

Peggy Pei-I Chen, Associate Professor; PhD, CUNY; Educational Psychology

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

Jorge Fuentes, Assistant Professor; EdD Grambling State; Student Development and Personnel Affairs

Sherryl Browne Graves, Professor and Acting Senior Associate Dean; PhD, Harvard; Clinical Psychology, Public Practice

Priscilla Hambrick-Dixon, Associate Professor; PhD, Univ. of Michigan; Education, Psychology

Calliope Haritos, Associate Professor; PhD, CUNY; Developmental Psychology

John Keegan, Assistant Professor; PhD, Univ. of Wisconsin-Madison; Rehabilitation Psychology

Mario A. Kelly, Associate Professor; EdD, Univ. of Rochester; Developmental/Educational Psychology

Kimberly Kinsler, Professor; PhD, CUNY; Educational Psychology

Michelle Lask, Distinguished Lecturer, EdM, Teachers College; Psychological Counseling

Gess LeBlanc, Associate Professor and Chair; PhD, CUNY; Developmental Psychology

Fredericka Liggins, Lecturer; MEd, Fordham; Counseling and Personnel Services

Stephaney Morrison, Assistant Professor; PhD, Western Michigan Univ.; Counseling Education

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

Cynthia Walley, Assistant Professor; PhD, Old Dominion; Counseling

Jeanne Weiler, Associate Professor; PhD, SUNY (Stony Brook); Social Foundations of Education

Arnold Wolf, Professor; PhD, NYU; Philosophy

Special Education

Jamie Bleiweiss, Assistant Professor; PhD, SUNY (Stony Brook); Clinical Psychology

Elissa Brown, Distinguished Lecturer, PhD, College of William and Mary; Educational Policy, Planning and Leadership

David Connor, Associate Professor and Chair; EdD, Teachers College, Columbia; Curriculum and Teaching, Learning Disabilities

Donia Fahim, Assistant Professor; PhD, Birkbeck College, London; Applied Linguistics

Elaine Gale, Assistant Professor; PhD, Univ. of Colorado, Boulder; Speech, Language and Hearing Sciences

Katherine Garnett, Professor; EdD, Columbia; Assessment and Curriculum Development–Learning Disabilities

Sara Hines, Assistant Professor; PhD, Univ. of Maryland, College Park; Special Education

Timothy Lackaye, Assistant Professor; EdD, Teachers College, Columbia; Learning Disabilities

Thomas C. McIntyre, Professor; PhD, Univ. of Connecticut; Emotional and Behavior Disorders

Angela Mouzakitis, Assistant Professor; PhD, CUNY; School Psychology

Jennifer Samson, Assistant Professor; EdD, Harvard ; Human Development and Psychology

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

Ellen Trief, Professor; EdD, Teachers College, Columbia; Visual Impairment, Severe/Multiple Disabilities

Master of Arts - MA

Graduate Adolescent Education Course Sequence: Mathematics Track I

(37-39 credits)

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

*Hours 45 hrs,
Credits 3 cr*

SEDC 72000 - Adolescent Health and Safety

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.

*Hours 15 hrs,
Credits 1 cr*

Take Either

SEDC 75300 - Student Teaching in Mathematics, Grades 7–12

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.

*prereq: SEDC 72300, SEDF 70600
Hours 30 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr*

Or One of the Following

SEDC 76310 - Student Teaching in Mathematics, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member and a certified mathematics 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.

*prereq: SEDC 72300
prereq or coreq: SEDF 70600
Hours 30 hrs, 30 days student teaching plus conferences,
Credits 3 cr
Students who enroll in SEDC 76310 must also complete SEDC 76320 or SEDC 77320.*

SEDC 77310 - Practicum in Mathematics, Grades 7–9

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 77310 must also take SEDC 77320 .

*prereq: SEDC 72300
Hours 30 hrs plus conferences,
Credits 2 cr*

Plus One of the Following

SEDC 76320 - Student Teaching in Mathematics, Grades 10–12

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.

prereq: SEDC 72300

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76320 must also complete SEDC 76310 or SEDC 77310.

SEDC 77320 - Practicum in Mathematics, Grades 10-12

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 SEDC 77310 .

prereq: SEDC 723, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Mathematics and Statistics Department Courses for Track I

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

prereq: Calculus II and a course in linear or matrix algebra

Hours 45 hrs,

Credits 3 cr

Open only to Teacher Education Program students.

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

Hours 45

Credits 3

Open only to Teacher Education Program students.

MATH 64000 - 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.

prereq: MATH 63000

Hours 45

Credits 3

Open only to Teacher Education Program students

MATH 66100 - 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.

Hours 45

Credits 3

STAT 61400 - Data Analysis Using Statistical Software

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.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

Culminating Experiences

- Comprehensive examination in two parts: mathematics and pedagogy
- Professional teaching portfolio

Note(s)

* Students who present certain courses and prior experience may be able to substitute another course or seminar(s) with approval of graduate mathematics adviser. See mathematics and statistics department.

See the Mathematics and Statistics section of the catalog for information about the comprehensive examination in mathematics.

Graduate Adolescent Education Course Sequence: Mathematics Track II

(34.5-38 credits)

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.

Education Courses

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

One of the Following:

SEDC 76310 - Student Teaching in Mathematics, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member and a certified mathematics 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.

prereq: SEDC 72300

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76310 must also complete SEDC 76320 or SEDC 77320.

SEDC 77310 - Practicum in Mathematics, Grades 7–9

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 77310 must also take SEDC 77320 .

prereq: SEDC 72300

Hours 30 hrs plus conferences,

Credits 2 cr

Plus One of the Following

SEDC 76320 - Student Teaching in Mathematics, Grades 10–12

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.

prereq: SEDC 72300

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76320 must also complete SEDC 76310 or SEDC 77310.

SEDC 77320 - Practicum in Mathematics, Grades 10-12

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 SEDC 77310 .

prereq: SEDC 723, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Mathematics and Statistics Department Courses for Track II

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

prereq: Calculus II and a course in linear or matrix algebra

Hours 45 hrs,

Credits 3 cr

Open only to Teacher Education Program students.

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

Hours 45

Credits 3

Open only to Teacher Education Program students.

MATH 64000 - 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.

prereq: MATH 63000

Hours 45

Credits 3

Open only to Teacher Education Program students

MATH 62100 - Introduction to Abstract Algebra

Introduction to the theory of groups and rings.

prereq: a course in linear algebra

*Hours 45 hrs,
Credits 3 cr*

MATH 62300 - Theory of Numbers

Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.

*prereq: a course in linear algebra
Hours 45 hrs,
Credits 3 cr*

MATH 66100 - 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.

*Hours 45
Credits 3*

STAT 61400 - Data Analysis Using Statistical Software

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.

*prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged
Hours 45
Credits 3*

Electives

- Courses in math and statistics or such areas as computer science, with approval of graduate mathematics adviser. 4 1/2 – 6 cr

Culminating Experiences

- Comprehensive examination in two parts: mathematics and pedagogy
- Professional teaching portfolio

Note(s)

** Students who present certain courses and prior experience may be able to substitute another course or seminar(s) with approval of graduate mathematics adviser. See mathematics and statistics department.*

TESOL Program 2

TESOL Pre-K-12 Program for Students with Prior Certification

Admission Requirements

The Pre-K-12 Program 2 is intended for students who already have prior New York State certification in another subject area. Students completing this program qualify for New York State certification in TESOL, in this case, an additional certification.

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.
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 a 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; students with disabilities; or literacy).
4. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample.
5. Submission of two letters of recommendation, to be included in the graduate application.
6. Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit an official TOEFL score report. These applicants must score at least a 600 on the paper-administered test or 250 on the computer-administered test or 75 (less speaking component) on the TOEFL IBT. They must score at least 5.0 on the Test of Written English (TWE) or 24 on the IBT Writing Section; and 50 on the Test of Spoken English (TSE) or 26 on the IBT Speaking Section.

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subjects as well as in teacher education, in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. Program 1 students must take the Liberal Arts and Sciences Test (LAST) of the New York State Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in a college writing

course or workshop series approved by an adviser before being permitted to register for any additional courses.

B. Fieldwork Benchmarks

Students must receive a grade of at least B in EDESL 79610 , EDESL 78500 and EDESL 78800 .Any student who receives a grade of B-, C+ or C must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU will not be allowed to continue in the program.

TESOL Program 2 Course of Study

Total Credits: 25-37 credits

Core Requirements

EDESL 79620 - Methodology of Teaching English to Speakers of Other Languages

An overview of program types and classroom options for teaching English to speakers of other languages. The course covers basic language teaching methods, options for classroom management, and setting up optimal learning environments. Required of students in Programs 2 and 3.

Hours includes 20 hours fieldwork

Credits 4

20 hours fieldwork

LING 70200 - Analysis and Structure of English from a Pedagogical Perspective

A comprehensive overview of the English Language for teachers of ESL, covering the sound system, systems of meaning making, orthographic and other representations, and the structures of English, with a specific focus on and application to teaching ESL. Required for students in Programs 1, 2, and 3.

Hours includes 10 hrs fieldwork

Credits 4

LING 77400 - Theory and Research in Second Language Acquisition and Learning

A survey of current theory and research in second language acquisition with particular reference of the acquisition of English and applications of the classroom. Includes introduction to research methodology. Required of students in Program 1, 2, and 3.

prereq: G LING 70200

Credits 4

5 hours of field work.

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

prereq or coreq: G LING 70200

Credits 4

10 hours of field experience.

EDESL 77100 - K-12 ESL Curriculum and Materials through the Content Areas

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.

prereq: EDESL 79600/79610

prereq or coreq: G EDESL 79600 or G EDESL 79610 or G EDESL 79620

Hours includes 20 hrs fieldwork in K-12 classrooms

Credits 4

20 hrs fieldwork.

EDESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL

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. Includes identification and diagnosis of ESL students with special needs. Required of students in **Program 1** and **Program 2**.

prereq: EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser

Credits 4

includes 10 hrs fieldwork

EDESL 77200 - First and Second Language, and Technological Literacy in K-12 ESL

An in-depth treatment of theory and practice in the teaching of literacy skills, including technological, to English language learners in the public schools. Required of students in both Pre-K-12 Programs 1 and 2.

prereq: LING 70200

Hours includes 10 hrs fieldwork

Credits 4

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

Plus One of the Following:

EDESL 78500 - Supervised Student Teaching, Pre-K-6 and 7-12

Two-semester supervised student teaching experience in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs seminar plus student teaching and conference

Credits 2

this is a year-long course

EDESL 78800 - Supervised Practicum, Pre-K-6 and 7-12

Two-semester supervised practicum in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs seminar plus student teaching and conference

Credits 2

this is a year-long course

And One of the Following:

EDESL 76000 - Master's Essay Seminar in Educational Research

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits or permission of TESOL adviser

Credits 4

Comprehensive Examination

Note(s)

Students may be exempted from up to eight credits if they have taken equivalent course work elsewhere

**Student Teaching is a year-long course. Students must complete 60 days during one semester at the K-6 level, and 60 days during the other semester at the 7-12 level. Student teachers may start their student teaching in either the fall or spring semester.*

***Practicum Teaching is a year-long course. Students are expected to be in the classroom during the entire year of teaching. Practicum students may start their practicum in either the fall or spring semester.*

Exit Standards

1. A passing score on the comprehensive examination or successful completion of a master's essay (EDES 76000).
2. Students must demonstrate graduate-level academic oral and written communication skills in their coursework, and the ability to serve as appropriate models of the English language for their future students. Students who cannot demonstrate this level of language ability must take a non-credit writing course offered by the School of Education in order to enroll in any courses after completing 12 credits.
3. An overall GPA of 3.0.
4. Students must pass the School of Education technology assessment.

Master of Science in Education - MSED

Early Childhood Education, Birth through Grade 2: Program 1

(For applicants who do not hold New York State Certification)

Admission 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: 9 credits in math and science with at least one course in math and one course in science (a course in calculus meets 6 credits of this requirements); 6 credits in English; 6 credits in social studies (of which at least one course must be in history or geography); 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement); 3 credits in the arts; and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).
4. A personal statement as part of the application for admission.
5. Two letters of recommendation.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. Program 1 students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any additional courses.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

Program 1 students must receive a grade of at least B in fieldwork (ECC 712). Any student who receives a grade of B-, C+ or C must apply to the Chairperson of the Department for permission to repeat the course, 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. 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).
4. Students must pass the School of Education technology assessment.

Early Childhood Course of Study — Program 1:

36-42 credits

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*

ECC 70500 - Language and Literacy: Birth through Kindergarten

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.)

*prereq or coreq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70600 - Language and Literacy: K through Grade 2

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.)

prereq or coreq: ECC 70500 (early childhood students only)

Hours 45 hrs,

Credits 3 cr

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400

prereq or coreq: 70500 or 70600

Hours 15 hrs,

Credits 1 cr

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 71000 - Early Childhood Mathematics: Birth through Grade 2

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.)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71100 - Science in Early Childhood Education: Birth through Grade 2

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.)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

Hours 15 hrs,

Credits 1 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71600 - Student Teaching in Early Childhood Settings

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.(Birth– 3, preK–2)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only))

Hours 30 hrs of seminar plus 40 days of student teaching for students who are not teaching in an early childhood program

Or

ECC 71700 - Supervised Practicum in Early Childhood

Teaching practicum for students in early childhood education. Students who take ECC 717 must also complete ECC 71800 . (Not for students who have completed ECC 716.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1)

*Hours 15 hrs of seminar plus conferences,
Credits 1 cr*

Plus

ECC 71800 - Early Childhood Student Teaching

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 71700 . (Also offered during the summer.) (Not for students who have completed ECC 716.)

prereq: prereqs: ECF 702; ECC 703, 704 (program 2) or 705 and 706 (program 1), 707, 708, 709 (program 2) or 710 and 711 (program 1), 712 (program 1)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

Total credits: 36-42

Note(s)

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 71951 , ECC 71952 , ECC 71953 (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. Students may be exempted from up to 6 credits (Program 1) or 5 credits (Program 2) based on prior equivalent course work.

Early Childhood Education, Birth through Grade 2: Program 2

Admission Requirements: Program 2

(For students with New York State teacher certification.)

1. Undergraduate degree with GPA of 2.8 or master's degree with GPA of 3.5 or better.
2. New York State initial, professional, or permanent teacher certification in childhood education, elementary education Pre-K-6, special education, or TESOL.
3. A personal statement.
4. Two letters of recommendation.

Progress Standards

A. 12 Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

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).
4. Students must pass the School of Education technology assessment.

Early Childhood Course of Study — Program 2:

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400

prereq or coreq: 70500 or 70600

Hours 15 hrs,

Credits 1 cr

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

*Hours 45 hrs,
Credits 3 cr*

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

*prereq or coreq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 71500 - Educational Technology in Early Childhood

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.

*Hours 15 hrs,
Credits 1 cr*

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71600 - Student Teaching in Early Childhood Settings

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.(Birth– 3, preK–2)

*prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only))
Hours 30 hrs of seminar plus 40 days of student teaching for students who are not teaching in an early childhood program*

Or

ECC 71700 - Supervised Practicum in Early Childhood

Teaching practicum for students in early childhood education. Students who take ECC 717 must also complete ECC 71800 . (Not for students who have completed ECC 716.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1)

*Hours 15 hrs of seminar plus conferences,
Credits 1 cr*

Plus

ECC 71800 - Early Childhood Student Teaching

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 71700 . (Also offered during the summer.) (Not for students who have completed ECC 716.)

prereq: prereqs: ECF 702; ECC 703, 704 (program 2) or 705 and 706 (program 1), 707, 708, 709 (program 2) or 710 and 711 (program 1), 712 (program 1)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

Total credits: 30-35

Note(s)

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 71951 , ECC 71952 , ECC 71953 (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. Students may be exempted from up to 6 credits (Program 1) or 5 credits (Program 2) based on prior equivalent course work.

ADSUP 70400 - Leadership to Enhance Human Resources

Interpersonal and group relationships applied to administrative and supervisory functions in schools and districts; intensive experience in group process and the development of a positive school climate and culture.

*Hours 60 hours plus 25 to 35 hrs of leadership experiences in field-work
Credits 4*

ADSUP 71500 - Supervision for the Improvement of Instruction

An examination of varied productive supervisory techniques which promote the improvement of instruction and enhance the supervisory process.

Hours 60 hours plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 71600 - Leadership Strategies for School Reform

An introduction to leadership theory, school, district reform and the school principalship. Leadership theory is explored from a systems perspective with a focus on both the theoretical and practical tools for promoting school and district change that leads to high levels of student achievement.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 71700 - Seminar in Evaluating and Applying Educational Research

This course provides students seeking to be educational leaders with the theoretical and the practical considerations for evaluating, conducting and using research in schools and school districts.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 72100 - Legal Issues, Finance, Facilities and Operations

A study of school legal issues finance and budgeting. Processes and cases from New York State, New York City, local school district and building level management of operations and facilities.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work
Credits 4

ADSUP 73100 - Using Data, Technology and Assessment to Plan and Design Curriculum and Instruction

This course provides students seeking to be instructional leaders with both the theoretical and the practical considerations necessary for using technology, data, and assessment to plan and design curriculum for effective instruction.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 74100 - School District Leadership: Problems and Issues

System-wide administrators must combine the elements of vision, with instructional and administrative leadership in order to guide learning organizations. They must develop skills, strategies and knowledge of the leading educational issues they are facing to be able to create collaborative, safe, and successful educational environments capable of being successful.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work
Credits 4

ADSUP 75100 - District and School Based Field Experience Seminar in Administration and Supervision

Intensive applications of program knowledge, skills and dispositions in school and district field settings available to the student, and a 40 hour seminar that includes a two-hour unit on each of both child abuse prevention and violence prevention.

Hours 60 hrs plus 200 hrs of leadership experiences in field work stipulated in a contract
Credits 4

CEDC 70000 - The Art of Effective Teaching

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.

prereq or coreq: CEDF 70900
Hours includes 5 hrs of fieldwork

CEDCF 70050 - The Art and Science of Effective Teaching

This course is designed to introduce pre-service bilingual and TESOL 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.

Hours includes 5 hrs of fieldwork

EDESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL

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. Includes identification and diagnosis of ESL students with special needs. Required of students in **Program 1** and **Program 2**.

prereq: EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser

Credits 4

includes 10 hrs fieldwork

Administration & Supervision Programs

Advanced Certificate

School Building Leader/School District Leader - Advanced Certificate

Program Coordinator:

Marcia Knoll; 1025 West Building; (212) 772-4761; mknoll@hunter.cuny.edu

Hunter College offers qualified candidates a program in the administration and supervision of nursery, Pre-K, elementary, and secondary schools. The program leads to an advanced certificate granted by Hunter College. Students who complete the program qualify for New York State certification as school building leader (SBL) and school district leader (SDL). Leadership experiences of 25-35 hours, which provide field applications of course knowledge, skills and dispositions, are required in each course in the program. Students must also pass the required NY State exams to be certified in SBL and SDL.

All students must meet with a faculty member for advisement prior to registration each semester. All courses must be completed in five years.

Admission Requirements

1. Completion of an approved master's degree with a minimum average of B (3.0).
2. NYS certification as a teacher and/or pupil personnel service provider within grades N-12 is required.
3. A minimum of three years of approved teaching and/or school service within grades N-12 under regular appointment (or its equivalent for counselors, social workers, and school psychologists) or two years approved teaching and/or school service and at least one year of relevant management/leadership experience.
4. Submission of two letters of recommendation, including a letter of support from the candidate's immediate site supervisor
5. Promise of success in educational supervision and administration as determined by the completion of a comprehensive interview process that includes both oral and written activities.

Total Credits 32

ADSUP 70400 - Leadership to Enhance Human Resources

Interpersonal and group relationships applied to administrative and supervisory functions in schools and districts; intensive experience in group process and the development of a positive school climate and culture.

Hours 60 hours plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 71500 - Supervision for the Improvement of Instruction

An examination of varied productive supervisory techniques which promote the improvement of instruction and enhance the supervisory process.

Hours 60 hours plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 71600 - Leadership Strategies for School Reform

An introduction to leadership theory, school, district reform and the school principalship. Leadership theory is explored from a systems perspective with a focus on both the theoretical and practical tools for promoting school and district change that leads to high levels of student achievement.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 71700 - Seminar in Evaluating and Applying Educational Research

This course provides students seeking to be educational leaders with the theoretical and the practical considerations for evaluating, conducting and using research in schools and school districts.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 72100 - Legal Issues, Finance, Facilities and Operations

A study of school legal issues finance and budgeting. Processes and cases from New York State, New York City, local school district and building level management of operations and facilities.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work
Credits 4

ADSUP 73100 - Using Data, Technology and Assessment to Plan and Design Curriculum and Instruction

This course provides students seeking to be instructional leaders with both the theoretical and the practical considerations necessary for using technology, data, and assessment to plan and design curriculum for effective instruction.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 75100 - District and School Based Field Experience Seminar in Administration and Supervision

Intensive applications of program knowledge, skills and dispositions in school and district field settings available to the student, and a 40 hour seminar that includes a two-hour unit on each of both child abuse prevention and violence prevention.

Hours 60 hrs plus 200 hrs of leadership experiences in field work stipulated in a contract
Credits 4

ADSUP 74100 - School District Leadership: Problems and Issues

System-wide administrators must combine the elements of vision, with instructional and administrative leadership in order to guide learning organizations. They must develop skills, strategies and knowledge of the leading educational issues they are facing to be able to create collaborative, safe, and successful educational environments capable of being successful.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work
Credits 4

Exit Requirements

1. The culminating experiences of the program consist of an oral exit interview and a program portfolio review of selected leadership experiences and reflections on the learning process.
2. Students must pass the School of Education technology assessment.
3. Passing both parts of the NYSTCE School District Leader exam.

Adolescent Education Programs

Master of Arts - MA / Advanced Certificate

Adolescent Biology - MA / Advanced Certificate

Education Adviser

Stephen Demeo
(212) 772-4776
908 West
sdemeo@hunter.cuny.edu

Biology Department Adviser (master's degree only)

Patricia Rockwell
(212) 650-3234
821 North
rockwell@genectr.hunter.cuny.edu

These programs are designed to serve individuals who do not have initial, professional or permanent certification in the teaching of science.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative GPA of 2.8.
2. A minimum of 21 credits in biology to include a year of introductory biology with laboratory and a semester of organic chemistry.
3. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and one course in calculus.
4. Two professional references to be included with the application for admission.
5. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in biology and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College. Coursework at either the undergraduate or graduate level must include a course in introductory biology with laboratory and a semester of organic chemistry.

2. A general education core in the liberal arts and sciences to include the following (in addition to biology): 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and one course in calculus.

3. Two professional references to be included with the application for admission.

4. A personal statement to be completed as part of the application for admission.

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in biology.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop series for teachers before being permitted to register for any further courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Biology Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Biology courses listed below. (For other biology courses, go to Biological Sciences)

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

37-41 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

41-44 credits: Master's Degree program for students who matriculated on or after Fall 2011.

Education Courses for Advanced Certificate and Master's Degree Programs

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12

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.

prereq: SEDC 71300

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork
Credits 3

Take either

SEDC 75401 - Student Teaching in Biology, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

prereq or coreq: SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77411 - Practicum in Biology, Grades 7–9

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Students who take SEDC 774.11 must also take SEDC 774.21.

plus

SEDC 77421 - Practicum in Biology, Grades 10-12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Students who take SEDC 77421 must also take SEDC 77411.

Biological Science Courses for Master's Degree Programs

BIOL 61055 - Laboratory Workshop in Biology Education

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.

prereq: a graduate course in biology or permission of instructor
Hours 120 hrs,
Credits 3 cr

BIOL 63000 - 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.

prereq: BIOL 61055 or permission of instructor

BIOL 66000 - Challenging Concepts in the Biological Sciences

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.

prereq: BIOL 61055, BIOL 63000, and one elective course or permission of instructor
Hours 4 hrs,
Credits 4 cr

Category A:

For students who have completed molecular biology and molecular genetics at the undergraduate level. Choose one:

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)
Hours 60 lec,
Credits 4 cr
fall only

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry
Hours 75 hrs,
Credits 5 cr
fall only

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry

Hours 60 hrs,

Credits 4 cr

spring only

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,

Credits 4 cr

Spring only

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 60000 - Molecular Biology for Science Teachers

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.

prereq: An undergraduate degree in Biology and a course in Organic Chemistry and permission of instructor.

Fall only

BIOL 60210 - Molecular Genetics for Science Teachers

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.

prereq: BIOL 60000 or equivalent and permission of instructor

Spring only

Culminating Experiences

- Professional teaching portfolio

Culminating Project in Biology:

Students will be expected either to prepare a research proposal or to conduct a research project while enrolled in the following, which serves as the capstone course in biology.

BIOL 66000 - Challenging Concepts in the Biological Sciences

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.

prereq: BIOL 61055, BIOL 63000, and one elective course or permission of instructor

Hours 4 hrs,

Credits 4 cr

Exit Standards

An overall GPA of 3.0.

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students will also be expected to prepare a research proposal or to conduct a research project while enrolled in BIOL 66000 - Challenging Concepts in the Biological Sciences, which serves as the capstone course in biology.

Students must pass the School of Education technology assessment.

Adolescent Chemistry - MA / Advanced Certificate

Education Adviser Stephen Demeo; (212) 772-4776; sdemeo@hunter.cuny.edu

Chemistry Department Adviser (Master's Degree only) Pamela Mills; (212) 772-5331; pam.mills@hunter.cuny.edu

These programs are designed to serve individuals who do not have initial, professional or permanent certification in the teaching of science.

Admission Requirements

Master's Degree

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 minimum of 29 credits in science and mathematics to include two years of chemistry (general and organic), one year of introductory physics with laboratory, and one semester of calculus.

3. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and one college course in calculus.
4. Two professional references to be included with the application for admission.
5. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in chemistry and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College. Coursework at either the undergraduate or graduate level must include a course in introductory chemistry with laboratory, one year of introductory physics with laboratory, and one semester of calculus.
2. A general education core in the liberal arts and sciences to include the following (in addition to chemistry): 6 credits in English, 6 credits in a language other than English (3 years of the same language in high school with a grade of "C" or better satisfies this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and one college course in calculus.
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in chemistry.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Chemistry Course of Study

Education Courses

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Chemistry courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

37-41 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

41-44 credits: Master's Degree program for students who matriculated on or after Fall 2011.

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12

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.

prereq: SEDC 71300

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

Take Either

SEDC 75402 - Student Teaching in Chemistry, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

Or

SEDC 77412 - Practicum in Chemistry, Grades 7–9

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Students who take SEDC 77412 must also take SEDC 77422.

Plus One of the Following

SEDC 77422 - Practicum in Chemistry, Grades 10–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Students who take SEDC 77422 must also take SEDC 77412.

Chemistry Courses

For Master's Degree Program Only (For other chemistry courses go to, Chemistry Department)

Minimum of 15 credits

CHEM 65500 - Demonstrations, Models, and Technology

Demonstrations, models, and technology.

Credits 3 cr

CHEM 63000 - 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.

prereq: permission of instructor

Credits 3

CHEM 66000 - Challenging Concepts in Chemistry

Overview of research and theory related to misconceptions in chemistry. 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.

Hours 4 hrs,

Credits 4 cr

- Two electives chosen from 600- or 700-level courses in chemistry or biochemistry at least 5 cr.

for students who have not taken physical chemistry, one of the electives must be:

CHEM 65000 - Biophysical Chemistry

Essential physical chemical principles as applied to biological problems. Emphasis on kinetics, thermodynamics, equilibria.

prereq: 1 year organic chemistry, 1 year biology, MATH 15000 or equivalent

Hours 4 hrs,

Credits 4 cr

Fall

Culminating Experiences

- Professional teaching portfolio

Culminating Project in Chemistry:

See Exit Standards

CHEM 66000 - Challenging Concepts in Chemistry

Overview of research and theory related to misconceptions in chemistry. 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.

*Hours 4 hrs,
Credits 4 cr*

Exit Standards

An overall GPA of 3.0

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students will also be expected to either prepare a research proposal or to conduct a research project while enrolled in CHEM 66000 - Challenging Concepts in Chemistry, which serves as the capstone course in chemistry.

Students must pass the School of Education technology assessment.

Adolescent Earth Science - MA / Advanced Certificate

Education Adviser Stephen Demeo; (212) 772-4776; 908 West Building; sdemeo@hunter.cuny.edu

Geography Department General Advising Jochen Albrecht; 1030 North Building; (212) 772-5221; geog@geo.hunter.cuny.edu

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

Admission Requirements

Master's Degree

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 the liberal 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 (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 6 credits in math/technology (a college course in calculus meets this requirement).
5. Two professional references to be included with the application for matriculation.
6. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in earth science and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College. Coursework at either the undergraduate or graduate level must include a course in introductory earth science with laboratory, one of introductory physics with laboratory, and one semester of calculus.
2. A general education core in the liberal arts and sciences to include the following (in addition to earth science): 6 credits in English, 6 credits in a language other than English (3 years of the same language in high school with a grade of "C" or better satisfies this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and one college course in calculus.
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in earth science.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Earth Science Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Geography courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

38-41 credits: Master's Degree program for students who matriculated on or after Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

42-44 credits: Master's Degree program for students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12

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.

prereq: SEDC 71300

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

Take Either

SEDC 75404 - Student Teaching in Earth Science, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

Or

SEDC 77414 - Practicum in Earth Science, Grades 7–9

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 77414** must also take **SEDC 77424**.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2

Plus

SEDC 77424 - Practicum in Earth Science, Grades 10–12

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 77424** must also take SEDC 77414.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Earth Science Courses

For Master's Degree Programs Only (For other earth science courses go to, Geography Department)

Minimum of 16 credits

PGEOG 70563 - Earth Science Today

A survey of the primary topics included in an earth science curriculum (grades 7-12). Laboratory methodology and demonstration techniques used to convey information about the earth's lithosphere, hydrosphere and atmosphere, as well as its place in the solar system, will be introduced.

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

GTECH 71000 - Introduction to GIS

Thorough introduction to geographic information systems with an emphasis on spatial data handling and project management.

Hours 60 hrs including conference (2 lectures, 2 labs),

Credits 3 cr

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

PGEOG 63000 - 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.

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 66000 - 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.

Hours 45 hrs, including conferences,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

Students lacking a significant background in geology or earth science may be required to take the following course as their elective:

PGEOG 70564 - Introducing Earth Science at the Museum of Natural History

This course is part of the MA Teacher Education Program in Earth Sciences.

Culminating Experiences

- Professional teaching portfolio

Culminating Project in Earth Science:

Students will be expected either to prepare a research proposal or to conduct a research project while enrolled in the following, which serves as the capstone course in earth science.

PGEOG 66000 - 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.

Hours 45 hrs, including conferences,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

Exit Standards

An overall GPA of 3.0.

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students will also be expected to either prepare a research proposal or to conduct a research project while enrolled in PGEOG 660, which serves as the capstone course in earth science.

Students must pass the School of Education technology assessment.

Adolescent English - MA / Advanced Certificate

Education Adviser Melissa Schiebl; (212) 772-4044; 902 West Building; mschiebl@hunter.cuny.edu

English Department Adviser (Master's Degree only) Angela Reyes; (212) 772-5076; 1248 West Building; gradenglished@hunter.cuny.edu

These programs are designed to serve individuals who do not have initial, professional, or permanent certification in the teaching of English. Provisionally certified teachers should apply for the MA in English .

Admission Requirements

Master's Degree

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 minimum of 21 credits of advanced courses in British, American or World Literature written in English (no more than 3 credits of the latter).
3. A general education core in the liberal arts and sciences to include the following (in addition to English major): 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
4. Students must submit a writing sample of about 10 pages (preferably an undergraduate research paper of literary criticism).
5. Two references (preferably including at least one academic reference) to be included with the application for matriculation.
6. A personal statement to be completed as part of the application for matriculation.

Advanced Certificate

1. An undergraduate major of at least 30 credits in English, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.
2. A general education core in the liberal arts and sciences to include the following (in addition to English): 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 6 credits in a language other than English (3 years of the same language in high school with a grade of "C" or better fulfills this requirement), 3 credits in the arts, and 12 credits in math/ science/ technology (a college course in calculus satisfies 6 credits of this requirement).
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
5. In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in English.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

Please note: Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program.

B. Fieldwork Benchmarks

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

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which

may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent English Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the English courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

46-48 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

50-51 credits: Master's Degree program for students who matriculated on or after Fall 2011.

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71100 - Advanced Study of Young Adult Literature in Our Diverse Society

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72100 - Advanced Study of Teaching English Methods to a Diverse Population in Grades 7–12

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.

prereq: SEDC 71100

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

Take Either

SEDC 75100 - Student Teaching in English, Grades 7–12

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.

prereq: SEDC 72100, SEDF 706

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

Or

SEDC 77110 - Practicum in English, Grades 7–9

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 **SEDC 77120**.

prereq: SEDC 72100, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Plus

SEDC 77120 - Practicum in English, Grades 10–12

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 77120** must also take **SEDC 77110**.

prereq: SEDC 72100, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

English Department Courses

(see English Programs and Courses, for course descriptions)

For Master's Degree Programs

Minimum 24 credits

- **Literature** Eighteen credits in literature courses given by the English department, including 3 credits in Shakespeare, 3 credits in literature with a multicultural/minority emphasis, 6 credits in American literature, and 6 credits in electives.

ENGL 60700 - English Linguistics

Structure of Modern English, with emphasis on analytical method and pedagogical implications. Survey of phonology, morphology, syntax, and dialectal variation.

*Hours 45 hrs,
Credits 3 cr*

ENGL 61500 - Rhetoric and Composition

Rhetorical theory; analysis of selected masterpieces of prose; practice in writing a variety of prose forms.

*Hours 45 hrs,
Credits 3 cr*

Exit Criteria: Culminating Experiences

An overall GPA of 3.0.

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students must also pass a written comprehensive examination in British and American literature.

Students must pass the School of Education technology assessment.

Adolescent French - MA / Advanced Certificate

Education Adviser Jenny Castillo
(212) 772-4614

905 West Building
jmcastil@hunter.cuny.edu

Romance Languages Department Adviser (Master's Degree only)

Marlene Barsoum

(212) 772-3511

1320 West Building

mbarsoum@hunter.cuny.edu

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

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8 and a major of at least 30 credits in French with a GPA of 3.0.
2. A general education core in the liberal arts and sciences to include the following (in addition to a French major): 6 credits in English, 3 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
5. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

Advanced Certificate

1. An undergraduate major of at least 30 credits in French, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.
2. A general education core in the liberal arts and sciences to include the following (in addition to French): 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/ science/ technology (a college course in calculus satisfies 6 credits of this requirement).
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
5. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in French.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent French Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and French courses listed below.

22-24 credits: Advanced Certificate Program for students who matriculated before Fall 2011.

43-45 credits: Master's Degree Program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate Program for students who matriculated on or after Fall 2011.

47-48 credits: Master's Degree Program for students who matriculated on or after Fall 2011.

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12

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 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.

prereq: SEDC 71200

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

Take either

SEDC 75201 - Student Teaching in French, Grades 7–12

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.

prereq: SEDC 722, SEDF 706

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77211 - Practicum in French, Grades 7–9

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 77211** must also take **SEDC 77221**.

prereq: SEDC 72200

Hours 30 hrs plus conferences,

Credits 2 cr

plus

SEDC 77221 - Practicum in French, Grades 10–12

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 77221 must also take SEDC 77211.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Romance Language (French) Courses

For Master's Degree Programs Only

Minimum 21 Credits

Graduate level French and Francophone literature. See Romance Languages

Culminating Experiences

Comprehensive examination in French: See Exit Standards

Romance Languages department

Professional teaching portfolio

School of Education

Exit Standards

An overall GPA of 3.0.

Master's degree 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 advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students must also pass a written comprehensive examination in French.

Students must pass the School of Education technology assessment.

Adolescent Italian - MA / Advanced Certificate

Education Adviser Jenny Castillo; (212) 772-4614; 905 West Building: jmcastil@hunter.cuny.edu

Romance Languages Department Adviser(Master's Degree Only) (Italian) Maria Paynter; (212) 772-5090; 1312 West Building: mpaynter@hunter.cuny.edu

and/or

Paolo Fasoli; (212) 772-5129; 1307 West Building: pfasoli@hunter.cuny.edu

These programs are designed to serve individuals who do not have initial or provisional certification in the teaching of Italian.

Admission Criteria

Master's Degree

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8 and a major of at least 30 credits in Italian with a GPA of 3.0.
2. 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 U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
5. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

Advanced Certificate

1. An undergraduate major of at least 30 credits in Italian, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.
2. A general education core in the liberal arts and sciences to include the following (in addition to Italian): 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/ science/ technology (a college course in calculus satisfies 6 credits of this requirement).
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.

5. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in Italian.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Italian Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Italian courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

43-45 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

47-48 credits: Master's Degree program for students who matriculated on or after Fall 2011.

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12

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.

*prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr*

SEDC 72000 - Adolescent Health and Safety

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.

*Hours 15 hrs,
Credits 1 cr*

SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12

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 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.

*prereq: SEDC 71200
prereq or coreq: SEDF 70500
Hours 45 plus 36 hrs fieldwork
Credits 3*

Take Either

SEDC 75202 - Student Teaching in Italian, Grades 7–12

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.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

Or

SEDC 77212 - Practicum in Italian, Grades 7–9

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 77212 must also take SEDC 77222 .

prereq: SEDC 72200

Hours 30 hrs plus conferences,

Credits 2 cr

Plus

SEDC 77222 - Practicum in Italian, Grades 10–12

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 77222 must also take SEDC 77212.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Romance Languages (Italian) Courses

For Master's Degree Program Only

21 Credits

Graduate level Italian literature. See Romance Languages

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 through critical reflection.

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation). See the School of Education Graduate Handbook in Adolescent Education, available in the Office of Educational Services, Room 1000 West Building, for specific guidelines.

See the Romance Languages section of the catalog for information about the comprehensive examination in Italian.

Students must pass the School of Education technology assessment.

Adolescent Latin - MA / Advanced Certificate

Education Adviser Carla Asher; (212) 772-4621; 1000 West Building; carla.asher@hunter.cuny.edu

Classical and Oriental Studies Department Adviser Larry Kowerski; (212) 772-5007; 1435 West Building; lkowerski@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 adolescent 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

Master's Degree

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. Students with 18 credits in Latin may be admitted provisionally if they are certified to teach a language other than Latin.
3. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 3 credits in the arts, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
4. Two professional references to be included with the application for matriculation.
5. A personal statement to be completed as part of the application for matriculation.

Advanced Certificate

1. Minimum of 30 credits in Latin at the undergraduate and/or graduate level, and a master's degree in Classics, Latin, or Ancient Greek with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.
2. A general education core in the liberal arts and sciences to include the following (in addition to Latin): 6 credits in English, 3 credits in the arts, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
3. Two professional references to be included with the application for matriculation.
4. A personal statement to be completed as part of the application for matriculation.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC, SEDF, or LATED course work will not be allowed to continue in the program.
3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop series before being permitted to register for any courses.

B. Fieldwork Benchmarks

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

Any student who receives a grade of B-, C+ or C in a field experience or student teaching course must apply to the chairperson of the department for permission to repeat that course, 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.

Adolescent Latin Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and Latin courses listed below.

25-26 credits for Advanced Certificate Program students.

46-47 credits for Masters of Education students who matriculated before Fall 2011.

49-50 credits for Masters of Education students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

LATED 71200 - Methods 1: Classroom Organization, Management, and Assessment of Instruction in Latin

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.

prereq: completion of 18 credits of graduate Latin courses

prereq or coreq: SEDF 70400

Hours 45 hrs, including conferences,

Credits 3

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

LATED 71300 - Methods 2: Teaching for Diverse Learners in Latin

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.

prereq: LATED 71200

prereq or coreq: SEDF 70500

Hours 30 hrs plus 36 hrs fieldwork,

Credits 2

Take Either

LATED 73100 - Student Teaching in Latin, Grades 7–12

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 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 this course and may not continue in the program.

prereq: LATED 71300

*Hours 30 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr*

Or

LATED 74110 - Practicum in Latin, Grades 7-9

Supervised practicum in the teaching of Latin in grades 7–9. 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 this course and may not continue in the program. Students who take **LATED 74110** must also take **LATED 74120**.

*prereq: LATED 71300
Hours 30 hrs plus conferences,
Credits 2 cr*

plus

LATED 74120 - Practicum in Latin, Grades 10-12

Supervised practicum in the teaching of Latin in grades 10–12. 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 this course and may not continue in the program. Students who take **LATED 74120** must also take **LATED 74110**.

*prereq: LATED 71300
Hours 30 hrs plus conferences,
Credits 2 cr*

Latin Literature and Composition and Classical Culture Courses (24 credits)

Each course is 45 hours, including conferences, and 3 credits unless otherwise noted.

For Master's Degree Programs Only

Latin 18 credits

LAT 72700 - Speaking and Writing Latin

Development of aural/oral and written skills, including traditional Latin Composition, history of the language, and analysis of Latin grammar and syntax.

LAT 71000 - Topics in Latin literature.

May be taken three times for credit.

A. At least 3 credits from the following courses:

LAT 71100 - Literature of the Republic

Selection from poetry and prose authors of the Latin language and the development of literary forms and styles.

LAT 71200 - Literature of the Augustan Age

Selections from poetry and prose authors of the Augustan period.

LAT 71300 - Literature of the Empire

Selections from poetry and prose authors of the Imperial period.

B. At least 3 credits from the following courses:

LAT 70500 - Caesar

Selections from the Commentaries on the Civil War and Commentaries on the Gallic War.

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

LAT 70600 - Cicero

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

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

LAT 70700 - Vergil

Selections from the Aeneid, Eclogues, and Georgics.

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

LAT 72500 - Ovid

Selections from the *Metamorphoses* and *Amores*.

LAT 72600 - Horace and Catullus

Selections.

6 additional credits from the courses in section A and/or B or LAT 708 or LAT 710 (LAT 708 and LAT 710 may each be taken up to 3 times total).

Classical Culture 6 credits

CLA 70100 - The Legacy of Ancient Greece

A survey of Greek culture and civilization from the second millennium BCE to the rise of Alexander.

Hours 45 hrs, including conferences,

Credits 3 cr

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

CLA 70200 - 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.

Hours 45 hrs, including conferences,

Credits 3 cr

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

CLA 70700 - A Survey of Classical Literature in Translation

CLA 70600 - Supervised Reading

Independent reading on a particular aspect of ancient Greek or Roman culture, supervised by a faculty member.

Prior approval of graduate adviser required. May be taken twice for credit.

Culminating Experiences

Comprehensive examination in Latin and Classical Culture: Classics Division

Professional teaching portfolio: School of Education

See Exit Criteria

Note (s)

Students who enter with initial or provisional certification in adolescent 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 adolescent education is 39 credits. Students may be exempted from up to 6 credits based on prior equivalent course work.

Exit Criteria: Culminating Experiences

An overall GPA of 3.0.

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 advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Students must pass the School of Education technology assessment.

Check with the Classical and Oriental Studies Department adviser for information about the Comprehensive Examination in Latin and Classical Culture.

Adolescent Mathematics - MA / Advanced Certificate

Program Coordinator Patrick Burke

1138 West Building; (212) 772-4728;
patrick.burke@hunter.cuny.edu

The master's degree and advanced certificate degree programs are designed to serve individuals who do not have initial, professional, or permanent certification in the teaching of mathematics.

Applicants with permanent or professional certification in mathematics should apply to the Professional Certificate master's degree program.

Admission Requirements

Master's Degree

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 adviser, 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. A grade point 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 (3 years of high school study in the same foreign language with

grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 6 credits in science/technology, 3 credits in the arts.

5. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in mathematics and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College. Coursework at either the undergraduate or graduate level must include a course in elementary statistics, a year of calculus and a course in matrix algebra or linear algebra.

2. A general education core in the liberal arts and sciences to include the following (in addition to mathematics): 6 credits in English, 6 credits in a language other than English (3 years of the same language in high school with a grade of "C" or higher satisfies this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 6 credits in science and technology.

3. Two professional references to be included with the application for admission.

4. A personal statement to be completed as part of the application for admission.

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in mathematics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.

2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.

3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Mathematics Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Mathematics courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

37-39 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

41-42 credits: Master's Degree program for students who matriculated on or after Fall 2011.

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72300 - Methods II: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7–12

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.

prereq: SEDC 71300

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork,

Credits 3

Take either

SEDC 75300 - Student Teaching in Mathematics, Grades 7–12

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.

prereq: SEDC 72300, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77310 - Practicum in Mathematics, Grades 7–9

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 77310 must also take SEDC 77320 .

prereq: SEDC 72300

Hours 30 hrs plus conferences,

Credits 2 cr

plus

SEDC 77320 - Practicum in Mathematics, Grades 10-12

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 SEDC 77310 .

prereq: SEDC 723, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Mathematics and Statistics Course of Study

Master's Degree Only (For other courses go to Mathematics and Statistics Department)

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

prereq: Calculus II and a course in linear or matrix algebra

Hours 45 hrs,

Credits 3 cr

Open only to Teacher Education Program students.

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

Hours 45

Credits 3

Open only to Teacher Education Program students.

MATH 63300 - Axiomatic Geometry

The development of geometry from the point of view of axiom systems. The course includes axiomatic systems for Euclidean geometry from the classical period to the Hilbert axioms of the early 20th century, and the development of non-Euclidean hyperbolic geometry.

prereq: MATH 63000

Hours 3

Credits 3

MATH 63500 - Problem Solving Explorations in Mathematics

A study of the heuristics of problem solving through intensive work with non-routine problems chosen from many areas of mathematics.

Hours 3

Credits 3

STAT 61200 - Discrete Probability

Hours 3

Credits 3

Or

STAT 61400 - Data Analysis Using Statistical Software

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.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

Note:

1. *Students who present certain courses and prior experience may be able to substitute another course or seminar(s) with approval of graduate mathematics adviser.*
2. *Although students are required to take EITHER STAT 612 or STAT 714, students are encouraged to take both courses.*

Culminating Experiences

Comprehensive examination in two parts: mathematics and pedagogy:

See Exit Standards

Mathematics and Statistics department

Professional teaching portfolio

School of Education

Exit Standards

An overall GPA of 3.0.

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students must also pass a comprehensive examination in mathematics. A student can take the comprehensive exam in mathematics twice; after that, a committee formed by the mathematics/statistics chairperson and consisting of members from the Department of Mathematics and Statistics and the School of Education will decide if the students can take the exam a third and final time.

Students must pass the School of Education technology assessment.

Adolescent Physics - MA / Advanced Certificate

Education Adviser Stephen Demeo; (212) 772-4776; 908 West Building; sdemeo@hunter.cuny.edu

Physics and Astronomy Department Adviser (Master's Degree Only) Rodney Varley; (212) 772-5252; 1216 North Building; rvarley@hunter.cuny.edu

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

Admission Requirements

Master's Degree

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 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 (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 6 credits in math/technology (a college course in calculus meets 6 credits of this requirement).
4. Two professional references to be included with the application for admission.
5. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in physics and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.
2. A general education core in the liberal arts and sciences to include the following (in addition to physics): 6 credits in English, 6 credits in a language other than English (3 years of the same language in high school with a grade of "C" or higher satisfies this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 6 credits in math/technology (a college course in calculus meets this requirement).
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in physics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.

3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Physics Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Physics courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

38-40 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

42-43 credits: Master's Degree program for students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12

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.

prereq: SEDC 71300

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

Take either

SEDC 75403 - Student Teaching in Physics, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77413 - Practicum in Physics, Grades 7–9

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 77413 must also take SEDC 77424.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2

plus

SEDC 77423 - Practicum in Physics, Grades 10–12

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 77423 must also take SEDC 77413 .

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Physics Courses*

For Master's Degree Programs Only

16 Credits

PHYS 63000 - Science and Society

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.

prereq: one graduate-level physics course or permission of instructor

Hours 45

Credits 3

PHYS 66000 - Challenging Concepts in Physics: Using Research to Identify Student Misconceptions and Assess Student Learning

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.

prereq: PHYS 63000 and two elective courses in physics or permission of instructor

Hours 60

Credits 4

Plus three electives (9 cr)

PHYS 60500 - Mathematical Physics

Introduction to basic mathematical techniques used in physics.

Hours 45

Credits 3

PHYS 61500 - Electromagnetic Theory

Electrostatics; electromagnetics; Maxwell's equations with application to waves; waves in guides; radiation.

Hours 45

Credits 3

PHYS 62500 - Introduction to Quantum Mechanics

Fundamental ideas in the study of atomic sized systems.

Hours 45

Credits 3

PHYS 64500 - Solid State Physics

Introduction to basic theory and techniques in study of matter on solid state.

Hours 45

Credits 3

PHYS 68500 - Numerical Methods I

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 (Cross-listed with MATH 68500.)

prereq: MATH 15500

Hours 45

Credits 3

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

Culminating Experiences

Culminating Project in Physics: See Exit Standards

Physics Department

Professional teaching portfolio

School of Education

Exit Standards

An overall GPA of 3.0

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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).

Master's degree students will also be expected to either prepare a research proposal or to conduct a research project while enrolled in PHYS 660, which serves as the capstone course in physics.

Students must pass the School of Education technology assessment.

Adolescent Social Studies - MA / Advanced Certificate

Education Adviser Terrie Epstein; (212) 772-4675; 1108 West Building; tepstein@hunter.cuny.edu

History Department Adviser (Master's Degree only) Jonathan Rosenberg; (212) 772-5546; 1519A West Building; jrosen8637@aol.com

This program is designed to serve individuals who do not have initial, professional or permanent certification in the teaching of social studies.

Admission Requirements

Master's Degree

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 (history, political science, geography, or economics) with a GPA of 3.0, 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 general education core in the liberal arts and sciences to include the following: 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
4. Two professional references to be included with the application for admission.
5. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in one of the areas of social studies, and a master's degree in the discipline (history, political science, geography, or economics) with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College. Coursework at either the undergraduate or graduate level must include 21 credits of history, 3 credits in geography, 3 credits in political science and 3 credits in economics. The coursework 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.
2. 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 (3 years of the same language in high school fulfills this

requirement), 3 credits in the arts, and 12 credits in math/ science/ technology (a college course in calculus satisfies 6 credits of this requirement).

3. Two professional references to be included with the application for admission.

4. A personal statement to be completed as part of the application for admission

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in social studies.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.

2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.

3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Social Studies Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the history and geography courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

40-42 credits: Master's Degree credits for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

44-45 credits: Master's Degree credits for students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71500 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Social Studies, Grades 7–12

Rationales and methodologies for teaching social studies based on current theories of the nature of students, the social sciences and secondary schooling.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72500 - Methods II: Intensive Study of Teaching Diverse Learners in Social Studies, Grades 7–12

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.

prereq: SEDC 71500

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

Take either

SEDC 75500 - Student Teaching in Social Studies, Grades 7–12

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.

prereq: SEDC 72500, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77510 - Practicum in Social Studies, Grades 7–9

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 77510 must also take SEDC 77520.

prereq: SEDC 72500, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

plus

SEDC 77520 - Practicum in Social Studies, Grades 10–12

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 77520 must also take SEDC 77510.

prereq: SEDC 72500, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

History And Geography Courses

For Master's Degree Programs Only

18 Credits

History and Geography Courses

History 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.

Plus 3 Credits (One Course) from the Following:

GEOG 70100 - Geographic Thought and Theory

Principal people and themes in American geography and its historical antecedents. Emphasis on change in geographical technology, philosophy, methods, and the nature of the discipline to the present day.

Hours 45 hrs including conference,

Credits 3 cr

fall only This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70500 - Cultural and Social Geography

Review of recent work in cultural and social geography; emphasis on literature, critiques.

prereq: GEOG 34700 and 34100 or permission of instructor

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70600 - Latin Americanist Geography

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

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70900 - 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.)

prereq: permission of the graduate adviser

Hours 45 hrs including conference

Credits 3 cr

Field courses may be offered during intersession periods. GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 71200 - Geography of Sustainable Development in Developing Countries

Analysis of factors that influence sustainable development, e.g., available resources, environment, population, food production, water supply in developing countries.

prereq: graduate standing and one course focusing on development of a developing region, or permission of instructor
Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 74100 - Population Geography

Theoretical and empirical analyses of spatial distribution of population. Particular emphasis is on processes and impacts of migration, residential mobility, and immigration.

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 74200 - International Migration and Ethnicity

Asynchronous online seminar. 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.

Hours 45 hrs including conference,

Credits 3 cr

GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

Culminating Experiences

Comprehensive examination in history: History department (see Exit Standards)

Professional teaching portfolio: School of Education

Exit Standards

An overall GPA of 3.0

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students must also pass a written comprehensive examination in history. These examinations are offered twice each year, in February and September. A student who fails the examination twice is dropped from the program but may appeal in writing to the Graduate Committee, Department of History, to take the examination a third time.

Students must pass the School of Education technology assessment.

Adolescent Spanish - MA / Advanced Certificate

Education Advisor Jenny Castillo; (212) 772-4614; 905 West Building; jmcastil@hunter.cuny.edu

Romance Languages Department Adviser, Spanish (Master's Degree only) Magdalena Perkowska; (212) 772-5132; 1319 West Building; mperkows@hunter.cuny.edu

and/or

Rolando Perez; (212) 772-5126; 1349A West Building; rperez@hunter.cuny.edu

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

Admission Criteria

Master's Degree

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8, or better, and a major in Spanish with a GPA of 3.0, with a minimum of 18 credits in upper-level Spanish literature (not to include courses in civilization/culture, linguistics or advanced language).

Or

2. Applicants who do not have a Spanish major but have a liberal arts and science major (or interdisciplinary liberal arts or science concentration) or at least 30 credits may take a Spanish literature exam designed and administered by the Department of Romance Languages. Candidates must achieve a passing score on the Department's test of Spanish literature, which will be graded by the Department. They must also achieve a minimum grade of Advanced Low on the ACTFL Writing Proficiency Test.

Plus (for all applicants)

3. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

4. Two professional references to be included with the application for admission.

5. An essay to be completed as part of the application for admission.

6. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

Advanced Certificate

1. An undergraduate major of at least 30 credits in Spanish, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.
2. A general education core in the liberal arts and sciences to include the following (in addition to Spanish): 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/ science/ technology (a college course in calculus satisfies 6 credits of this requirement).
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
5. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in Spanish.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Graduate Adolescent Education Course Sequence in Languages Other Than English (Spanish)

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Spanish courses listed below.

22-23 credits: Advanced Certificate program for students who matriculated before Fall 2011.

43-45 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

44-45 credits: Master's Degree program for students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12

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 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.

prereq: SEDC 71200

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

Take Either

SEDC 75203 - Student Teaching in Spanish, Grades 7–12

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.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

Or

SEDC 77213 - Practicum in Spanish, Grades 7–9

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 77213 must also take SEDC 77223.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Plus

SEDC 77223 - Practicum in Spanish, Grades 10

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 77223 must also take SEDC 77213.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Romance Languages (Spanish) Courses

For Master's Degree Program Only (18 Credits)

Graduate Credits in Spanish to include 3 credits in Structures of Modern Spanish (SPAN 601) to be taken during the first year; 15 credits in literature (2 courses in Spanish, 2 courses in Latin American Literature, and one in either). See Romance Languages department.

Culminating Experiences

- A final examination in Spanish based on a short reading list (42 titles: 21 in Spanish literature, 21 in Latin American literature). This exam will be different from the one offered to MA students in Spanish, although it may be administered on the same day. Passing score is 80.
- Professional teaching portfolio
- Technology Assessment

Total Credits for Master's Degree Program

44-45 credits

Exit Standards

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 through critical reflection.

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation). See the School of Education Graduate Handbook in Adolescent Education, available in the Office of Educational Services, Room 1000 West Building, for specific guidelines.

See the Romance Languages section of the catalog for information about the comprehensive examination in Spanish.

Students must pass the School of Education technology assessment.

Master of Arts - MA

Adolescent Chinese - MA

Program Adviser Fang Dai;

1426 West Building; (212) 772-5062;

fdai@hunter.cuny.edu

The MA program in the teaching of Chinese is designed for students who have majored in Chinese at the undergraduate level and want to pursue a teaching career in adolescent education. This program is not for individuals with initial, professional, or permanent certification in Chinese. The Teacher Education Program in Chinese does not offer an advanced certificate program.

Admission Requirements

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8 and a major in Chinese with a grade point average of 3.0, including a minimum of 18 credits in Chinese literature above the intermediate level and oral proficiency at the advanced low level of the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI);

OR

2. Applicants who do not have a Chinese major but have a liberal arts and science major (or interdisciplinary liberal arts or science concentration) of at least 30 credits can take two exams to meet the Chinese coursework requirement: the Oral Proficiency Interview (OPI) and the Written Proficiency Test (WPT) administered by American Council on the Teaching of Foreign Language (ACTFL). Candidates must achieve a minimum score of advanced-low on each to meet the admission requirement and must achieve a passing score on the on-site written test in Chinese/English about Chinese literature.

PLUS (for ALL applicants)

3. A general education core in the liberal arts and science to include the following: 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

4. Two professional references to be included with the application for admission.

5. A personal statement to be completed as part of the application for admission.

6. An interview conducted in Chinese/English with program adviser.

7. An on-site English writing sample.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.

2. Students with more than one course grade below B in the first 12 credits of SEDC, SEDF, or CHND course work will not be allowed to continue in the program.

3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Chinese Course of Study

33-34 credits for students who matriculated before Fall 2011.

37-38 credits for students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

*Hours 30 hrs, plus lab,
Credits 2 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

*Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3*

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 72000 - Adolescent Health and Safety

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.

*Hours 15 hrs,
Credits 1 cr*

CHND 71200 - Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Chinese, Grades 7-12

The course covers options for classroom management, learning environment appropriate to 7-12 classrooms, and assessment. Attention is given to classroom management task, setting up and exploiting various learning environments, and methods for assessment. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes homework assignment and projects.

prereq or coreq: SEDF 70400 or permission of the adviser

CHND 71300 - Methods 2: Intensive Study of Teaching Diverse Learners in Chinese, Grades 7-12

This course aims to familiarize prospective 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 curricula in Chinese. Innovative uses of technology, development of instructional units, individualization for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course. Thirty-six hours of field experience/observation is a part of this course. New York state and city teaching standards will be

applied throughout the course. Writing Requirement includes development of lesson plans, homework assignment, and projects for classroom use.

prereq or coreq: CHND 71200 and SEDF 70500 or permission of the adviser

Hours 30 hrs plus 36 hrs fieldwork,

Credits 2

Take Either

CHND 73100 - Student Teaching in Chinese, Grades 7-12

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 criticism. These presentations will be videotaped for further self-analysis at home.

prereq or coreq: CHND 71300 or permission of the adviser.

Hours 60 days, 30 hrs seminar plus workshops and conferences,

Credits 5

or

CHND 74110 - Practicum in Chinese, Grades 7-9

Supervised practicum for teachers of Chinese 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. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take **CHND 74110** must also take **CHND 74120**.

prereq or coreq: CHND 71200 or permission of the adviser.

Hours 30 hrs plus conferences

Credits 2

plus

CHND 74120 - Practicum in Chinese, Grades 10-12

Supervised practicum for teachers of Chinese 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. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take **CHND 74120** must also take **CHND 74110**

prereq or coreq: CHND 71200 or permission of the adviser.
Hours 30 hrs plus conferences,
Credits 2

Chinese Courses

CHIN 70100 - Chinese Phonology and Romanization

This course will introduce Chinese phonetics, phonology, and the major sound transcription systems commonly used in teaching Chinese as a foreign language and found in Chinese dictionaries. Emphasis will be on acquiring accurate tones and standard pronunciation for English-speaking learners as well as learners who speak a Chinese dialect at home.

Hours 3
Credits 3

CHIN 70300 - Chinese Orthography and Lexicology

This course will give an overview of the development of Chinese orthography and Chinese lexicology. Differences between the spoken and written styles will be discussed. The relationship of formation methods of the Chinese lexicon to syntactic functions and the process of character-based meaning derivation will be emphasized.

Hours 3
Credits 3

CHIN 70200 - Modern Chinese Pedagogical Grammar

This course will introduce the grammatical system of modern Mandarin Chinese, including the characteristics of grammatical morphemes, word order, and sentence and discourse structures. The content will highlight difficulties for native speakers of English and helping them to overcome these difficulties effectively. The course will discuss pedagogical issues concerning grammar instruction such as how it differs from syntax; what grammar points need to be taught at each level; and the methods of teaching grammar.

Hours 3
Credits 3

Advanced Language and Culture Training (may choose 1 or more)

CHIN 70500 - Topics in Advanced Conversation

This course will give students advanced language training in speaking in a wide range of topics as well as specialized vocabulary needed to discuss Chinese instruction in Chinese. Students will further practice speaking skills to achieve advanced-mid or advanced-high oral proficiency according to the ACTFL (American Council for Teachers of Foreign Languages) scale. Authentic materials will be used throughout the course.

Hours 3
Credits 3

CHIN 70600 - Topics in Advanced Writing

This course will give students advanced language training in writing Chinese in everyday life situations as well as a Chinese language teaching professional with writing samples. Students will further practice writing skills to achieve advanced-low proficiency according to the ACTFL scale. Authentic writing tasks and materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70700 - Topics in Advanced Reading

This course will give students advanced language training in reading Chinese. Students will further practice reading skills to achieve advanced-mid or advanced-high proficiency according to the ACTFL scale. Authentic writing tasks and materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70800 - Topics in Chinese Culture and Society

This course will give students advanced language training in topics related to Chinese culture and society. Students will learn topics concerning Chinese culture and society in traditional and contemporary China. Authentic writing tasks and materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70900 - Independent Study

Students will carry out an independent project approved by their faculty advisor and chairperson and supervised by a staff member.

Credits 1-3

Notes:

1. *Students who enter with initial or professional certification in adolescent education in another area will not be required to take any SEDC or SEDF courses. They will be required to take all CHIN and CHND courses in the program.*
2. *The minimum number of credits for the degree for students who enter with certification in adolescent education is 24 credits.*
3. *Students without certification may be exempted from up to 6 credits based on prior equivalent course work.*

Culminating Experiences

Professional teaching portfolio - School of Education

Students must pass the School of Education technology assessment.

Adolescent Education

Return to: School of Education

Master's degree and advanced certificate programs at Hunter College prepare prospective teachers to serve as highly effective educators in urban middle and high schools. Through rigorous course work, fieldwork and student teaching experiences in New York City schools, students learn how to provide an academically rigorous education to students of diverse backgrounds, abilities and interests.

Content Knowledge

Courses in the academic discipline offered by the School of Arts & Sciences will deepen teacher candidates' subject knowledge. They will learn how to use knowledge of their subject to design and implement classroom instruction that reflects State and professional standards.

Professional Knowledge

Teacher candidates will learn the theory and practice of effective pedagogy in their subject area. They will gain a grounding in the history, philosophy, psychology and sociology of education that will inform their teaching. They will study research-based theories and methods of teaching their subject to students with special needs, including special education students and English language learners.

Skills

Teacher candidates will learn to design lessons and units of work for students, and to adapt their instruction to students' prior knowledge and level of skill. They will gain expertise in analyzing and using assessments of student achievement to guide and inform their instruction. They will master the use of technology as a tool for teaching their subject. They will learn to manage their classrooms to provide effective instruction for all students. They will practice ways to assess and reflect on their teaching practice in order to strengthen their work with students and grow as professionals.

Creating Community

Teacher candidates will learn to create humane and ethical learning communities in their classrooms and schools in which all students receive the support they need to achieve academically. They will learn to communicate effectively with parents, families, community members and other members of the school faculty and staff in order to provide this support.

Adolescent Education Programs

- Biology - MA / Advanced Certificate

- Chemistry - MA / Advanced Certificate
- Earth Science - MA / Advanced Certificate
- English - MA / Advanced Certificate
- French - MA / Advanced Certificate
- Italian - MA / Advanced Certificate
- Latin - MA
- Mathematics - MA / Advanced Certificate
- Mathematics Professional Certificate- MA
- Physics - MA / Advanced Certificate
- Social Studies - MA / Advanced Certificate
- Spanish - MA / Advanced Certificate

Adolescent Mathematics Professional Certificate- MA

Program Coordinator Patrick Burke

1138 West Building; (212) 772-4728;

patrick.burke@hunter.cuny.edu

This 30-credit program provides advanced coursework in methods of teaching mathematics, as well as coursework in mathematics focused on the needs of secondary teachers. It is intended for teachers holding initial certification in mathematics 7-12 and leads to professional certification in adolescent mathematics. It is also intended for teachers who already hold professional or permanent certification and who are seeking to further their knowledge/skills, and gain additional graduate credits. Teachers holding initial, permanent or professional certification in adolescent mathematics may apply to this program. Students who do not hold New York State certification in mathematics should refer to the Adolescent Mathematics program, which leads to initial certification.

The program is designed to increase students' pedagogical and content knowledge in mathematics. Coursework includes courses in the School of Education and in the Mathematics Department of the School of Arts & Sciences.

Admission Requirements

1. Completion of an approved bachelor's degree program with a minimum overall GPA of 2.8
2. New York State Certification to teach mathematics in grades 7-12.
3. Students must have at least 24 undergraduate credits in mathematics with a B average, including courses in Calculus and Linear Algebra.
4. Students who possess a master's degree in mathematics or mathematics education must have a minimum overall GPA of 3.0 in their graduate courses, with a B average in mathematics courses.

Professional Certification in Mathematics Course of Study

Total Credits: 33 credits

(For other courses in Mathematics or Statistics go to, Mathematics and Statistics Department)

CEDC 74000 - Contemporary Mathematics in the Elementary School

A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

*Hours 45 hrs,
Credits 3 cr*

SEDC 73000 - Development of Mathematical Thinking: Implications For Teaching and Learning Mathematics in Grades 7 to 12

A course exploring the role of the teacher in developing mathematical reasoning ability in students. What are the possibilities and limitations? A research-based approach to the problem of providing a solid mathematics education for all students.

SEDC 73100 - Seminar in Mathematics Curriculum, Grades 7-12

A study of the current Standards-Based Mathematics Curriculum from an historical perspective.

SEDC 73200 - Research Seminar in Mathematics Education, Grades 7-12

A course in which students will study the research relative to the mathematics curriculum and complete a research project in a field of mathematics education of their choice.

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

*Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3*

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

*prereq: Calculus II and a course in linear or matrix algebra
Hours 45 hrs,
Credits 3 cr
Open only to Teacher Education Program students.*

MATH 62300 - Theory of Numbers

Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.

prereq: a course in linear algebra

Hours 45 hrs,

Credits 3 cr

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

Hours 45

Credits 3

Open only to Teacher Education Program students.

STAT 61400 - Data Analysis Using Statistical Software

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.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

Electives (Choose 2): Any MATH or STAT 600 or 700 Level Course (6 cr)

Exit Standards

An overall GPA of 3.0.

Students must pass the School of Education technology assessment.

ADSUP 70600 - School-Based Field Experience Seminar in Administration and Supervision

An intensive school-based leadership experience in which students apply knowledge and skills developed in prior coursework. A weekly seminar includes required workshops on child abuse and violence prevention.

Hours 200 hrs of leadership experiences in field work

ADSUP 70700 - District/Region Field Experience Seminar in Administration and Supervision

An intensive district/region-based leadership experience in which students apply knowledge and skills developed in prior coursework. A weekly seminar includes required workshops on child abuse and violence prevention.

Hours 200 hrs of leadership experiences in field work

ADSUP 75600 - Professional Discourse and Leadership in Gifted Education

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

Cross-listed SPED 75600, CEDC 75600, CEDF 75600

prereq or coreq: SPED 75300 and SPED 75400

Hours includes 10 hrs field experience

Credits 3

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100

Hours 75 hrs,

Credits 1 cr

BILED 71700 - Language Assessment for English Language Learners

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.

prereq: BILED 77100, CEDCF 70050

Hours 45 hrs,

Credits 3 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400

Hours 30 hrs plus 5 hrs of fieldwork and lab,

Credits 2 cr

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 78000 - Bilingual Research Seminar

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.

prereq or coreq: 39 credits or permission of program coordinator

Hours 30 hrs plus lab,

Credits 2 cr

BILED 78200 - Supervised Student Teaching Grades 1–3 and 4–6

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 preregister 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.

prereq or coreq: completion of 39 cr of course work or permission of the program coordinator

Hours 60 days (30 in grades 1-3, 30 in grades 4-6) plus 15 hrs of seminar

Credits 4

BILED 78300 - Practicum in Grades 1–3

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 preregister 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 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator

Hours 15 hrs of seminar plus conferences

Credits 2 cr

BILED 78400 - Practicum in Grades 4–6

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 preregister 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 78300 or BILED 78500

prereq: completion of 39 cr of course work or permission of the program coordinator

Hours 15 hrs of seminar plus conferences,

Credits 2 cr

BILED 78500 - Student Teaching in Grades 1–3

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 preregister 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 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator

Hours 30 days student teaching, 15 hrs of seminar plus conferences,

Credits 2 cr

BILED 78600 - Student Teaching in Grades 4–6

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 preregister 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 78300 or BILED 78500.

prereq: completion of 39 credits of course work or permission of the program coordinator

Hours 30 days student teaching, 15 hrs of seminar plus conferences,

Credits 2 cr

CEDC 70300 - Teaching Science in the Elementary School

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900 and CEDC 70000

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70400 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 70500 - Mathematics Curriculum and Methods

An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 70700 - The Arts: An Interdisciplinary Learning Experience

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.

prereq or coreq: CEDF 70900
Hours 45 hrs,
Credits 3 cr

CEDC 71200 - Advanced Methods of Teaching Math in Elementary Schools

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.

prereq: CEDC 70500
Hours 45 hrs,
Credits 3 cr

CEDC 71300 - Health Education for the Classroom Teacher

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.

prereq or coreq: CEDF 70900
Hours 45 hrs,
Credits 3 cr

CEDC 71400 - Advanced Educational Technology for Elementary School Teachers

Students will link prior knowledge of instructional technology with curriculum development strategies to design integrated learning events.

prereq: CEDF 70900, 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)
Hours 45 hrs,
Credits 3 cr

CEDC 71500 - Fieldwork: Reading and Social Studies

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.

prereq: CEDF 70900

coreq: CEDC 73000 and 72200

Hours 75 hrs of fieldwork,

Credits 1 cr

CEDC 71600 - Educational Technology in Mathematics and Science Teaching/Learning

An advanced educational technology course for students concentrating in mathematics and science at the elementary school level. Students will link prior knowledge of instructional technology to curriculum development creating the strategies to design integrated learning materials in mathematics and science.

Hours 45 hrs,

Credits 3 cr

CEDC 71700 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 1

CEDC 71800 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 2

CEDC 71900 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 3

CEDC 72200 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq: CEDF 70900

coreq: CEDC 71500 and CEDC 73000

Hours 30 hrs,

Credits 2

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 72400 - Student Teaching in Grades 1–3 and 4–6

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 preregister 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.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus a minimum of 60 days of student teaching,

Credits 5 cr

CEDC 72500 - Student Teaching in Grades 1–3

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800 . Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 728: Practicum in grades 4–6. 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 preregister 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 72400 or 72700.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus 30 days of student Teaching

CEDC 72600 - Student Teaching in Grades 4–6

Teacher candidates who take this course must also take CEDC 72500 or CEDC 72700 . Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 72700 Practicum in grades 1–3.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus 30 days of student teaching

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 preregister 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 CEDC 72400 or 72800.

CEDC 72700 - Practicum in Grades 1–3

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800 . Note: Applications for spring semester student teaching are due in October; applications for fall semester practicum are due in March. Students who receive a grade of C+ or C in practicum must apply to the department chairperson for permission to preregister 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 CEDC 72400 or 72500.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus supervision and conferences,

Credits 2 cr

CEDC 72800 - Practicum in Grades 4–6

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72700 .

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus supervision and conferences,

Credits 2 cr

Note: Applications for spring semester practicum are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in practicum must apply to the department chairperson for

permission to preregister 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 CEDC 72400 or 72600.

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork must apply to the chairperson for permission to preregister 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.

*prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr*

CEDC 72950 - Fieldwork in Childhood Education for Bilingual Educators

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 preregister 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.

*prereq: CEDF 70900; BILED 70100. Observing and assisting teaching in an elementary school setting
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr*

CEDC 73000 - Perspectives on Literacy Across the Content Areas

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.

*prereq: CEDF 70900 and CEDC 70400
coreq: CEDC 71500 and 72200
Hours 30 hrs,
Credits 2 cr*

CEDC 73800 - The English Language: Theories and Pedagogical Implications

An overview of the acquisition, structure and use of English. Its goal is to provide Pre-K thru 6 teachers who already have prior certification in childhood education with the awareness and understanding of the aspects of the English language they will need in order to teach a variety of content area in grades Pre-K thru 6.

*Hours 45 hrs,
Credits 3 cr*

CEDC 74000 - Contemporary Mathematics in the Elementary School

A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

*Hours 45 hrs,
Credits 3 cr*

CEDC 74200 - Workshop Seminar in Elementary School Mathematics/Science

The major course goals are to continue to develop a foundation for the growth of the professional mathematics/science educator and to increase the effectiveness as a curriculum decision-maker. Through selective experiences, the course will focus on instructional styles and strategies.

*prereq: CEDC 74400, CEDC 77600 and CEDC 777000
Hours 45 hrs,
Credits 3 cr*

CEDC 74300 - Research Seminar in Mathematics/Science Education

An examination of the current research in mathematics and science education. Includes the evaluation of selected mathematics and science education research studies. Students will prepare a comparative, evaluative paper of research related to a specific curriculum topic or problem in the learning/teaching of mathematics and/or science.

*prereq or coreq: CEDC 71600 and CEDC 73800 and CEDC 74000 and CEDC 74400 and CEDC 77600 and CEDC 77700 and CEDF 71600
Hours 45 hrs,
Credits 3 cr*

CEDC 74400 - Development of Mathematical/Scientific Concepts in Children

Exposure to the development theories and school-based practices which allow children to develop the concepts in mathematical and science which underpin the learning in these areas. Appropriate learning activities for particular developmental levels will be addressed. Individual projects with children will be carried out.

*prereq: all program courses except CEDC 74200 and CEDC 74300
prereq or coreq: None
Hours 45 hrs,
Credits 3 cr*

CEDC 74600 - Geographic Perspectives in Elementary Education

Geographic principles and practices; development of pedagogic skills to teach geography at the elementary school level; development of skills in teaching geography of New York City and New York State; development of understanding of global issues and of geographic factors affecting historical events.

*Hours 45
Credits 3*

CEDC 75500 - Assessment and Instruction for Diversely Gifted Learners

Supervised learning lab experience involving scaffolded assessment, diagnosis, and associated curriculum differentiation for diversely gifted learners, including those with learning and emotional problems, physical disabilities, and special abilities. Includes writing and implementing individual education plans.

Cross-listed SPED 75500

prereq or coreq: SPED 75300 and SPED 75400

Hours 45, includes 20 hrs field experience

Credits 3

CEDC 75600 - Professional Discourse and Leadership in Gifted Education

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

Cross-listed SPED 75600, ADSUP 76500, CEDF 75600

prereq or coreq: SPED 75300 and SPED 75400

Hours includes 10 hrs field experience

Credits 3

CEDC 76000 - Special Topics in the Arts

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.

prereq: CEDC 70700

Hours 45 hrs,

Credits 3 cr

CEDC 77600 - Planet Earth: Life Science, Environmental and Earth Science for Elementary School Teachers

Concepts in the biological sciences, ecological and earth sciences necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided.

Hours 45 hrs,

Credits 3 cr

CEDC 77700 - Physical Science for Elementary Teachers

Concepts in the physical sciences, chemistry and physics necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided.

Hours 45 hrs,

Credits 3 cr

CHND 71200 - Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Chinese, Grades 7-12

The course covers options for classroom management, learning environment appropriate to 7-12 classrooms, and assessment. Attention is given to classroom management task, setting up and exploiting various learning environments, and methods for assessment. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes homework assignment and projects.

prereq or coreq: SEDF 70400 or permission of the adviser

CHND 73100 - Student Teaching in Chinese, Grades 7-12

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 criticism. These presentations will be videotaped for further self-analysis at home.

prereq or coreq: CHND 71300 or permission of the adviser.

Hours 60 days, 30 hrs seminar plus workshops and conferences,

Credits 5

CHND 74110 - Practicum in Chinese, Grades 7-9

Supervised practicum for teachers of Chinese 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. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take **CHND 74110** must also take **CHND 74120**.

prereq or coreq: CHND 71200 or permission of the adviser.

Hours 30 hrs plus conferences

Credits 2

CHND 74120 - Practicum in Chinese, Grades 10-12

Supervised practicum for teachers of Chinese 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. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take **CHND 74120** must also take **CHND 74110**.

prereq or coreq: CHND 71200 or permission of the adviser.

Hours 30 hrs plus conferences,

Credits 2

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70500 - Language and Literacy: Birth through Kindergarten

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.)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70600 - Language and Literacy: K through Grade 2

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.)

prereq or coreq: ECC 70500 (early childhood students only)

Hours 45 hrs,

Credits 3 cr

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400

prereq or coreq: 70500 or 70600

Hours 15 hrs,

Credits 1 cr

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71000 - Early Childhood Mathematics: Birth through Grade 2

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.)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71100 - Science in Early Childhood Education: Birth through Grade 2

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.)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

*Hours 15 hrs of seminar plus 50 hrs in the field,
Credits 1 cr*

ECC 71300 - The Expressive Arts in Early Childhood

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.

*Hours 45 hrs,
Credits 3 cr*

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

*prereq or coreq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 71500 - Educational Technology in Early Childhood

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.

*Hours 15 hrs,
Credits 1 cr*

ECC 71600 - Student Teaching in Early Childhood Settings

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.(Birth– 3, preK–2)

*prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only))
Hours 30 hrs of seminar plus 40 days of student teaching for students who are not teaching in an early childhood program*

ECC 71650 - Student Teaching in Early Childhood Bilingual Settings

Two student teaching placements of 20 days each at different age/grade levels (Pre-K–K and 1–2).

prereq: prereqs: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800;

ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

Hours 30 hrs of seminar plus 40 days of student teaching

ECC 71700 - Supervised Practicum in Early Childhood

Teaching practicum for students in early childhood education. Students who take ECC 717 must also complete ECC 71800 . (Not for students who have completed ECC 716.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1)

Hours 15 hrs of seminar plus conferences,

Credits 1 cr

ECC 71750 - Supervised Practicum in Early Childhood Bilingual Setting

Teaching practicum for students in early childhood bilingual education. Students who take ECC 71750 must also complete ECC 71850. (Not for students who have completed ECC 71650.)

Hours 15 hrs of seminar plus conferences,

Credits 1 cr

ECC 71800 - Early Childhood Student Teaching

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 71700 . (Also offered during the summer.) (Not for students who have completed ECC 716.)

prereq: prereqs: ECF 702; ECC 703, 704 (program 2) or 705 and 706 (program 1), 707, 708, 709 (program 2) or 710 and 711 (program 1), 712 (program 1)

Hours 15 hrs of seminar plus 20 days of student teaching,

Credits 2 cr

ECC 71850 - Early Childhood Bilingual Student Teaching

Student teaching for 20 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 71850 must also complete ECC 71750 . (Not for students who have completed ECC 71650.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

Hours 15 hrs of seminar plus 20 days of student teaching,

Credits 2 cr

ECC 71951 - Special Topics in Early Childhood Education

Important special issues as they arise through changes in federal or state law or new developments in early childhood education.

prereq: special permission of an early childhood education adviser

Hours 15, 30, and 45 hrs,

Credits 1, 2, and 3 cr

ECC 71952 - Special Topics in Early Childhood Education

Important special issues as they arise through changes in federal or state law or new developments in early childhood education.

prereq: special permission of an early childhood education adviser

Hours 15, 30, and 45 hrs,

Credits 1, 2, and 3 cr

ECC 71953 - Special Topics in Early Childhood Education

Important special issues as they arise through changes in federal or state law or new developments in early childhood education.

prereq: special permission of an early childhood education adviser

Hours 15, 30, and 45 hrs,

Credits 1, 2, and 3 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

EDESL 70100 - Selected Topics in TESOL

EDESL 701-704 Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser

Credits 1

EDESL 70200 - Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser

Credits 2

EDESL 70300 - Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser

Credits 3

EDESL 70400 - Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser

Credits 4

EDESL 70500 - Structure of English: A Pedagogical View

The total grammatical system of English seen functionally and pedagogically. Students examine research on various English language structures and develop optimum teaching approaches for presenting these structures.

prereq: LING 70100 or permission of TESOL adviser

Hours 45 hrs,

Credits 3 cr

Required of students in Programs One, Two, and the Adult Program.

EDESL 76000 - Master's Essay Seminar in Educational Research

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits or permission of TESOL adviser

Credits 4

EDESL 77000 - Content and Curriculum & Materials in Adult TESOL

An overview of current theory and practice in the design of content, curriculum, and materials for the teaching of Adult ESL, focusing primarily on designing ESL instruction for academic and adult continuing ESL contexts. Includes adult content area learning and English for Specific purposes, and integrating the 4 language skills.

prereq or coreq: pre- or coreq: EDESL 79600 or permission of TESOL adviser

Hours includes 10 hrs of fieldwork in Adult ESL classrooms,

Credits 4

EDESL 77100 - K-12 ESL Curriculum and Materials through the Content Areas

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.

prereq: EDESL 79600/79610

prereq or coreq: G EDESL 79600 or G EDESL 79610 or G EDESL 79620

Hours includes 20 hrs fieldwork in K-12 classrooms

Credits 4

20 hrs fieldwork.

EDESL 77200 - First and Second Language, and Technological Literacy in K-12 ESL

An in-depth treatment of theory and practice in the teaching of literacy skills, including technological, to English language learners in the public schools. Required of students in both Pre-K-12 Programs 1 and 2.

prereq: LING 70200

Hours includes 10 hrs fieldwork

Credits 4

EDESL 77600 - Language Assessment in Adult TESOL

An overview of the theories, concepts, methods, and materials for assessing the language and content knowledge of adult ESL students. For students in Program 3.

prereq: G LING 70200

Hours includes 10 hrs of fieldwork in Adult ESL classrooms,

Credits 4

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural

awareness needed for effective language pedagogy.

prereq or coreq: G LING 70200

Credits 4

10 hours of field experience.

EDESL 77800 - Teaching Oral Language Skills in Adult TESOL

An overview of current theory and practice in the teaching of oral skills (speaking, listening, and pronunciation) to adult ESL students, focusing primarily on designing ESL instruction to enhance students' skills in these areas. For students in Program 3.

prereq or coreq: G EDESL 77000

Credits 4

EDESL 77900 - Teaching Reading and Writing Skills in Adult TESOL

An overview of the theory and practice of teaching reading and writing to adults in ESL, with considerations for the wide range of adult ESL learning contexts, including adult continuing education, college English/ESL programs and English for academic purposes. For students in Program 3.

prereq: prereq: EDESL 79600

prereq or coreq: pre- or coreqs: EDESL 7700 or EDESL 78700 or EDESL 77500

Credits 4

EDESL 78000 - Seminar in Educational Research (Master's Essay)

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.

prereq: completion of 24 credits and permission of TESOL adviser

Hours 45 hrs,

Credits 3 cr

Registration by adviser's approval only. Elective for all students.

EDESL 78100 - Curriculum and Materials in TESOL

Overview of the various curriculum and materials options for learning ESL/EFL (listening and an oral comprehension, speaking and conversation, reading and vocabulary building, writing and composing, textbook 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.

prereq or coreq: LING 70100, EDESL 78300 or permission of TESOL adviser

Hours 45 hrs,

Credits 3 cr

(Required of students in Programs One, Two, and the Adult Program.)

EDESL 78200 - TESOL in Adult Education

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.

prereq: LING 70100, EDESL 78300 or permission of TESOL adviser

Hours 45 hrs,

Credits 3 cr

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 78400 - Fieldwork in TESOL with Adults

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 weekly seminar, emphasis is placed on peer dynamics, classroom management and setting and exploiting learning activities and environments.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs,

Credits 3 cr

Required of students in the Adult Program.

EDESL 78410 - Practicum in TESOL for Adults

A hands-on Practicum/teaching experience with adult ESL students in the Community Outreach Program in English (COPE) at Hunter College, that serves as one of two culminating teaching experiences in the Adult Track of the TESOL Program. Students also meet in a weekly seminar immediately after their COPE classes. Required of students in Program 3.

prereq: prereq: completion of 24 credits or permission of TESOL adviser

Hours 30 hrs plus 60 hrs classroom teaching,

Credits 2

EDESL 78420 - Student Teaching in TESOL for Adults

A student teaching experience (with the guidance of a cooperating teacher) in an academic ESL context (either an Intensive ESL Program or a college ESL class), that serves as one of two culminating teaching experiences in the Adult Track of the TESOL Program. Students also meet in a weekly seminar to discuss their student teaching experiences. Required of students in Program 3.

prereq: prereq: completion of 24 credits or permission of TESOL adviser

Hours 30 hrs plus 60 hrs classroom teaching,

Credits 2

EDESL 78500 - Supervised Student Teaching, Pre-K-6 and 7-12

Two-semester supervised student teaching experience in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser
Hours 60 hrs seminar plus student teaching and conference
Credits 2
this is a year-long course

EDESL 78510 - Supervised Student Teaching in the Elementary School: Pre-K–6

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.

prereq: completion of 30 credits or permission of TESOL adviser
Hours 15 hr seminar plus student teaching and conferences,
Credits 2 cr
Required of students in Programs One and Two. note: students should not take 788.10 if they are in this course

EDESL 78520 - Supervised Student Teaching in the Secondary School: Grades 7–12

Supervised student teaching in grades 7–12 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 7–12; (2) Students with prior certification in another area must teach 20 days in grades 7–12.

prereq: completion of 30 credits or permission of TESOL adviser
Hours 5 hrs seminar plus student teaching and conference,
Credits 2 cr
Required of students in Programs One and Two. note: students should not take 788.20 if they are in this course

EDESL 78600 - Phonetics of American English

Phonological (phonetic and phonemic) analysis of contemporary American speech.

prereq or coreq: LING 70100 or permission of TESOL adviser
Hours 45 hrs,
Credits 3 cr
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 78700 - TESOL for Children: Pre-K–12

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.

prereq: LING 70100, EDESL 78300 or permission of TESOL adviser
Hours Includes 25 hrs fieldwork
A field experience is a part of this course. Required of students in both Pre-K–12 Programs One and Two.

EDESL 78800 - Supervised Practicum, Pre-K-6 and 7-12

Two-semester supervised practicum in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs seminar plus student teaching and conference

Credits 2

this is a year-long course

EDESL 78810 - Supervised Practicum in the Elementary School: Pre-K–6

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

prereq: completion of 30 credits or permission of TESOL adviser

Hours 15 hr seminar plus supervised teaching and conferences,

Credits 1 cr

For students in Programs One and Two who teach ESL in an elementary school setting. note: students should not take 785.10 if they are in this course

EDESL 78820 - Supervised Practicum in the Secondary School: Grades 7–12

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.

prereq: completion of 30 credits or permission of TESOL adviser

Hours 15 hr seminar plus supervised teaching and conferences,

Credits 1 cr

For students in Programs One and Two who teach ESL in a secondary school setting. note: students should not take 785.20 if they are in this course

EDESL 78900 - Selected Topics in TESOL

An in-depth treatment of new and critical issues in the teaching of ESL/ELF to adults, with topics being offered on a rotating basis, including such areas as vocational ESL, advanced grammar, adult literacy, testing, content-based instruction, materials development.

prereq: LING 701 or permission of TESOL adviser

Hours 45 hrs,

Credits 3 cr

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 79000 - 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).

Hours 45 hrs,

Credits 3 cr

An elective for students in Program 3 and for students in Programs 1 and 2 who have been waived from a required course.

EDESL 79100 - Language Assessment in TESOL

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.

prereq: LING 70100 or BILED 77100

prereq or coreq: EDESL 70500 or permission of TESOL adviser

Hours 45 hrs,

Credits 3 cr

Required of students in both Pre-K–12 Programs One and Two; elective for students in the Adult Program.

EDESL 79200 - Second Language Literacy: Reading and Writing, Pre-K–12

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.

prereq: LING 70100, EDESL 70500 or permission of TESOL adviser; EDC 70400

Hours 45 hrs,

Credits 3 cr

Required of students in both Pre- K–12 Programs One and Two; elective for students in the Adult Program.

EDESL 79300 - Technology in TESOL: Pre-K–12

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.

Hours 15 hrs,

Credits 1 cr

Required of students in both Programs One and Two and an elective in the Adult Program.

EDESL 79400 - Teaching ESL Students with Disabilities: Pre-K–12

Overview of issues and practices relevant to the teaching and learning of second language learners with special education needs.

Hours 15 hrs,

Credits 1 cr

Required of students in Programs One and Two.

EDESL 79500 - Health Education for Teachers of ESL: Pre-K–12

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.

Hours 15 hrs,

Credits 1 cr

Required of students in Programs One and Two.

EDESL 79610 - Methodology of Teaching English to Speakers of Other Languages

An overview of K-12 program types and classroom options for teaching English to speakers of other languages. The course covers language teaching methods for teaching the four language skills, options for classroom management, and setting up learning environments. Required of students in **Program 1**.

Credits 4

includes 30 hours fieldwork

EDESL 79620 - Methodology of Teaching English to Speakers of Other Languages

An overview of program types and classroom options for teaching English to speakers of other languages. The course covers basic language teaching methods, options for classroom management, and setting up optimal learning environments. Required of students in Programs 2 and 3.

Hours includes 20 hours fieldwork

Credits 4

20 hours fieldwork

EDLIT 73000 - Language, Literacy and Culture, Grades 1-12

Study linguistic knowledge base, as well as the interrelationship between language, literacy and learning in a pluralistic society. Topics include the structure of English language and its role in reading and writing; the nature of language acquisition; English language proficiency for academic purposes; strategies for meeting English language learners' needs and for promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools.

prereq or coreq: ECC 70400 (for Birth-Grade 6 students only) and EDLIT 73500

Hours includes 10 hrs in the field analyzing language use of ESL learners

Credits 3 cr

EDLIT 73100 - Literacy Assessment: Birth–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.

prereq or coreq: ECC 70400 and EDLIT 73500

*Hours Includes 15 hrs in the field assessing diverse learners 45 hrs,
Credits 3 cr*

EDLIT 73300 - Theories and Process of Teaching Writing: Pre-K–Grade 6

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.

*Hours Includes 15 hours in the field observing and analyzing writing development
Credits 3 cr*

EDLIT 73400 - Literacies within the Disciplines: K–Grade 6

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.

*prereq or coreq: ECC 70400 and EDLIT 73500
Hours Includes 10 hrs in a classroom focused on older learners (grades 3-6) and content area literacy
Credits 3 cr*

EDLIT 73500 - Survey of Instructional Approaches for Language and Literacy Development: Grades K-12

Critically examine instructional approaches appropriate for language and literacy development in literacy education informed by current research. Course participants examine, select, design and organize linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of elementary, middle and high school students with varying developmental abilities.

*Hours Includes 5 hours fieldwork
Credits 3 cr*

EDLIT 73600 - Diagnosis of Reading Difficulties

A study of factors related to students who are experiencing difficulty acquiring literacy. Procedures for diagnosing reading achievement and related language skills.

*prereq: EDLIT 73100
Hours Includes 15 hours of diagnosis, under supervision, of students with reading difficulties
Credits 3 cr*

EDLIT 73700 - Practicum in Remedial Reading

Theoretical consideration and procedures in the instruction of students with reading difficulties.

prereq: EDLIT 73600

Hours Includes 20 hrs of supervised remedial sessions with individual students on-site at Hunter College
Credits 3 cr

EDLIT 73800 - Literacy Programs: Organization and Resources

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.

prereq: EDLIT 73100 (for Birth-Grade 6 students only)

Hours Includes 15 hours of survey for the enhancement of literacy programs

Credits 3 cr

EDLIT 73901 - Delays in Early Language and Literacy Development in Young Children with Special Needs

Historical, theoretical, and research-based teaching practice issues related to literacy and language instruction for children with special needs, ages birth through second grade.

coreq: ECC 70400

Hours Includes 5 hrs observation in an inclusive early childhood setting or a program with special needs focus, 15 hrs,

Credits 1 cr

EDLIT 73902 - Special Needs Issues in Literacies within the Curriculum

Adaptation, modification and management of instruction, curriculum, the learning environment, materials and technology across the curriculum for children with special learning needs.

prereq: EDLIT 73901

Hours 15 hrs,

Credits 1 cr

EDLIT 73903 - Adaptations and Modifications in Approaches to Literacy for Students with Special Needs

Adaptation and modification of instructional strategies, technology and curriculum in literacy for full inclusion of children with disabilities.

prereq: EDLIT 73902

Hours 15 hrs,

Credits 1 cr

EDLIT 74000 - Leadership in Literacy

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.

prereq: minimum of 27 cr. in the literacy program
Hours 45 hrs,
Credits 3 cr

EDLIT 74100 - Selected Topics

In-depth study of emerging areas related to literacy education for children birth through grade 6.

prereq or coreq: approval of the instructor
Hours 45 hrs,
Credits 3 cr
This is an elective course.

EDLIT 74200 - Practicum in Literacy

Fifty-hour college-supervised practicum divided into two 25-hour placements; one at early childhood level and one at the childhood level.

prereq: 15 credit hours in the literacy master's program
Hours 15 hr seminar plus 50 hrs in the field,
Credits 1 cr

EDLIT 75300 - Methods of Teaching Writing: Grades 5-12

Development and assessment of writing skills and methods for teaching writing including analysis of techniques and environments that foster writing development, and writing across the disciplines, in all students at middle childhood and adolescent levels (ELL, gifted, special needs). State writing standards and technology are integrated.

Hours includes 15 hours fieldwork
Credits 3

EDLIT 75400 - Literacies within the Disciplines: Grades 5-12

Exploration into the literacy demands and challenges inherent in the academic subjects of math, science, history and social studies, as well as media, health, technology and the arts.

Hours includes 10 hours in classrooms focused on literacies within the disciplines
Credits 3

EDLIT 75500 - Literacy Instruction for Struggling Readers and Writers: Grades 5-12

Exploration of historical, theoretical and research-based teaching practice issues related to overcoming reading/writing difficulties. Assessment and intervention strategies, adaptation and modification of instructional strategies, technology

and curriculum to improve foundational skills and learning outcome of middle and high school struggling readers and writers.

Hours includes 15 hours fieldwork

Credits 3

EDLIT 75600 - Literacy Assessment: Grades 5-12

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 instruction planning and meeting NYS English Language Arts performance standards.

prereq: 9 credits in the content core

Hours includes 15 hours in the field assessing diverse learners

EDLIT 75700 - Practicum in Literacy Assessment and Intervention: Grades 5-12

A study of factors related to middle and high school students who are experiencing difficulty acquiring literacy. Implement, design and use a variety of procedures for diagnosing reading achievement and related language skills. Use assessment data to plan and implement intervention activities for students with literacy difficulties.

prereq: EDLIT 75600

Hours includes 25 hours of supervised assessment and intervention sessions with individual middle school students on-site at Hunter College Literacy Space and 25 hours of supervised assessment/intervention sessions off site with high school students

Credits 3

EDPS 70000 - Educational Psychology Proseminar

This proseminar consists of workshops, discussions and presentations on topics orienting students to the field of educational psychology and introducing them to the research interests of faculty members.

Credits : none

EESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL

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. Includes identification and diagnosis of ESL students with special needs. Required of students in Programs 1 and 2.

prereq: EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser

Hours includes 10 hrs fieldwork

Credits 4

EESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

prereq or coreq: LING 70200, EDESL 79600/79610

Credits 4

HED 71400 - Health Education for the Classroom Teacher

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,

Credits 1 cr

LING 70200 - Analysis and Structure of English from a Pedagogical Perspective

A comprehensive overview of the English Language for teachers of ESL, covering the sound system, systems of meaning making, orthographic and other representations, and the structures of English, with a specific focus on and application to teaching ESL. Required for students in Programs 1, 2, and 3.

Hours includes 10 hrs fieldwork

Credits 4

LING 77400 - Theory and Research in Second Language Acquisition and Learning

A survey of current theory and research in second language acquisition with particular reference to the acquisition of English and applications to the classroom. Includes introduction to research methodology. Required of students in Program 1, 2, and 3.

prereq: G LING 70200

Credits 4
5 hours of field work.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,
Credits 3 cr

SEDC 71100 - Advanced Study of Young Adult Literature in Our Diverse Society

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.

prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr

SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12

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.

prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr

SEDC 71500 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Social Studies, Grades 7–12

Rationales and methodologies for teaching social studies based on current theories of the nature of students, the social sciences and secondary schooling.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 71600 - Math: Curriculum and Methods - Grades 7-12

For students pursuing certification in adolescent special education (generalist). Teacher candidates will develop an understanding of the contents of mathematics programs and curricula in grades 7–12 and will formulate teaching methodology for the meaningful learning of mathematics. Strong emphasis will be placed on teaching students with special needs and English language learners.

Hours 45 hrs

Credits 3

SEDC 71700 - Social Studies: Curriculum and Methods - Grades 7-12

For students pursuing certification in adolescent special education (generalist). Teacher candidates will develop an understanding of the content of social studies programs and curricula in grades 7–12 and will formulate teaching methodology for the meaningful learning of social studies. Strong emphasis will be placed on teaching students with special needs and English language learners.

Hours 45

Credits 3

SEDC 71800 - Science: Curriculum and Methods - Grades 7-12

For students pursuing certification in adolescent special education (generalist). Teacher candidates will develop an understanding of the content of science programs and curricula in grades 7–12 and formulate teaching methodology for the meaningful learning of science. Strong emphasis will be placed on teaching students with special needs and English language learners.

Hours 45 hrs

Credits 3

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72100 - Advanced Study of Teaching English Methods to a Diverse Population in Grades 7–12

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.

prereq: SEDC 71100

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12

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 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.

prereq: SEDC 71200

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

SEDC 72300 - Methods II: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7–12

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.

prereq: SEDC 71300

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork,

Credits 3

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12

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.

prereq: SEDC 71300

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork
Credits 3

SEDC 72500 - Methods II: Intensive Study of Teaching Diverse Learners in Social Studies, Grades 7–12

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.

prereq: SEDC 71500
prereq or coreq: SEDF 70500
Hours 45 plus 36 hrs fieldwork
Credits 3

SEDC 73000 - Development of Mathematical Thinking: Implications For Teaching and Learning Mathematics in Grades 7 to 12

A course exploring the role of the teacher in developing mathematical reasoning ability in students. What are the possibilities and limitations? A research-based approach to the problem of providing a solid mathematics education for all students.

SEDC 73100 - Seminar in Mathematics Curriculum, Grades 7-12

A study of the current Standards-Based Mathematics Curriculum from an historical perspective.

SEDC 73200 - Research Seminar in Mathematics Education, Grades 7-12

A course in which students will study the research relative to the mathematics curriculum and complete a research project in a field of mathematics education of their choice.

SEDC 75100 - Student Teaching in English, Grades 7–12

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.

prereq: SEDC 72100, SEDF 706
Hours 30 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr

SEDC 75201 - Student Teaching in French, Grades 7–12

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.

prereq: SEDC 722, SEDF 706

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 75202 - Student Teaching in Italian, Grades 7–12

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.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 75203 - Student Teaching in Spanish, Grades 7–12

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.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 75300 - Student Teaching in Mathematics, Grades 7–12

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.

prereq: SEDC 72300, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 75401 - Student Teaching in Biology, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

prereq or coreq: SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 75402 - Student Teaching in Chemistry, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 75403 - Student Teaching in Physics, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 75404 - Student Teaching in Earth Science, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 75500 - Student Teaching in Social Studies, Grades 7–12

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.

prereq: SEDC 72500, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 75600 - Student Teaching in Music, Pre-K–12

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.

prereq: MUSED 67800, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

SEDC 76110 - Student Teaching in English, Grades 7–9

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.

prereq: SEDC 72100

prereq or coreq: SEDF 70600

Hours 30 hours, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76110 must also complete SEDC 76120 or SEDC 77120.

SEDC 76120 - Student Teaching in English, Grades 10–12

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.

prereq: SEDC 72100

prereq or coreq: SEDF 70600

Hours 30 hours, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76120 must also complete SEDC 76110 or SEDC 77110.

SEDC 76211 - Student Teaching in French, Grades 7–9

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.

prereq: SEDC 72200

prereq or coreq: SEDF 70600

Hours 30 hrs plus, 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76211 must also complete SEDC 76221 or SEDC 77221.

SEDC 76212 - Student Teaching in Italian, Grades 7–9

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.

prereq: SEDC 72200

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76212 must also complete SEDC 76222 or SEDC 77222.

SEDC 76213 - Student Teaching in Spanish, Grades 7–9

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.

prereq: SEDC 72200

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76213 must also complete SEDC 76223 or SEDC 77223.

SEDC 76221 - Student Teaching in French, Grades 10–12

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.

prereq: SEDC 72200

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76221 must also complete SEDC 76211 or SEDC 77211.

SEDC 76222 - Student Teaching in Italian, Grades 10–12

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.

prereq: SEDC 72200

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76222 must also complete SEDC 76212 or SEDC 77212.

SEDC 76223 - Student Teaching in Spanish, Grades 10–12

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.

prereq: SEDC 72200

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76223 must also complete SEDC 76213 or SEDC 77213.

SEDC 76310 - Student Teaching in Mathematics, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member and a certified mathematics 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.

prereq: SEDC 72300

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76310 must also complete SEDC 76320 or SEDC 77320.

SEDC 76320 - Student Teaching in Mathematics, Grades 10–12

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.

prereq: SEDC 72300

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76320 must also complete SEDC 76310 or SEDC 77310.

SEDC 76411 - Student Teaching in Biology in Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 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.

prereq: SEDC 72400

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76411 must also complete SEDC 76421 or SEDC 77421.

SEDC 76412 - Student Teaching in Chemistry, Grades 7–9

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.

prereq: SEDC 72400

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76412 must also complete SEDC 76422 or SEDC 77422.

SEDC 76413 - Student Teaching in Physics, Grades 7–9

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.

prereq: SEDC 72400

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76413 must also complete SEDC 76423 or SEDC 77423.

SEDC 76414 - Student Teaching in Earth Science, Grades 7–9

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. They will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76414 must also complete SEDC 76424 or SEDC 77424.

SEDC 76421 - Student Teaching in Biology, Grades 10–12

Teacher candidates complete 30 days of student teaching 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.

prereq: SEDC 72400

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76421 must also complete SEDC 76411 or SEDC 77411.

SEDC 76422 - Student Teaching in Chemistry, Grades 10–12

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.

prereq: SEDC 72400

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76422 must also complete SEDC 76412 or SEDC 77412.

SEDC 76423 - Student Teaching in Physics, Grades 10–12

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.

prereq: SEDC 72400

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76423 must also complete SEDC 76413 or SEDC 77413.

SEDC 76424 - Student Teaching in Earth Science, Grades 10–12

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. They will assume significant responsibility for classroom instruction and management.

prereq: SEDC 72400

prereq or coreq: SEDF 70600

Hours 30 hrs plus 30 days and conferences,

Credits 3 cr

Students who enroll in SEDC 76424 must also complete SEDC 76414 or SEDC 77414.

SEDC 76510 - Student Teaching in Social Studies, Grades 7–9

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.

prereq: SEDF 72500

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76510 must also complete SEDC 76520 or SEDC 77520.

SEDC 76520 - Student Teaching in Social Studies, Grades 10–12

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.

prereq: SEDF 72500

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76520 must also complete SEDC 76510 or SEDC 77510.

SEDC 76610 - Student Teaching in Music, Grades Pre-K–6

Teacher candidates complete 30 days of student teaching 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.

prereq: MUSED 67800

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76610 must also complete SEDC 76520 or SEDC 77520.

SEDC 76620 - Student Teaching in Music, Grades 7–12

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.

prereq: MUSED 67800

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76620 must also complete SEDC 76510 or SEDC 77510.

SEDC 77110 - Practicum in English, Grades 7–9

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 **SEDC 77120**.

prereq: SEDC 72100, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77120 - Practicum in English, Grades 10–12

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 77120** must also take **SEDC 77110**.

prereq: SEDC 72100, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77211 - Practicum in French, Grades 7–9

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 77211** must also take **SEDC 77221**.

prereq: SEDC 72200

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77212 - Practicum in Italian, Grades 7–9

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 77212 must also take SEDC 77222 .

prereq: SEDC 72200

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77213 - Practicum in Spanish, Grades 7–9

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 77213 must also take SEDC 77223.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77221 - Practicum in French, Grades 10–12

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 77221 must also take SEDC 77211.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77222 - Practicum in Italian, Grades 10–12

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 77222 must also take SEDC 77212.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77223 - Practicum in Spanish, Grades 10

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 77223 must also take SEDC 77213.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77310 - Practicum in Mathematics, Grades 7–9

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 77310 must also take SEDC 77320 .

prereq: SEDC 72300

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77320 - Practicum in Mathematics, Grades 10-12

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 SEDC 77310 .

prereq: SEDC 723, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77411 - Practicum in Biology, Grades 7–9

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Students who take SEDC 774.11 must also take SEDC 774.21.

SEDC 77412 - Practicum in Chemistry, Grades 7–9

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Students who take SEDC 77412 must also take SEDC 77422.

SEDC 77413 - Practicum in Physics, Grades 7–9

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 77413 must also take SEDC 77424.

prereq: SEDC 72400, SEDF 70600
Hours 30 hrs plus conferences,
Credits 2

SEDC 77414 - Practicum in Earth Science, Grades 7–9

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 77414** must also take **SEDC 77424**.

prereq: SEDC 72400, SEDF 70600
Hours 30 hrs plus conferences,
Credits 2

SEDC 77421 - Practicum in Biology, Grades 10-12

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.

prereq: SEDC 72400, SEDF 70600
Hours 30 hrs plus conferences,
Credits 2 cr
Students who take SEDC 77421 must also take SEDC 77411.

SEDC 77422 - Practicum in Chemistry, Grades 10–12

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.

prereq: SEDC 72400, SEDF 70600
Hours 30 hrs plus conferences,
Credits 2 cr
Students who take SEDC 77422 must also take SEDC 77412.

SEDC 77423 - Practicum in Physics, Grades 10–12

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 77423** must also take **SEDC 77413**.

prereq: SEDC 72400, SEDF 70600
Hours 30 hrs plus conferences,
Credits 2 cr

SEDC 77424 - Practicum in Earth Science, Grades 10–12

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 77424** must also take SEDC 77414.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77510 - Practicum in Social Studies, Grades 7–9

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 77510 must also take SEDC 77520.

prereq: SEDC 72500, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77520 - Practicum in Social Studies, Grades 10–12

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 77520 must also take SEDC 77510.

prereq: SEDC 72500, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77610 - Practicum in Music, Grades Pre-K–6

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 77610 must also take SEDC 77620 .

prereq: MUSED 67800, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDC 77620 - Practicum in Music, Grades 7–12

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 77620 must also take SEDC 77610.

prereq: MUSED 67800, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

SEDF 20600 - Assessment of the Teaching and Learning Process in Grades 7-12

prereq: SEDF 20500

Credits 2

SEDF 71400 - Adolescent Development and Learning: Grades 7-12

This course prepares teacher candidates to think about how adolescents develop and learn by examining the process of cognitive, social/emotional, personality and language development among youth who vary by gender, race and ethnicity, English proficiency and levels of ability. Emphasis will be placed on creating culturally compatible classrooms, motivating students, and assessing their learning.

Hours 45

Credits 3

Childhood, Early Childhood, and Bilingual Education Programs

Advanced Certificate

Bilingual Education Extension NYS Teacher Certificate - Advanced Certificate

We offer two different advanced certificate programs in bilingual education extension. This six-course, 14-credit program is for teachers with NYS certification.

The program has been designed to prepare individuals to become effective bilingual practitioners with high levels of competence using two languages as mediums of instruction.

Admission Requirements

1. Either a master's degree with an overall GPA of at least 3.5 from an accredited institution acceptable to Hunter College or a bachelor's degree with an overall GPA of at least 2.8 and NYS teacher certification (initial, permanent or professional).

- Early childhood education (birth-grade 2)
- Childhood education (grades 1- 6)
- Common Branches PreK-grade 6
- Middle childhood education (grades 5 - 9)
- Adolescent education (grades 7 - 12)
- Special subjects
- Literacy education
- Students with disabilities in early childhood, childhood, middle childhood, or adolescent education or special education K-12
- Teachers of students who are blind or visually impaired, deaf or hard of hearing, or speech and language impaired

2. An on-site writing sample in English and in Spanish or French and an interview conducted in English and in Spanish or French.
3. Two letters of recommendation, including one from a supervisor.

Bilingual Extension NYS Teacher Certification Course of Study

Total Credits: 14 credits

BILED 70100 - Foundations of Bilingual Education

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.

*Hours includes 5 hrs of fieldwork
Credits 3 cr*

BILED 77900 - Multicultural Education

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.

*prereq or coreq: BILED 70100 and CEDF 70900
Hours includes 5 hrs of fieldwork
Credits 3 cr*

BILED 77100 - Psychology of Language Learning and Teaching

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.

*prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400
Hours 30 hrs plus 5 hrs of fieldwork and lab,
Credits 2 cr*

BILED 71100 - Bilingual Literacy-Spanish

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.

*coreq: BILED 71150
prereq or coreq: BILED 77100*

Hours 30

Credits 2

OR

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education

Hours 30

Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100

Hours 75 hrs,

Credits 1 cr

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MSED/Childhood Education Grades 1-6 with bilingual extension; for the MSED in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

Hours 45

Credits 3

OR

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

*Hours 45 hrs plus 10 hrs of fieldwork,
Credits 3*

Exit Standards:

1. An overall GPA of 3.0
2. A grade of at least B in the field experience course BILED 71150.

Bilingual Extension for Pupil Personnel Services

This Advanced Certificate Program is a course of study leading to a Bilingual Extension in Pupil Personnel Services, consistent with regulations of the New York State Education Department. The program is designed for bilingual pupil personnel professionals currently working full time without the bilingual certificate or through nomination and commitment by the district superintendent, building principal, or preschool director to appoint the applicant to a full-time position as a result of participating in and completing the program.

Admission Requirements

1. A master's degree and either permanent or professional certification in:

- Administration and Pupil Personnel Services
- School Counseling
- School Social Work
- School Psychology

OR

A bachelor's degree and provisional certification as a school counselor, social worker, or school psychologist.

2. An undergraduate GPA of at least 2.8 or a master's degree GPA of at least 3.5.
3. An on-site writing sample in English and in Spanish and an interview conducted in English and Spanish with two professors.
4. A recommendation from a supervisor.

Exit Standards

1. An overall GPA of 3.0.
2. A grade of at least B in the field experience course BILED 71150.

Intensive Teacher Institute (ITI) Additional Requirements

In addition, students who wish to receive ITI funding must meet the following criteria:

1. Currently working full time (100%) as bilingual pupil personnel professional (guidance counselor, social worker, or psychologist)

OR

2. A nomination and commitment by the district superintendent, building principal, or preschool director to appoint the applicant to a full-time position in bilingual pupil personnel services as a result of participating in and completing the ITI program.

- Applicants for the Bilingual Education Extension must already possess oral and written language proficiency in English and in the native language of instruction.
- Applicants must be working in either a NYSED-approved bilingual education preschool or in the K–12 grade continuum in a New York State school district.
- Applicants must complete the ITI application in its entirety and provide **all** required documentation.
- Applicants must agree to serve as bilingual pupil personnel professionals for 2 years in the nominating district/school or preschool upon completion of the ITI program.
- Applicants must **not** have received prior NYCDOE scholarships or funding incentives for shortage areas.

Curriculum

Course of Study for Pupil Personnel Services: Bilingual Education Extension (15 credits)

BILED 70100 - Foundations of Bilingual Education

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.

*Hours includes 5 hrs of fieldwork
Credits 3 cr*

BILED 71700 - Language Assessment for English Language Learners

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.

*prereq: BILED 77100, CEDCF 70050
Hours 45 hrs,
Credits 3 cr*

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork
Credits 3 cr

COCO 70700 - 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.

Hours 45 hrs,
Credits 3 cr

COCO 71800 - Practicum in Counseling

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.

prereq: COCO 70000 and COUNS 71700 or COUNM 71600 or COUNR 71600
coreq: COCO 71900
prereq or coreq: COCO 70600
Hours 100

Master of Science in Education - MEd

Childhood Education, Grades 1-6 - MEd

Program Coordinator Jason Riffaterre; 1001 West; (212) 772-4638; jriffate@hunter.cuny.edu

Hunter College's program in childhood education has been nationally recognized by the Association for Childhood Education International (ACEI). This program, which focuses on preparing teachers for New York City public schools is designed for students who do not have New York State 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; Childhood Special Education, Grades 1-6; TESOL (pre-K - 12); Early Childhood Education, Birth through Grade 2; or the Childhood Education Math/Science Specialist program. 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.

Admission Requirements

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.
3. A liberal arts core to include the following: 6 credits in English, including one course in English composition in with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better); 6

credits in social studies (one course in must be in history or geography); 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 3 credits in the arts; 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement); and 3 credits in information retrieval (library studies, research, computer literacy or educational technology).

4. A personal statement to be completed as part of the application for admission.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any additional courses.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

Students must receive a grade of at least B in fieldwork CEDC 715. Any student who receives a grade of B-, C+ or C must apply to the Chairperson of the Department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU will not be allowed to continue in the program.

Childhood Education Course of Study

Total Credits: 36 - 49 credits

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.

Initial Core:

CEDF 71500 - Diversity in the American School

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.

*Hours 45 hrs,
Credits 3 cr*

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 70500 - Mathematics Curriculum and Methods

An exploration of 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.

*prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork*

CEDC 70400 - Teaching Developmental Reading

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.

*prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork*

Literacy Core:

CEDC 73000 - Perspectives on Literacy Across the Content Areas

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.

*prereq: CEDF 70900 and CEDC 70400
coreq: CEDC 71500 and 72200
Hours 30 hrs,
Credits 2 cr*

CEDC 72200 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq: CEDF 70900

coreq: CEDC 71500 and CEDC 73000

Hours 30 hrs,

Credits 2

CEDC 71500 - Fieldwork: Reading and Social Studies

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.

prereq: CEDF 70900

coreq: CEDC 73000 and 72200

Hours 75 hrs of fieldwork,

Credits 1 cr

Extended Core:

CEDF 71000 - Educational Psychology

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.

prereq: CEDF 70900

Hours includes 5 hrs of field work

CEDC 70000 - The Art of Effective Teaching

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.

prereq or coreq: CEDF 70900

Hours includes 5 hrs of fieldwork

CEDC 70300 - Teaching Science in the Elementary School

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900 and CEDC 70000

CEDC 71300 - Health Education for the Classroom Teacher

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDC 70700 - The Arts: An Interdisciplinary Learning Experience

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 71600 - Assessment of Teaching and Learning

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.

prereq: CEDF 70900 and CEDF 71000

CEDF 70600 - 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.

prereq: CEDF 70900 and CEDF 71500
Hours 45 hrs,
Credits 3 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

Culminating Core

CEDF 79200 - Integrative Seminar: Research in Childhood Education

Students prepare research proposals on topics which summarize and apply previous learnings. Written and oral presentations.

prereq: completion of 31 credits of course work including CEDC 73000 and CEDF 71600 or permission of the childhood education adviser
Hours 45 hrs,
Credits 3 cr

Choose either:

CEDC 72400 - Student Teaching in Grades 1–3 and 4–6

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 preregister 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.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser
Hours 30 hrs of seminar plus a minimum of 60 days of student teaching,
Credits 5 cr

Or one of the following:

CEDC 72500 - Student Teaching in Grades 1–3

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800 . Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 728: Practicum in grades 4–6. 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 preregister 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 CEDC 72400 or 72700.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus 30 days of student Teaching

CEDC 72700 - Practicum in Grades 1–3

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800 . Note: Applications for spring semester student teaching are due in October; applications for fall semester practicum are due in March. Students who receive a grade of C+ or C in practicum must apply to the department chairperson for permission to preregister 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 CEDC 72400 or 72500.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

*Hours 30 hrs of seminar plus supervision and conferences,
Credits 2 cr*

Plus either

CEDC 72600 - Student Teaching in Grades 4–6

Teacher candidates who take this course must also take CEDC 72500 or CEDC 72700 . Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 72700 Practicum in grades 1–3.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus 30 days of student teaching

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 preregister 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 CEDC 72400 or 72800.

Or

CEDC 72800 - Practicum in Grades 4–6

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72700 .

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

*Hours 30 hrs of seminar plus supervision and conferences,
Credits 2 cr*

Note: Applications for spring semester practicum are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in practicum must apply to the department chairperson for permission to preregister 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 CEDC 72400 or 72600.

Exit Standards

1. An 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, which may be repeated only once. 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 (CEDF 792) with a grade of B or better.
4. Students must pass the School of Education technology assessment.

Childhood Education, Grades 1-6 Bilingual (French/English)-MSEd

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 49 credits. Master's candidates who have completed some pedagogical coursework 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 the 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.

Admission 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 27 credits, distributed as follows: 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement); 6 credits in English including one course in English composition with a grade of at least B plus a writing intensive course in any discipline with a grade of B or better; 6 credits in social studies (of which one course must be in history or geography); 3 credits in the arts; and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).
4. Completion of a satisfactory writing sample in English and in French as part of the application process.
5. An on-site writing sample in English and in French and an interview conducted with at least two professors.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Course of Study

Total Credits: 37–49

(Master's candidates who have completed some pedagogical coursework 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 37.)

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

CEDCF 70050 - The Art and Science of Effective Teaching

This course is designed to introduce pre-service bilingual and TESOL 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.

Hours includes 5 hrs of fieldwork

CEDC 70400 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

CEDC 72950 - Fieldwork in Childhood Education for Bilingual Educators

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 preregister 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.

prereq: CEDF 70900; BILED 70100. Observing and assisting teaching in an elementary school setting
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400
Hours 30 hrs plus 5 hrs of fieldwork and lab,
Credits 2 cr

CEDF 70800 - Social, Historical, Philosophical Foundations of Education: The American School

For students pursuing certification in childhood education with a bilingual extension or in TESOL. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.

prereq or coreq: CEDF 70900
Hours 45 hrs,
Credits 3 cr

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education
Hours 30
Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100
Hours 75 hrs,
Credits 1 cr

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70500 - Mathematics Curriculum and Methods

An exploration of 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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 70300 - Teaching Science in the Elementary School

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900 and CEDC 70000

CEDC 71400 - Advanced Educational Technology for Elementary School Teachers

Students will link prior knowledge of instructional technology with curriculum development strategies to design integrated learning events.

prereq: CEDF 70900, 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)

Hours 45 hrs,

Credits 3 cr

BILED 71700 - Language Assessment for English Language Learners

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.

prereq: BILED 77100, CEDCF 70050

Hours 45 hrs,

Credits 3 cr

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MEd/Childhood Education Grades 1-6 with bilingual extension; for the MEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

Hours 45

Credits 3

BILED 78000 - Bilingual Research Seminar

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.

prereq or coreq: 39 credits or permission of program coordinator

Hours 30 hrs plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

Take Either

BILED 78200 - Supervised Student Teaching Grades 1–3 and 4–6

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 preregister 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.

prereq or coreq: completion of 39 cr of course work or permission of the program coordinator
Hours 60 days (30 in grades 1-3, 30 in grades 4-6) plus 15 hrs of seminar
Credits 4

Or One of the Following

BILED 78300 - Practicum in Grades 1–3

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 preregister 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 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 15 hrs of seminar plus conferences
Credits 2 cr

BILED 78500 - Student Teaching in Grades 1–3

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 preregister 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 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 30 days student teaching, 15 hrs of seminar plus conferences,
Credits 2 cr

Plus One of the Following

BILED 78400 - Practicum in Grades 4–6

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 preregister 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 78300 or BILED 78500

prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 15 hrs of seminar plus conferences,
Credits 2 cr

BILED 78600 - Student Teaching in Grades 4–6

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 preregister 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 78300 or BILED 78500.

prereq: completion of 39 credits of course work or permission of the program coordinator

Hours 30 days student teaching, 15 hrs of seminar plus conferences,

Credits 2 cr

Exit Standards

1. 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 or WU 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 days.

3. Completion of the culminating experience BILED 780 (Bilingual Research Seminar), with a grade of B or better.
4. Students must pass the School of Education technology assessment.

Childhood Education, Grades 1-6 Bilingual (Spanish/English) - MSEd

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.

Admission 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 27 credits, distributed as follows: 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement); 6 credits in English including one course in English composition with a grade of B plus a writing intensive course in any discipline with a grade of B or better; 6 credits in social studies (of which one course must be in history or geography); 3 credits in the arts; and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

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.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Childhood Education With a Bilingual Extension: Course of Study

Total Credits: 37-49 credits

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork
Credits 3 cr

CEDCF 70050 - The Art and Science of Effective Teaching

This course is designed to introduce pre-service bilingual and TESOL 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.

Hours includes 5 hrs of fieldwork

CEDC 70400 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900
Hours includes 5 hrs of fieldwork
Credits 3 cr

CEDC 72950 - Fieldwork in Childhood Education for Bilingual Educators

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 preregister 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.

prereq: CEDF 70900; BILED 70100. Observing and assisting teaching in an elementary school setting
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400
Hours 30 hrs plus 5 hrs of fieldwork and lab,
Credits 2 cr

CEDF 70800 - Social, Historical, Philosophical Foundations of Education: The American School

For students pursuing certification in childhood education with a bilingual extension or in TESOL. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.

prereq or coreq: CEDF 70900
Hours 45 hrs,
Credits 3 cr

BILED 71100 - Bilingual Literacy-Spanish

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.

coreq: BILED 71150
prereq or coreq: BILED 77100
Hours 30
Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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

preregister 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.

coreq: BILED 77100

Hours 75 hrs,

Credits 1 cr

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70500 - Mathematics Curriculum and Methods

An exploration of 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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 70300 - Teaching Science in the Elementary School

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900 and CEDC 70000

CEDC 71300 - Health Education for the Classroom Teacher

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

BILED 71700 - Language Assessment for English Language Learners

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.

prereq: BILED 77100, CEDCF 70050

Hours 45 hrs,

Credits 3 cr

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

BILED 78000 - Bilingual Research Seminar

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.

prereq or coreq: 39 credits or permission of program coordinator

Hours 30 hrs plus lab,

Credits 2 cr

Take Either

BILED 78200 - Supervised Student Teaching Grades 1–3 and 4–6

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 preregister 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.

prereq or coreq: completion of 39 cr of course work or permission of the program coordinator

*Hours 60 days (30 in grades 1-3, 30 in grades 4-6) plus 15 hrs of seminar
Credits 4*

Or One of the Following

BILED 78500 - Student Teaching in Grades 1–3

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 preregister 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 78400 or BILED 78600.

*prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 30 days student teaching, 15 hrs of seminar plus conferences,
Credits 2 cr*

BILED 78300 - Practicum in Grades 1–3

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 preregister 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 78400 or BILED 78600.

*prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 15 hrs of seminar plus conferences
Credits 2 cr*

Plus One of the Following

BILED 78600 - Student Teaching in Grades 4–6

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 preregister 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 78300 or BILED 78500.

*prereq: completion of 39 credits of course work or permission of the program coordinator
Hours 30 days student teaching, 15 hrs of seminar plus conferences,
Credits 2 cr*

BILED 78400 - Practicum in Grades 4–6

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 preregister 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 78300 or BILED 78500

prereq: completion of 39 cr of course work or permission of the program coordinator

Hours 15 hrs of seminar plus conferences,

Credits 2 cr

* Master's candidates who have completed some pedagogical courses may be exempted from up to 12 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained.

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.
4. Students must pass the School of Education technology assessment.

Childhood Education: Mathematics/Science Specialization - MEd

Program Coordinator Patrick Burke; 1138 West Building; (212) 772-4728; patrick.burke@hunter.cuny.edu

This is a 33-credit program that prepares students with NYS initial/permanent certification in childhood education to become better qualified in the teaching of mathematics and science in the elementary grades. This program leads to professional certification in childhood education.

Admission Requirements

1. Undergraduate degree with a GPA of at least 2.8.
2. New York State initial professional or permanent certification in childhood education.
3. Completion of a satisfactory writing sample as part of the application process.
4. Two letters of recommendation including one from a supervisor.
5. Successful completion with a grade of C or better of college level mathematics course and a lab science course. Those who do not meet the mathematics requirement must successfully complete MATH 104 and

MATH 105 in the School of Arts and Sciences. Those who do not meet the science requirement must take a one semester course in a lab science (biology, chemistry, physics or geology.)

Course Waivers

1. Master's candidates may transfer in and/or waive up to three required courses in the master's in mathematics and science education by providing evidence of prior equivalent coursework.
2. An elective course must be substituted for a waived course with adviser'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

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

Childhood Education Mathematics/Science Specialization Course of Study

Total Credits: 33 credits

CEDC 71600 - Educational Technology in Mathematics and Science Teaching/Learning

An advanced educational technology course for students concentrating in mathematics and science at the elementary school level. Students will link prior knowledge of instructional technology to curriculum development creating the strategies to design integrated learning materials in mathematics and science.

*Hours 45 hrs,
Credits 3 cr*

CEDC 73800 - The English Language: Theories and Pedagogical Implications

An overview of the acquisition, structure and use of English. Its goal is to provide Pre-K thru 6 teachers who already have prior certification in childhood education with the awareness and understanding of the aspects of the English language they will need in order to teach a variety of content area in grades Pre-K thru 6.

*Hours 45 hrs,
Credits 3 cr*

CEDC 74000 - Contemporary Mathematics in the Elementary School

A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

*Hours 45 hrs,
Credits 3 cr*

CEDC 74200 - Workshop Seminar in Elementary School Mathematics/Science

The major course goals are to continue to develop a foundation for the growth of the professional mathematics/science educator and to increase the effectiveness as a curriculum decision-maker. Through selective experiences, the course will focus on instructional styles and strategies.

*prereq: CEDC 74400, CEDC 77600 and CEDC 777000
Hours 45 hrs,
Credits 3 cr*

CEDC 74300 - Research Seminar in Mathematics/Science Education

An examination of the current research in mathematics and science education. Includes the evaluation of selected mathematics and science education research studies. Students will prepare a comparative, evaluative paper of research related to a specific curriculum topic or problem in the learning/teaching of mathematics and/or science.

*prereq or coreq: CEDC 71600 and CEDC 73800 and CEDC 74000 and CEDC 74400 and CEDC 77600 and CEDC 77700 and CEDF 71600
Hours 45 hrs,
Credits 3 cr*

CEDC 74400 - Development of Mathematical/Scientific Concepts in Children

Exposure to the development theories and school-based practices which allow children to develop the concepts in mathematical and science which underpin the learning in these areas. Appropriate learning activities for particular developmental levels will be addressed. Individual projects with children will be carried out.

*prereq: all program courses except CEDC 74200 and CEDC 74300
prereq or coreq: None
Hours 45 hrs,
Credits 3 cr*

CEDC 77600 - Planet Earth: Life Science, Environmental and Earth Science for Elementary School Teachers

Concepts in the biological sciences, ecological and earth sciences necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided.

*Hours 45 hrs,
Credits 3 cr*

CEDC 77700 - Physical Science for Elementary Teachers

Concepts in the physical sciences, chemistry and physics necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided.

*Hours 45 hrs,
Credits 3 cr*

CEDF 71600 - Assessment of Teaching and Learning

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.

prereq: CEDF 70900 and CEDF 71000

CEDC 74600 - Geographic Perspectives in Elementary Education

Geographic principles and practices; development of pedagogic skills to teach geography at the elementary school level; development of skills in teaching geography of New York City and New York State; development of understanding of global issues and of geographic factors affecting historical events.

*Hours 45
Credits 3*

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

*Hours 45 hours; includes 5 hours of field experience
Credits 3*

CEDC 71700 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 1

CEDC 71800 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 2

CEDC 71900 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 3

** Note: Students who have already completed an introductory special education course may enroll in SPED 783.50 Math, Organizational and Social Strategies for Students with Learning Disabilities (for those not in the LD specialization).*

*** Independent study may be taken in lieu of a required course with permission of the program coordinator.*

Exit Standards

1. Overall GPA of 3.0 or better.
2. Students must pass the School of Education technology assessment.

Early Childhood Education, Birth - Grade 2 Bilingual (Spanish/English or French/English) - MEd

There are three master's degree programs in Early Childhood Education with a Bilingual Extension.

- Program 1 is for students without prior NYS certification.
- Program 2 is for students with initial certification in childhood education or with provisional certification in elementary education, special education, or TESOL.
- Program 3 is for students who have initial certification in early childhood education.

Program 1

The number of credits required to complete Program 1 of the master's degree in Early 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 52 credits. Master's candidate who have completed some pedagogical courses may be exempted from up to 12 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained. No one may be exempted from student teaching or practicum.

Program 2

The number of credits required to complete Program 2 of the master's degree in Early 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 45 credits. Master's candidate who have completed some pedagogical courses may be exempted from up to 12 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained. No one may be exempted from student teaching or practicum.

Program 3

The number of credits required to complete Program 3 of the master's degree in Early 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 36 credits. Master's candidate who have completed some pedagogical courses may be exempted from up to 6 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained. No one may be exempted from student teaching or practicum.

Admission Standards

Program 1

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 distributed as follows: 9 credits in math and science (a college course in calculus meets 6 credits of this requirement); 6 credits in English; 6 credits in social studies (of which one course must be in history or geography); 3 credits in the arts; and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).
4. Completion of a satisfactory on-site writing sample in English and in Spanish or French as part of the application process.
5. Demonstration of satisfactory oral English and Spanish or French through an interview.

Program 2

1. Undergraduate degree with GPA of 2.8 or master's degree with GPA of 3.5 or better.
2. NYS initial/professional/permanent teacher certification in childhood education, elementary education Pre-K-6, special education, or TESOL.
3. Completion of a satisfactory writing sample in English and in Spanish or French as part of the application process.
4. An on-site writing sample in English and in Spanish or French and an interview.

Program 3

1. Undergraduate degree with GPA of 2.8 or master's degree with GPA of 3.5 or better.
2. NYS initial teacher certification in early childhood education.
3. Completion of a satisfactory writing sample in English and in Spanish or French as part of the application process.
4. An on-site writing sample in English and in Spanish or French and an interview.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All Program 1 students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of coursework. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any additional courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Students must receive a grade of at least B in fieldwork BILED 71150. Any student who receives a grade of B-, C+ or C must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU will not be allowed to continue in the program.

Early Childhood Bilingual Education Birth through Grade 2, with a Bilingual Extension Course of Study

Total Credits: **Program 1: 40-52 credits** **Program 2: 33-45 credits** **Program 3: 30-36 credits**

Program 1

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*

ECC 70500 - Language and Literacy: Birth through Kindergarten

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.)

*prereq or coreq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70600 - Language and Literacy: K through Grade 2

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.)

prereq or coreq: ECC 70500 (early childhood students only)

Hours 45 hrs,

Credits 3 cr

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

Hours 15 hrs,

Credits 1 cr

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 71100 - Bilingual Literacy-Spanish

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.

coreq: BILED 71150

prereq or coreq: BILED 77100

Hours 30

Credits 2

OR

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education

Hours 30

Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100

Hours 75 hrs,

Credits 1 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400

Hours 30 hrs plus 5 hrs of fieldwork and lab,

Credits 2 cr

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MEd/Childhood Education Grades 1-6 with bilingual extension; for the MEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

Hours 45

Credits 3

OR

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71650 - Student Teaching in Early Childhood Bilingual Settings

Two student teaching placements of 20 days each at different age/grade levels (Pre-K–K and 1–2).

prereq: prereqs: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

Hours 30 hrs of seminar plus 40 days of student teaching

Or

ECC 71750 - Supervised Practicum in Early Childhood Bilingual Setting

Teaching practicum for students in early childhood bilingual education. Students who take ECC 71750 must also complete ECC 71850. (Not for students who have completed ECC 71650.)

Hours 15 hrs of seminar plus conferences,

Credits 1 cr

Plus

ECC 71850 - Early Childhood Bilingual Student Teaching

Student teaching for 20 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 71850 must also complete ECC 71750 . (Not for students who have completed ECC 71650.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

Program 2

33-45 credits

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

*Hours 15 hrs,
Credits 1 cr*

BILED 70100 - Foundations of Bilingual Education

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.

*Hours includes 5 hrs of fieldwork
Credits 3 cr*

BILED 71100 - Bilingual Literacy-Spanish

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.

*coreq: BILED 71150
prereq or coreq: BILED 77100
Hours 30
Credits 2*

OR

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

*prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education
Hours 30
Credits 2*

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100

*Hours 75 hrs,
Credits 1 cr*

BILED 77100 - Psychology of Language Learning and Teaching

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.

*prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400
Hours 30 hrs plus 5 hrs of fieldwork and lab,
Credits 2 cr*

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

*prereq or coreq: BILED 70100 and CEDF 70900 for the MEd/Childhood Education Grades 1-6 with bilingual extension; for the MEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100
Hours 45
Credits 3
OR*

BILED 77800 - Instruction Through the Native Language-Spanish

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.

*prereq or coreq: EDF 70900 and BILED 70100
Hours 45 hrs plus 10 hrs of fieldwork,
Credits 3*

BILED 77900 - Multicultural Education

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.

*prereq or coreq: BILED 70100 and CEDF 70900
Hours includes 5 hrs of fieldwork
Credits 3 cr*

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71650 - Student Teaching in Early Childhood Bilingual Settings

Two student teaching placements of 20 days each at different age/grade levels (Pre-K–K and 1–2).

prereq: prereqs: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)
Hours 30 hrs of seminar plus 40 days of student teaching

Or

ECC 71750 - Supervised Practicum in Early Childhood Bilingual Setting

Teaching practicum for students in early childhood bilingual education. Students who take ECC 71750 must also complete ECC 71850. (Not for students who have completed ECC 71650.)

Hours 15 hrs of seminar plus conferences,
Credits 1 cr

Plus

ECC 71850 - Early Childhood Bilingual Student Teaching

Student teaching for 20 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 71850 must also complete ECC 71750. (Not for students who have completed ECC 71650.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr

Program 3

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 71100 - Bilingual Literacy-Spanish

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.

coreq: BILED 71150

prereq or coreq: BILED 77100

Hours 30

Credits 2

OR

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education

Hours 30

Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100

*Hours 75 hrs,
Credits 1 cr*

BILED 77100 - Psychology of Language Learning and Teaching

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.

*prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400
Hours 30 hrs plus 5 hrs of fieldwork and lab,
Credits 2 cr*

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

*prereq or coreq: BILED 70100 and CEDF 70900 for the MEd/Childhood Education Grades 1-6 with bilingual extension; for the MEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100
Hours 45
Credits 3
OR*

BILED 77800 - Instruction Through the Native Language-Spanish

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.

*prereq or coreq: EDF 70900 and BILED 70100
Hours 45 hrs plus 10 hrs of fieldwork,
Credits 3*

BILED 77900 - Multicultural Education

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.

*prereq or coreq: BILED 70100 and CEDF 70900
Hours includes 5 hrs of fieldwork
Credits 3 cr*

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71650 - Student Teaching in Early Childhood Bilingual Settings

Two student teaching placements of 20 days each at different age/grade levels (Pre-K–K and 1–2).

prereq: prereqs: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)
Hours 30 hrs of seminar plus 40 days of student teaching

Or

ECC 71750 - Supervised Practicum in Early Childhood Bilingual Setting

Teaching practicum for students in early childhood bilingual education. Students who take ECC 71750 must also complete ECC 71850. (Not for students who have completed ECC 71650.)

Hours 15 hrs of seminar plus conferences,
Credits 1 cr

Plus

ECC 71850 - Early Childhood Bilingual Student Teaching

Student teaching for 20 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 71850 must also complete ECC 71750. (Not for students who have completed ECC 71650.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr

Plus 7-13 credits from the courses below based on a transcript review of prior coursework in early childhood education

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

prereq: ECC 70000

Hours 45 hrs,

Credits 3 cr

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

prereq or coreq: ECC 70000

Hours 45 hrs,

Credits 3 cr

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECC 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

*Hours 15 hrs,
Credits 1 cr*

Master's candidates who have completed some pedagogical courses may be exempted from up to 12 credits (Program 2) or 6 credits (program 3) of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained.

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 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 obtains a grade of F in Student Teaching and/or Practicum will not be allowed to continue in the program.
3. Completion of ECC 72000 (Integrative Seminar in Early Childhood Education) with a grade of B or better.
4. Students must pass the School of Education technology assessment.

Early Childhood Education, Birth through Grade 2 - MEd

Coordinator Christina Taharally; (212) 772-4679; 1103 West Building; christina.taharally@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 NYS initial, professional, or permanent 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). 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. The programs in early childhood education have been recognized by the National Association for the Education of Young Children.

Admission Requirements

PROGRAM 1

(For applicants who do not hold New York State Certification)

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 distributed as follows: 9 credits in math, and science with at least one course in math and one course in science (a course in calculus meets 6 credits of this requirements); 6 credits in English; 6 credits in social studies (of which at least one course must be in history or geography); 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement); 3 credits in the arts; and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).
4. A personal statement to be completed as part of the application for admission.
5. Two letters of recommendation.

PROGRAM 2:

(For applicants who hold New York State Certification in childhood education, preK-6 education, childhood or early childhood special education, or TESOL)

1. Undergraduate degree with GPA of 2.8 or master's degree with GPA of 3.5 or better.
2. New York State initial, professional, or permanent teacher certification in childhood education, elementary education Pre-K-6, special education, or TESOL.
3. A personal statement.
4. Two letters of recommendation.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. Program 1 students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any additional courses.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

Program 1 students must receive a grade of at least B in fieldwork ECC 71200. Any student who receives a grade of B-, C+ or C must apply to the Chairperson of the Department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU will not be allowed to continue in the program.

Early Childhood Education Course of Study - Program 1

Total Credits: 36-42 credits

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*

ECC 70500 - Language and Literacy: Birth through Kindergarten

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.)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70600 - Language and Literacy: K through Grade 2

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.)

prereq or coreq: ECC 70500 (early childhood students only)

Hours 45 hrs,

Credits 3 cr

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400

prereq or coreq: 70500 or 70600

Hours 15 hrs,

Credits 1 cr

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 71000 - Early Childhood Mathematics: Birth through Grade 2

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.)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71100 - Science in Early Childhood Education: Birth through Grade 2

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.)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

Hours 15 hrs,

Credits 1 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71600 - Student Teaching in Early Childhood Settings

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.(Birth– 3, preK–2)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only))

Hours 30 hrs of seminar plus 40 days of student teaching for students who are not teaching in an early childhood program

Or

ECC 71700 - Supervised Practicum in Early Childhood

Teaching practicum for students in early childhood education. Students who take ECC 717 must also complete ECC 71800 . (Not for students who have completed ECC 716.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1)

*Hours 15 hrs of seminar plus conferences,
Credits 1 cr*

Plus

ECC 71800 - Early Childhood Student Teaching

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 71700 . (Also offered during the summer.) (Not for students who have completed ECC 716.)

prereq: prereqs: ECF 702; ECC 703, 704 (program 2) or 705 and 706 (program 1), 707, 708, 709 (program 2) or 710 and 711 (program 1), 712 (program 1)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

Note(s)

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. Students may be exempted from up to 6 credits (Program 1) or 5 credits (Program 2) based on prior equivalent course work.

Early Childhood Education Course of Study - Program 2

Total Credits: 30-35 credits

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECC 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

prereq or coreq: ECC 70000

Hours 45 hrs,

Credits 3 cr

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400

prereq or coreq: 70500 or 70600

Hours 15 hrs,

Credits 1 cr

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECC 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

*Hours 45 hrs,
Credits 3 cr*

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

*prereq or coreq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 71500 - Educational Technology in Early Childhood

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.

*Hours 15 hrs,
Credits 1 cr*

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71600 - Student Teaching in Early Childhood Settings

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.(Birth– 3, preK–2)

*prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only))
Hours 30 hrs of seminar plus 40 days of student teaching for students who are not teaching in an early childhood program*

Or

ECC 71700 - Supervised Practicum in Early Childhood

Teaching practicum for students in early childhood education. Students who take ECC 717 must also complete ECC 71800 . (Not for students who have completed ECC 716.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1)

*Hours 15 hrs of seminar plus conferences,
Credits 1 cr*

Plus

ECC 71800 - Early Childhood Student Teaching

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 71700 . (Also offered during the summer.) (Not for students who have completed ECC 716.)

prereq: prereqs: ECF 702; ECC 703, 704 (program 2) or 705 and 706 (program 1), 707, 708, 709 (program 2) or 710 and 711 (program 1), 712 (program 1)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

Note(s)

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. Students may be exempted from up to 6 credits (Program 1) or 5 credits (Program 2) based on prior equivalent course work.

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 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).

4. Students must pass the School of Education technology assessment.

BILED 71100 - Bilingual Literacy-Spanish

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.

coreq: BILED 71150

prereq or coreq: BILED 77100

Hours 30

Credits 2

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education

Hours 30

Credits 2

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MEd/Childhood Education Grades 1-6 with bilingual extension; for the MEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

Hours 45

Credits 3

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

Counseling Programs

Master of Science in Education - MEd

Mental Health Counseling - MEd

Program Coordinator Markus Bidell; 1114 West Building; (212) 772-4714; mbidell@hunter.cuny.edu

The curriculum at Hunter includes basic core courses for the three counseling programs and specialization courses. Mental Health Counseling students select one elective from a sequence of predetermined courses. School Counseling students do not take electives. The curriculum integrates theory and practice through a carefully sequenced series of courses with emphasis on fieldwork in urban settings.

The **Mental Health Counseling Program** prepares graduates to work as mental health counselors in hospital, agency and community settings as well as in private practice. This program leads to professional licensure in New York State; professional licensure is required to practice mental health counseling.

Students in the mental health counseling program are eligible for licensure by New York State. Students in rehabilitation counseling may take the national certification examination for the Certified Rehabilitation Counselor (CRC) status after completing 75% of their course work.

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.

Admission Standards

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 references to aid in determining potential for work as a professional counselor.
6. Meeting these minimum requirements does not guarantee acceptance to the program. 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.

Progress Standards

1. Students must maintain a 3.0 GPA to remain in the program and must complete the total number of 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 below B, including WU, in any of the following courses cannot continue in the programs: COCO 70100, COCO 70600, COCO 71800, COCO 71900, COCO 72500 and COCO 72600.
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. Seven courses – COCO 701, 706, 707, 718, 719, 725, 726 – cannot be taken at other colleges or universities. These courses must be taken in the Hunter College Counselor Education program.

Mental Health Counseling Course of Study

Total Credits: 60 credits

COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

*Hours 45 hrs,
Credits 3 cr*

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs,
Credits 3 cr*

COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

*Hours 45 hrs,
Credits 3 cr*

COCO 70300 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70600 - Group Counseling

Theory and principles of group counseling. Developing group-counseling skills through practice.

prereq: COCO 70100 and COCO 70200

Hours 45 hrs,

Credits 3 cr

COCO 70700 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 70800 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 70900 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 71100 - 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.

prereq: COCO 70600 and COCO 71800

Hours 45 hrs,

Credits 3 cr

COCO 71200 - Career Counseling, Assessment and Placement

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site 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.

Hours 60 hrs,

Credits 4 cr

COCO 71500 - 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 in interaction with the family unit.

*Hours 45 hrs,
Credits 3 cr*

COCO 71800 - Practicum in Counseling

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.

*prereq: COCO 70000 and COUNS 71700 or COUNM 71600 or COUNR 71600
coreq: COCO 71900
prereq or coreq: COCO 70600
Hours 100*

COCO 71900 - Individual Supervision

Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student's proficiency and competence as a professional counselor.

*coreq: COCO 71800
Hours 45
Credits 3*

COCO 72500 - Internship in Counseling I

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.

*prereq: COCO 71800 and COCO 71900
prereq or coreq: COUNM 71700 or COUNR 72000 or COUNS 72100
Hours Each 300 hrs to be arranged in selected field settings
Credits 4 cr each semester*

COCO 72600 - Internship in Counseling II

The second part of the internship: follows COCO 72500 Internship in Counseling I.

*prereq: COCO 72500
Hours 45
Credits 3*

COUNM 71600 - Foundations of Mental Health Counseling

This course provides an overview of mental health counseling. The course will address the following: professional identity, functions and issues facing mental health practitioners; disparities in mental health services across culturally and linguistically diverse communities; principles, theories and practice of community interventions; public policy and governmental relations impacting mental health.

pre- or coreq: DSM-IV Workshop

COUNM 71700 - Psychopathology: Diagnosis and Treatment

This course provides a framework for understanding the range of personality and behavioral conditions that are presented in the Diagnosis and Statistical Manual of Mental Disorders of the American Psychiatric Association (DSM-IV). The class focuses on the description, etiology, assessment, diagnosis, treatment and prevention of these disorders within diverse urban settings.

prereq or coreq: COUNM 71600

Hours 45

Credits 3

Electives (Select One Course)

COCO 71000 - 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.

Hours 45 hrs,

Credits 3 cr

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs,

Credits 3 cr

COUNS 72100 - Counseling Interventions for Children and Adolescents

This course focuses on prevention and intervention of mental health disorders of children and adolescents.

prereq: COCO 70800

Hours 45

Credits 3

Exit Standards

1. An overall GPA of 3.0.
2. Students must pass the School of Education technology assessment.

Rehabilitation Counseling - MSED

Program Coordinator Arnold Wolf; 1127 West Building; (212) 772-4616; awo@hunter.cuny.edu

The curriculum at Hunter includes basic core courses for the three counseling programs and specialization courses. Rehabilitation Counseling students select two electives from a sequence of predetermined courses. The curriculum integrates theory and practice through a carefully sequenced series of courses with emphasis on fieldwork in urban settings.

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.

Students in rehabilitation counseling may take the national certification examination for the Certified Rehabilitation Counselor (CRC) status after completing 75% of their course work.

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.

Admission Requirements

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 references to aid in determining potential for work as a professional counselor.

6. Meeting these minimum requirements does not guarantee acceptance to the program. 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.

Progress Standards

1. Students must maintain a 3.0 GPA to remain in the program and must complete the total number of 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 below B including WU, in any of the following courses cannot continue in the programs: COCO 70100, COCO 70600, COCO 71800, COCO 71900, COCO 72500 and COCO 72600.
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. Seven courses – COCO 701, 706, 707, 718, 719, 725, 726 – cannot be taken at other colleges or universities. These courses must be taken in the Hunter College Counselor Education program.

Rehabilitation Counseling Sequence of Courses

COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

*Hours 45 hrs,
Credits 3 cr*

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs,
Credits 3 cr*

COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

*Hours 45 hrs,
Credits 3 cr*

COCO 70300 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70600 - Group Counseling

Theory and principles of group counseling. Developing group-counseling skills through practice.

*prereq: COCO 70100 and COCO 70200
Hours 45 hrs,
Credits 3 cr*

COCO 70700 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70800 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70900 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 71100 - 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.

*prereq: COCO 70600 and COCO 71800
Hours 45 hrs,
Credits 3 cr*

COCO 71200 - Career Counseling, Assessment and Placement

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site 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.

Hours 60 hrs,

Credits 4 cr

COCO 71500 - 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 in interaction with the family unit.

Hours 45 hrs,

Credits 3 cr

COCO 71800 - Practicum in Counseling

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.

prereq: COCO 70000 and COUNS 71700 or COUNM 71600 or COUNR 71600

coreq: COCO 71900

prereq or coreq: COCO 70600

Hours 100

COCO 71900 - Individual Supervision

Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student's proficiency and competence as a professional counselor.

coreq: COCO 71800

Hours 45

Credits 3

COCO 72500 - Internship in Counseling I

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.

prereq: COCO 71800 and COCO 71900

prereq or coreq: COUNM 71700 or COUNR 72000 or COUNS 72100

Hours Each 300 hrs to be arranged in selected field settings

Credits 4 cr each semester

COCO 72600 - Internship in Counseling II

The second part of the internship: follows COCO 72500 Internship in Counseling I.

prereq: COCO 72500

Hours 45

Credits 3

COUNR 71600 - 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.

Hours 45 hrs,

Credits 3 cr

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs,

Credits 3 cr

Electives (select two courses)

COCO 71000 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 72300 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 72700 - Special Topics in Counseling

Study of significant issues, problems, and emerging trends in counseling.

Hours 45 hrs,

Credits 3 cr

Total 54 credits

Exit Standards

1. An overall GPA of 3.0.

2. Students must pass the School of Education technology assessment.

School Counseling - MEd

Program Coordinator Cynthia Walley; 1148 West Building; (212) 650-3983; cwalley@hunter.cuny.edu

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

The School Counseling 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.

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

In addition, school counseling students fluent in Spanish and English have the option of obtaining a New York 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.

Admission Requirements

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 references to aid in determining potential for work as a professional counselor.
6. Meeting these minimum requirements does not guarantee acceptance to the program. 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.

Progress Standards

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 below B including WU in any of the following courses cannot continue in the programs. COCO 70100, COCO 70600, COCO 71800, COCO 71900, COCO 72500, COCO 72600
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. Seven courses – COCO 701, 706, 707, 718, 719, 725, 726 – cannot be taken at other colleges or universities. These courses must be taken in the Hunter College Counselor Education program.

School Counseling Course of Study

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs,
Credits 3 cr*

COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

*Hours 45 hrs,
Credits 3 cr*

COCO 70300 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70600 - Group Counseling

Theory and principles of group counseling. Developing group-counseling skills through practice.

prereq: COCO 70100 and COCO 70200

Hours 45 hrs,

Credits 3 cr

COCO 70700 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 70800 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 70900 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 71100 - 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.

prereq: COCO 70600 and COCO 71800

Hours 45 hrs,

Credits 3 cr

COCO 71200 - Career Counseling, Assessment and Placement

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site 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.

Hours 60 hrs,

Credits 4 cr

COCO 71800 - Practicum in Counseling

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.

prereq: COCO 70000 and COUNS 71700 or COUNM 71600 or COUNR 71600

coreq: COCO 71900

prereq or coreq: COCO 70600

Hours 100

COCO 71900 - Individual Supervision

Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student's proficiency and competence as a professional counselor.

coreq: COCO 71800

Hours 45

Credits 3

COCO 72500 - Internship in Counseling I

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.

prereq: COCO 71800 and COCO 71900

prereq or coreq: COUNM 71700 or COUNR 72000 or COUNS 72100

Hours Each 300 hrs to be arranged in selected field settings

Credits 4 cr each semester

COCO 72600 - Internship in Counseling II

The second part of the internship: follows COCO 72500 Internship in Counseling I.

prereq: COCO 72500

Hours 45

Credits 3

COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

Hours 45 hrs,

Credits 3 cr

COCO 71500 - 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 in interaction with the family unit.

Hours 45 hrs,

Credits 3 cr

COUNS 71700 - Foundations of School Counseling

History, philosophy, legal, and ethical considerations in school counseling. The school context and professional issues in school counseling will be emphasized, including the school counselor's role, developmental programming, counseling interventions, consultation and liaison, and advocacy.

Hours 45

Credits 3

COUNS 72000 - 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. (Taken last semester prior to graduation)

prereq: COCO 70900

prereq or coreq: COCO 72600

Hours 45

Credits 3

COUNS 72100 - Counseling Interventions for Children and Adolescents

This course focuses on prevention and intervention of mental health disorders of children and adolescents.

prereq: COCO 70800

Hours 45

Credits 3

COUNS 72200 - School Based Consultation

This upper level course provides counselors with the knowledge and skills necessary to engage in consultation, collaborative problem solving, and systems level intervention in educational settings. Theories, models, and processes of consultation of change will be examined.

prereq or coreq: COCO 72500

Hours 45

Credits 3

Total 60 credits

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 two courses in addition to the Counseling Programs Sequence of Courses:

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

Total 66 credits

Exit Standards

1. An overall GPA of 3.0.
2. Students must pass the School of Education technology assessment.

CEDCF 71000 - Social, Historical, & Philosophical Foundations of General and Bilingual Education: Theory and Practice

This course provides a foundation for TESOL and Bilingual Education students in the historical, social and philosophical foundations of general and bilingual education with an emphasis on the development and current educational policies and practices of educating English language learners. Required for TESOL Program 1.

Hours includes 10 hrs of fieldwork

Credits 4

CEDF 70600 - 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.

prereq: CEDF 70900 and CEDF 71500

Hours 45 hrs,

Credits 3 cr

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 70800 - Social, Historical, Philosophical Foundations of Education: The American School

For students pursuing certification in childhood education with a bilingual extension or in TESOL. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDF 71000 - Educational Psychology

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.

prereq: CEDF 70900

Hours includes 5 hrs of field work

CEDF 71200 - Child and Adolescent Development

This course provides a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and explore their potential impact on student behavior and learning in the classroom.

Hours includes 5 hrs of field work

Credits 4

CEDF 71500 - Diversity in the American School

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.

*Hours 45 hrs,
Credits 3 cr*

CEDF 71600 - Assessment of Teaching and Learning

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.

prereq: CEDF 70900 and CEDF 71000

CEDF 71700 - Independent Study in Educational Foundations

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.

*Credits 1 cr
permission of faculty adviser and chairperson required*

CEDF 71800 - Independent Study in Educational Foundations

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.

*Credits 2 cr
permission of faculty adviser and chairperson required*

CEDF 71900 - Independent Study in Educational Foundations

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.

*Credits 3 cr
permission of faculty adviser and chairperson required*

CEDF 75000 - Special Topics in Diversity

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.

*prereq: CEDF 70900
prereq or coreq: CEDF 70600
Hours 45 hrs,
Credits 3 cr*

CEDF 75300 - Understanding and Identifying Gifted Learners: Individual and Developmental Diversity

An overview of major questions and issues in the field, including What is intelligence? What is creativity? What is giftedness? How do we measure these qualities? Focus on the urban context, incorporating rich cultural, social, political, educational, and scientific resources possibilities, and developing expertise in educating gifted and talented students from a broad range of backgrounds.

Cross-listed SPED 75300

Hours includes 10 hrs field experience

Credits 3

CEDF 75600 - Professional Discourse and Leadership in Gifted Education

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

Cross-listed SPED 75600, ADSUP 75600, CEDC 75600

prereq or coreq: SPED 75300 and SPED 75400

Hours includes 10 hrs field experience

Credits 3

CEDF 79200 - Integrative Seminar: Research in Childhood Education

Students prepare research proposals on topics which summarize and apply previous learnings. Written and oral presentations.

prereq: completion of 31 credits of course work including CEDC 73000 and CEDF 71600 or permission of the childhood education adviser

Hours 45 hrs,

Credits 3 cr

COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

Hours 45 hrs,

Credits 3 cr

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

Hours 45 hrs,

Credits 3 cr

COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

*Hours 45 hrs,
Credits 3 cr*

COCO 70300 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70500 - Vocational Assessment and Placement

Application of principles of occupational development, vocational choice, work adjustment, job seeking skills, work site 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70600 - Group Counseling

Theory and principles of group counseling. Developing group-counseling skills through practice.

*prereq: COCO 70100 and COCO 70200
Hours 45 hrs,
Credits 3 cr*

COCO 70700 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70800 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70900 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 71000 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 71100 - 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.

*prereq: COCO 70600 and COCO 71800
Hours 45 hrs,
Credits 3 cr*

COCO 71200 - Career Counseling, Assessment and Placement

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site 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.

*Hours 60 hrs,
Credits 4 cr*

COCO 71500 - 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 in interaction with the family unit.

*Hours 45 hrs,
Credits 3 cr*

COCO 71800 - Practicum in Counseling

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.

*prereq: COCO 70000 and COUNS 71700 or COUNM 71600 or COUNR 71600
coreq: COCO 71900*

prereq or coreq: COCO 70600
Hours 100

COCO 71900 - Individual Supervision

Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student's proficiency and competence as a professional counselor.

coreq: COCO 71800
Hours 45
Credits 3

COCO 72300 - 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.

Hours 45 hrs,
Credits 3 cr

COCO 72500 - Internship in Counseling I

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.

prereq: COCO 71800 and COCO 71900
prereq or coreq: COUNM 71700 or COUNR 72000 or COUNS 72100
Hours Each 300 hrs to be arranged in selected field settings
Credits 4 cr each semester

COCO 72600 - Internship in Counseling II

The second part of the internship: follows COCO 72500 Internship in Counseling I.

prereq: COCO 72500
Hours 45
Credits 3

COCO 72700 - Special Topics in Counseling

Study of significant issues, problems, and emerging trends in counseling.

Hours 45 hrs,
Credits 3 cr

COCO 72800 - Special Topics in Counseling

Study of significant issues, problems, and emerging trends in counseling.

Hours 45 hrs,
Credits 3 cr

COCO 73500 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 74100 - Independent Study

Students will carry out independent project approved by faculty and supervised by a staff member.

*Hours 15 hrs (supervised),
Credits 1 cr*

COCO 74200 - Independent Study

Students will carry out independent project approved by faculty and supervised by a staff member.

*Hours 30 hours (supervised),
Credits 2 cr*

COCO 74300 - Independent Study

Students will carry out independent project approved by faculty and supervised by a staff member.

*Hours 45 hrs hours (supervised),
Credits 3 cr*

COUNM 71600 - Foundations of Mental Health Counseling

This course provides an overview of mental health counseling. The course will address the following: professional identity, functions and issues facing mental health practitioners; disparities in mental health services across culturally and linguistically diverse communities; principles, theories and practice of community interventions; public policy and governmental relations impacting mental health.

pre- or coreq: DSM-IV Workshop

COUNM 71700 - Psychopathology: Diagnosis and Treatment

This course provides a framework for understanding the range of personality and behavioral conditions that are presented in the Diagnosis and Statistical Manual of Mental Disorders of the American Psychiatric Association (DSM-IV). The class focuses on the description, etiology, assessment, diagnosis, treatment and prevention of these disorders within diverse urban settings.

prereq or coreq: COUNM 71600

Hours 45

Credits 3

COUNM 72000 - Mental Health Counseling: Program Development and Evaluation

The course focuses on the development and evaluation of mental health programs in culturally/linguistically diverse urban settings from program inception onward including assessment to insure quality services. The course covers federal, state and local governmental inpatient and outpatient mental health treatment services, not-for-profit organizations and community-based mental health service programs.

prereq or coreq: COUNM 71600 and COUNM 71700

Hours 45

Credits 3

COUNR 71600 - 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.

Hours 45 hrs,

Credits 3 cr

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs,

Credits 3 cr

COUNR 73000 - 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.

Hours 45 hrs,

Credits 3 cr

COUNS 71700 - Foundations of School Counseling

History, philosophy, legal, and ethical considerations in school counseling. The school context and professional issues in school counseling will be emphasized, including the school counselor's role, developmental programming, counseling interventions, consultation and liaison, and advocacy.

Hours 45

Credits 3

COUNS 72000 - 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. (Taken last semester prior to graduation)

prereq: COCO 70900

prereq or coreq: COCO 72600

Hours 45

Credits 3

COUNS 72100 - Counseling Interventions for Children and Adolescents

This course focuses on prevention and intervention of mental health disorders of children and adolescents.

prereq: COCO 70800

Hours 45

Credits 3

COUNS 72200 - School Based Consultation

This upper level course provides counselors with the knowledge and skills necessary to engage in consultation, collaborative problem solving, and systems level intervention in educational settings. Theories, models, and processes of consultation of change will be examined.

prereq or coreq: COCO 72500

Hours 45

Credits 3

ECF 70000 - Child Development: Birth to Age Eight

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.

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,

Credits 3 cr

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

Hours 45 hrs,

Credits 3 cr

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

prereq: ECF 70000

Hours 45 hrs,

Credits 3 cr

EDPS 70100 - Statistics and Statistical Computing in Education I

This course provides students with an introduction to statistical analyses used in educational research, including descriptive statistics, hypothesis testing, t-tests, analysis of variance, correlation, regression, and the use of computer packages for these analyses.

Hours 60

Credits 4

EDPS 70200 - Educational Research Methods

This course is to increase students' understanding of the nature, purposes, needs, and types of research conducted by educational researchers and psychologists. Students will learn a range of research designs and methods, and their applications to education-related settings and issues.

Hours 60

Credits 4

EDPS 70300 - Learning and Behavior Theories

This course provides students with an overview of the study of human learning and behavior. A major goal of this course is to provide students with the knowledge and skills necessary to enable them to appropriately apply theories of learning in instructional settings.

Hours 60

Credits 4

EDPS 71100 - EDPS Metacognitive and Cognitive Processes in Education

This course provides students with an overview of major research on metacognitive and cognitive processes in learning and instruction. Focuses will be on major theories and research as well as metacognitive and cognitive processes and strategy applications in the areas of mathematical learning, text comprehension, science, and writing.

prereq: EDPS 70200

coreq: EDPS 70300

Hours 60

Credits 4

EDPS 71200 - Multicultural Issues in Learning and Instruction

This course will examine the current research in K-12 education to explore the role of multicultural issues in teaching and learning.

prereq or coreq: EDPS 70200

Hours 60

Credits 4

EDPS 71300 - Cognition and Educational Technology

This course covers research about the influence of educational technology on the development of thinking and learning.

prereq: EDPS 70300

Hours 60

Credits 4

EDPS 72100 - Statistics and Statistical Computing in Education II

This course builds on knowledge of basic statistics, focusing on multiple regression and factorial ANOVA for statistical analysis of continuous and categorical independent variables. Diagnosis and treatment of data analytic problems such as missing data are discussed.

prereq: EDPS 70100, EDPS 70200

Hours 60

Credits 4

EDPS 72200 - Tests and Measurement

This course covers the following topics: classical test theory, tests construction, reliability estimation and generalizability theory, validation, item analysis, test bias, and introduction to item response theory, and the use of high-stakes testing in educational policy.

prereq: EDPS 70100 and EDPS 70200

Hours 60

Credits 4

EDPS 72300 - Educational Program Evaluation

This course is designed to provide students with an overview of key concepts, theories, and methodologies utilized in the field educational evaluation.

Hours 60

Credits 4

EDPS 74100 - Mediating Factors in Student Achievement

This course will examine the current research in K-12 education in an effort to explore several of the more widely identified mediating factors that directly impact upon student achievement.

prereq: EDPS 70300

Hours 60

Credits 4

EDPS 74200 - Special Topics in Educational Research Methods

This course will examine in-depth a selected method of research and statistical procedure in an educational psychology-related field. Topics and corresponding readings will vary each semester.

prereq: EDPS 70100, EDPS 70200, EDPS 70300

Hours 60

Credits 4

EDPS 74300 - Special Topics in Educational Psychology

This course will examine current research regarding a selected topic within the field of educational psychology; topics and readings will vary by semester.

prereq: EDPS 70100, EDPS 70200, EDPS 70300

Hours 60

Credits 4

EDPS 74900 - Independent Study in Educational Psychology

Permission of faculty adviser and chairperson required. Independent study in the area of educational psychology. A maximum of 4 credits of independent study may be counted toward the degree.

Credits 1 - 4

EDPS 79000 - Educational Psychology Seminar

This course provides an opportunity for students to prepare an original scholarly review of research literature or theoretical paper of publishable quality on an educational psychological topic of interest. The general goal of the course is to enable students to apply their knowledge of educational psychological issues and research through the development of a scholarly research paper.

prereq: students must have completed a minimum of 24 credits

Hours 60

Credits 4

EDPS 79501 - Educational Psychology Thesis Research 1

This course provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

prereq: students must have completed a minimum of 24 credits

Hours 30

Credits 2

EDPS 79502 - Educational Psychology Thesis Research 2

This course provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

prereq: students must have completed a minimum of 24 credits

Hours 30

Credits 2

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

Educational Psychology

Master of Arts - MA / Advanced Certificate

Educational Psychology - MA

Program Coordinator Priscilla Hambrick-Dixon; 1129 West; (212) 772-4627; phambric@hunter.cuny.edu

The mission of the Hunter College Educational Psychology Program is to advance understanding and generate knowledge of human learning, development, and motivation; and to develop a solid foundation of research, measurement, assessment, program evaluation, and applied statistics in educational settings and related fields.

The Educational Psychology program at Hunter offers two concentrations of study: (1) General Educational Psychology; and (2) Assessment, Research, and Evaluation. This 32-credit program is designed for students with no prior experience in education as well as those who have a background in education and want to expand their skills and knowledge. All students will engage in analytical and scholarly approaches to assessing theoretical perspectives, research, and practice within and across disciplines.

The program is appropriate for students with diverse goals. Students in this program may use the degree as a bridge to a doctoral program in Educational Psychology or a related discipline. Alternatively, students may prepare for professional careers in program evaluation; institutional research; assessment, measurement and testing; and instruction and curriculum development in public and private institutions. The skills and knowledge base acquired in the program can be used in schools, education-related and government agencies, and business and health-related settings.

Admission Requirements

1. Prospective applicants 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 that are not fully accredited, or on the basis of nonacademic prior learning, test scores, and any coursework other than organized supervised coursework in academic subjects may not be considered comparable.
2. A 2.8 minimum undergraduate GPA. Students who do not meet the minimum GPA requirement may submit scores on the general aptitude test of the Graduate Record Examination (GRE) to serve as evidence of their ability to complete graduate-level work.
3. On-site interview.

Progress Standards

1. Students must maintain an overall GPA of 3.0 to continue in the program.
2. Students with more than one course grade below B in the first 12 credits of EDPS coursework will not be allowed to continue in the program.
3. Any student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.

Educational Psychology Course of Study

Total Credits: 32 credits

Core Courses

All students in the Master's Program are required to take 3 core courses and a proseminar.

EDPS 70100 - Statistics and Statistical Computing in Education I

This course provides students with an introduction to statistical analyses used in educational research, including descriptive statistics, hypothesis testing, t-tests, analysis of variance, correlation, regression, and the use of computer packages for these analyses.

Hours 60

Credits 4

EDPS 70200 - Educational Research Methods

This course is to increase students' understanding of the nature, purposes, needs, and types of research conducted by educational researchers and psychologists. Students will learn a range of research designs and methods, and their applications to education-related settings and issues.

Hours 60

Credits 4

EDPS 70300 - Learning and Behavior Theories

This course provides students with an overview of the study of human learning and behavior. A major goal of this course is to provide students with the knowledge and skills necessary to enable them to appropriately apply theories of learning in instructional settings.

Hours 60

Credits 4

EDPS 70000 - Educational Psychology Proseminar

This proseminar consists of workshops, discussions and presentations on topics orienting students to the field of educational psychology and introducing them to the research interests of faculty members.

Credits : none

Concentration Area Courses

Students are required to select 8 credits in their concentration area.

Concentration I: General Educational Psychology

EDPS 71100 - EDPS Metacognitive and Cognitive Processes in Education

This course provides students with an overview of major research on metacognitive and cognitive processes in learning and instruction. Focuses will be on major theories and research as well as metacognitive and cognitive processes and strategy applications in the areas of mathematical learning, text comprehension, science, and writing.

prereq: EDPS 70200

coreq: EDPS 70300

Hours 60

Credits 4

EDPS 71200 - Multicultural Issues in Learning and Instruction

This course will examine the current research in K-12 education to explore the role of multicultural issues in teaching and learning.

prereq or coreq: EDPS 70200

Hours 60

Credits 4

EDPS 71300 - Cognition and Educational Technology

This course covers research about the influence of educational technology on the development of thinking and learning.

prereq: EDPS 70300

Hours 60

Credits 4

Or

Concentration II: Assessment, Research, and Evaluation

EDPS 72100 - Statistics and Statistical Computing in Education II

This course builds on knowledge of basic statistics, focusing on multiple regression and factorial ANOVA for statistical analysis of continuous and categorical independent variables. Diagnosis and treatment of data analytic problems such as missing data are discussed.

prereq: EDPS 70100, EDPS 70200

Hours 60

Credits 4

EDPS 72200 - Tests and Measurement

This course covers the following topics: classical test theory, tests construction, reliability estimation and generalizability theory, validation, item analysis, test bias, and introduction to item response theory, and the use of high-stakes testing in educational policy.

prereq: EDPS 70100 and EDPS 70200

Hours 60

Credits 4

EDPS 72300 - Educational Program Evaluation

This course is designed to provide students with an overview of key concepts, theories, and methodologies utilized in the field educational evaluation.

Hours 60

Credits 4

Elective Courses in Educational Psychology

Students select 8 additional credits either from a concentration area or from the following electives:

CEDF 71200 - Child and Adolescent Development

This course provides a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and explore their potential impact on student behavior and learning in the classroom.

Hours includes 5 hrs of field work

Credits 4

CEDF 71700 - Independent Study in Educational Foundations

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.

Credits 1 cr

permission of faculty adviser and chairperson required

CEDF 71800 - Independent Study in Educational Foundations

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.

Credits 2 cr

permission of faculty adviser and chairperson required

CEDF 71900 - Independent Study in Educational Foundations

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.

Credits 3 cr

permission of faculty adviser and chairperson required

EDPS 71100 - EDPS Metacognitive and Cognitive Processes in Education

This course provides students with an overview of major research on metacognitive and cognitive processes in learning and instruction. Focuses will be on major theories and research as well as metacognitive and cognitive processes and strategy applications in the areas of mathematical learning, text comprehension, science, and writing.

prereq: EDPS 70200

coreq: EDPS 70300

Hours 60

Credits 4

EDPS 71200 - Multicultural Issues in Learning and Instruction

This course will examine the current research in K-12 education to explore the role of multicultural issues in teaching and learning.

prereq or coreq: EDPS 70200

Hours 60

Credits 4

EDPS 71300 - Cognition and Educational Technology

This course covers research about the influence of educational technology on the development of thinking and learning.

prereq: EDPS 70300

Hours 60

Credits 4

EDPS 72100 - Statistics and Statistical Computing in Education II

This course builds on knowledge of basic statistics, focusing on multiple regression and factorial ANOVA for statistical analysis of continuous and categorical independent variables. Diagnosis and treatment of data analytic problems such as missing data are discussed.

prereq: EDPS 70100, EDPS 70200

Hours 60

Credits 4

EDPS 72200 - Tests and Measurement

This course covers the following topics: classical test theory, tests construction, reliability estimation and generalizability theory, validation, item analysis, test bias, and introduction to item response theory, and the use of high-stakes testing in educational policy.

prereq: EDPS 70100 and EDPS 70200

Hours 60

Credits 4

EDPS 72300 - Educational Program Evaluation

This course is designed to provide students with an overview of key concepts, theories, and methodologies utilized in the field educational evaluation.

Hours 60

Credits 4

EDPS 74100 - Mediating Factors in Student Achievement

This course will examine the current research in K-12 education in an effort to explore several of the more widely identified mediating factors that directly impact upon student achievement.

prereq: EDPS 70300

Hours 60

Credits 4

EDPS 74200 - Special Topics in Educational Research Methods

This course will examine in-depth a selected method of research and statistical procedure in an educational psychology-related field. Topics and corresponding readings will vary each semester.

prereq: EDPS 70100, EDPS 70200, EDPS 70300

Hours 60

Credits 4

EDPS 74300 - Special Topics in Educational Psychology

This course will examine current research regarding a selected topic within the field of educational psychology; topics and readings will vary by semester.

prereq: EDPS 70100, EDPS 70200, EDPS 70300

Hours 60

Credits 4

(EDPS 711, EDPS 712, EDPS 713, EDPS 721, EDPS 722, EDPS 723) For students not using these courses to fulfill the concentration area requirement.

Culminating Courses

As a culminating experience, students elect either a thesis or a non-thesis option.

Students electing Thesis Research (EDPS 79501) and (EDPS 79502) will prepare a report of a research investigation in which they design and execute an empirical study under the supervision of a faculty advisor. Students electing the non-thesis option will enroll in a seminar course (EDPS 79000) in which they prepare a scholarly publishable-quality review of the research literature on a topic approved by the faculty.

EDPS 79000 - Educational Psychology Seminar

This course provides an opportunity for students to prepare an original scholarly review of research literature or theoretical paper of publishable quality on an educational psychological topic of interest. The general goal of the course is to enable students to apply their knowledge of educational psychological issues and research through the development of a scholarly research paper.

prereq: students must have completed a minimum of 24 credits

Hours 60

Credits 4

or

EDPS 79501 - Educational Psychology Thesis Research 1

This course provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

prereq: students must have completed a minimum of 24 credits

Hours 30

Credits 2

and

EDPS 79502 - Educational Psychology Thesis Research 2

This course provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

prereq: students must have completed a minimum of 24 credits

Hours 30

Credits 2

Exit Standards

1. An overall GPA of 3.0.
2. Completion of all required courses (32 credits).
3. Completion of Culminating Experience.
4. Students must pass the School of Education technology assessment.

Literacy Programs

Master of Science in Education - MEd

Literacy Education: Birth - Grade 6 - MEd

Program Coordinator Yang Hu; 901 West Building; (212) 772-4753; yang.hu@hunter.cuny.edu

This is a 31-37 credit program that prepares teachers with NYS initial, professional, or permanent certification to meet New York State requirements for permanent certification as a teacher of literacy-birth through grade 6. The program has been nationally recognized by the International Reading Association (IRA).

Admission Requirements

1. Undergraduate degree with a GPA of at least 2.8.
2. New York State initial, professional, or permanent teacher certification in early childhood education, childhood education, elementary education, TESOL or special education.
3. Submission of a letter of recommendation from a supervisor as one of the two letters of recommendation to be included in the graduate application.
4. Completion of a satisfactory on-site writing sample after the application is reviewed.
5. Completion of a satisfactory interview.

Progress Standards

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 EDLIT 736, EDLIT 737, EDLIT 742 and EDLIT 740 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 more than one course. Those with two or more grades of Incomplete are prohibited from registering for any more courses until the Incomplete grades are removed.

Note: It is recommended that students with two or more INs take an official leave of absence.

Literacy Education: Birth through Grade 6 Course of Study

Total Credits: 31-37 credits

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

EDLIT 73200 - 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.

Hours Includes 5 hrs in a classroom-based dramatic demonstration

Credits 3 cr

EDLIT 73300 - Theories and Process of Teaching Writing: Pre-K–Grade 6

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.

Hours Includes 15 hours in the field observing and analyzing writing development

Credits 3 cr

EDLIT 73500 - Survey of Instructional Approaches for Language and Literacy Development: Grades K-12

Critically examine instructional approaches appropriate for language and literacy development in literacy education informed by current research. Course participants examine, select, design and organize linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of elementary, middle and high school students with varying developmental abilities.

Hours Includes 5 hours fieldwork
Credits 3 cr

EDLIT 73000 - Language, Literacy and Culture, Grades 1-12

Study linguistic knowledge base, as well as the interrelationship between language, literacy and learning in a pluralistic society. Topics include the structure of English language and its role in reading and writing; the nature of language acquisition; English language proficiency for academic purposes; strategies for meeting English language learners' needs and for promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools.

prereq or coreq: ECC 70400 (for Birth-Grade 6 students only) and EDLIT 73500
Hours includes 10 hrs in the field analyzing language use of ESL learners
Credits 3 cr

EDLIT 73100 - Literacy Assessment: Birth–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.

prereq or coreq: ECC 70400 and EDLIT 73500
Hours Includes 15 hrs in the field assessing diverse learners 45 hrs,
Credits 3 cr

EDLIT 73400 - Literacies within the Disciplines: K–Grade 6

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.

prereq or coreq: ECC 70400 and EDLIT 73500
Hours Includes 10 hrs in a classroom focused on older learners (grades 3-6) and content area literacy
Credits 3 cr

EDLIT 73600 - Diagnosis of Reading Difficulties

A study of factors related to students who are experiencing difficulty acquiring literacy. Procedures for diagnosing reading achievement and related language skills.

prereq: EDLIT 73100

Hours Includes 15 hours of diagnosis, under supervision, of students with reading difficulties

Credits 3 cr

EDLIT 73700 - Practicum in Remedial Reading

Theoretical consideration and procedures in the instruction of students with reading difficulties.

prereq: EDLIT 73600

Hours Includes 20 hrs of supervised remedial sessions with individual students on-site at Hunter College

Credits 3 cr

EDLIT 73800 - Literacy Programs: Organization and Resources

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.

prereq: EDLIT 73100 (for Birth-Grade 6 students only)

Hours Includes 15 hours of survey for the enhancement of literacy programs

Credits 3 cr

EDLIT 73900 - Literacy Instruction for Struggling Readers and Writers, PreK-6

prereq or coreq: None

Credits 3

EDLIT 74000 - Leadership in Literacy

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.

prereq: minimum of 27 cr. in the literacy program

Hours 45 hrs,

Credits 3 cr

EDLIT 74200 - Practicum in Literacy

Fifty-hour college-supervised practicum divided into two 25-hour placements; one at early childhood level and one at the childhood level.

prereq: 15 credit hours in the literacy master's program

Hours 15 hr seminar plus 50 hrs in the field,

Credits 1 cr

Students may be exempted from up to 6 credits on the basis of prior or equivalent coursework.

Exit Standards

1. Overall GPA of 3.0 or better.
2. An "achieved the standard" rating, or better, on the Professional Teaching Portfolio during final presentation to the Master's in Literacy Portfolio Review Committee.
3. A grade of B or better in literacy courses EDLIT 736, EDLIT 737, EDLIT 742, and EDLIT 740.
4. Students must pass the School of Education technology assessment.

Literacy Education: Grades 5-12 - MSED

Program Coordinator Yang Hu; 901 West Building; (212) 772-4753; yang.hu@hunter.cuny.edu

This is a 27-30 credit program that prepares teachers with NYS initial, professional, or permanent certification to meet New York State requirements for certification as a teacher of adolescent literacy. The program has been nationally recognized by the International Reading Association (IRA).

Admission Requirements

1. A cumulative undergraduate GPA of at least 2.8 from an accredited bachelor's degree program or a GPA of at least 3.5 from a master's program.
2. New York State initial, professional, or permanent teacher certification as a middle childhood (5-9) or adolescent (7-12) content teacher.
3. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample, after the application is reviewed.
4. Submission of a letter of recommendation from a supervisor to be included in the application as one of two required recommendations.

Progress Standards

1. Master's candidates must maintain an overall GPA of at least 3.0.
2. Master's candidates with more than one course grade 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. Those with two or more grades of Incomplete are prohibited from registering for any courses.

Note: It is recommended that students with two or more IN's take an official leave of absence.

Literacy Education: Adolescent Grades 5-12 Course of Study

Total Credits: 27-30 credits

Content Core (15 Credits)

EDLIT 73000 - Language, Literacy and Culture, Grades 1-12

Study linguistic knowledge base, as well as the interrelationship between language, literacy and learning in a pluralistic society. Topics include the structure of English language and its role in reading and writing; the nature of language acquisition; English language proficiency for academic purposes; strategies for meeting English language learners' needs and for promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools.

prereq or coreq: ECC 70400 (for Birth-Grade 6 students only) and EDLIT 73500
Hours includes 10 hrs in the field analyzing language use of ESL learners
Credits 3 cr

SEDC 71100 - Advanced Study of Young Adult Literature in Our Diverse Society

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.

prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr

EDLIT 75300 - Methods of Teaching Writing: Grades 5-12

Development and assessment of writing skills and methods for teaching writing including analysis of techniques and environments that foster writing development, and writing across the disciplines, in all students at middle childhood and adolescent levels (ELL, gifted, special needs). State writing standards and technology are integrated.

Hours includes 15 hours fieldwork
Credits 3

EDLIT 75400 - Literacies within the Disciplines: Grades 5-12

Exploration into the literacy demands and challenges inherent in the academic subjects of math, science, history and social studies, as well as media, health, technology and the arts.

Hours includes 10 hours in classrooms focused on literacies within the disciplines
Credits 3

EDLIT 73500 - Survey of Instructional Approaches for Language and Literacy Development: Grades K-12

Critically examine instructional approaches appropriate for language and literacy development in literacy education informed by current research. Course participants examine, select, design and organize linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of elementary, middle and high school students with varying developmental abilities.

Hours Includes 5 hours fieldwork
Credits 3 cr

Intervention Core (9 Credits)

EDLIT 75500 - Literacy Instruction for Struggling Readers and Writers: Grades 5-12

Exploration of historical, theoretical and research-based teaching practice issues related to overcoming reading/writing difficulties. Assessment and intervention strategies, adaptation and modification of instructional strategies, technology and curriculum to improve foundational skills and learning outcome of middle and high school struggling readers and writers.

Hours includes 15 hours fieldwork
Credits 3

EDLIT 75600 - Literacy Assessment: Grades 5-12

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 instruction planning and meeting NYS English Language Arts performance standards.

prereq: 9 credits in the content core
Hours includes 15 hours in the field assessing diverse learners

EDLIT 75700 - Practicum in Literacy Assessment and Intervention: Grades 5-12

A study of factors related to middle and high school students who are experiencing difficulty acquiring literacy. Implement, design and use a variety of procedures for diagnosing reading achievement and related language

skills. Use assessment data to plan and implement intervention activities for students with literacy difficulties.

prereq: EDLIT 75600

Hours includes 25 hours of supervised assessment and intervention sessions with individual middle school students on-site at Hunter College Literacy Space and 25 hours of supervised assessment/intervention sessions off site with high school students

Credits 3

Leadership Core (6 Credits)

EDLIT 73800 - Literacy Programs: Organization and Resources

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.

prereq: EDLIT 73100 (for Birth-Grade 6 students only)

Hours Includes 15 hours of survey for the enhancement of literacy programs

Credits 3 cr

EDLIT 74000 - Leadership in Literacy

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.

prereq: minimum of 27 cr. in the literacy program

Hours 45 hrs,

Credits 3 cr

Students may be exempted from up to 3 credits based on prior equivalent coursework.

Exit Standards

1. An overall GPA of 3.0.
2. A grade of B or better in EDLIT 740, in which a culminating project is completed.
3. A grade of B or better in EDLIT 756.
4. An "achieved the standard" rating, or better, on the Professional Teaching Portfolio during final presentation to the Master's in Literacy Portfolio Review Committee.
5. Students must pass the School of Education technology assessment.

EDLIT 73200 - 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.

Hours Includes 5 hrs in a classroom-based dramatic demonstration
Credits 3 cr

EDLIT 73900 - Literacy Instruction for Struggling Readers and Writers, PreK-6

prereq or coreq: None
Credits 3

PreK through Grade 12

Master of Arts - MA

Dance Pre-K - 12 - MA

Students applying for the MA program in Dance Education have the choice of applying to one of three tracks:

Track 1 - 49-credit MA: Those students who have a minimum of 34 credits in dance but who do not have NYS certification to teach dance in preK-12. This 49-credit program includes 27 credits in education (16 credits taken in the School of Education and 11 credits taken in the Dance Program). An additional 22 graduate credits in dance are required.

Track 2 - 30-credit MA: Those students who already have initial NYS certification to teach dance in preK-12. This 30-credit program includes 8 credits in education taken in the Dance Program in addition to 22 credits in dance.

Track 3 - 30-credit MA: Those students who have initial NYS certification in a subject area other than dance and have a minimum of 34 credits in dance. This 30-credit program includes 8 credits in education taken in the Dance Program in addition to 22 credits in dance.

Admission Requirements

All applicants to the MA in Dance Education must complete and submit the on-line Hunter Graduate School application. Minimum requirements for admission include:

A. Matriculation Requirements for Teacher Education Program in Dance

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average of 2.8.
2. A minimum of 34 credits in dance with a grade point average in dance of 3.0.
3. For Track I only: A general education core in the liberal arts and sciences to include the following (in addition to dance): 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet

this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

4. DVD or link to 1-3 clips of your creative work - between 5-15 minutes in total and a curriculum vitae. For more information on the additional admission requirements, visit the Dance program website: www.hunter.cuny.edu/dance.

Meeting the minimum requirements for admission does not guarantee acceptance to the program, which is based on the limitations of space and resources. Selected candidates, based on review of application, will be invited to an on-campus audition/interview.

B. Admission with Conditions

A student who is otherwise qualified for the MA in Dance but who has not completed all program prerequisites may be admitted 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. Any course taken to satisfy a deficiency will not be credited towards the Master's Degree in Dance.

Dance Course of Study

Track I

49 Graduate Credits

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 72000 - Adolescent Health and Safety

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.

*Hours 15 hrs,
Credits 1 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

*Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3*

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

DANED 76000 - Dance Methods I: Curriculum Design and Pedagogy for Productive Teaching and Learning

An introduction to pedagogical practices that support productive teaching and learning in dance. Students will examine pedagogical theories and practices and will conduct “action research” in order to identify conditions that support or hinder productive teaching and learning. This first phase of the “methods” course will lay the groundwork for deeper investigation, integration, and application of materials in the Methods II course. 36 hours of fieldwork is required.

(track 2 MA students are exempt from the fieldwork requirement).

prereq or coreq: 6 credits in education and 12 credits in dance

Hours 3 hrs + 36 hours of fieldwork

Credits 3 cr.

DANED 76200 - Dance Methods II: Advanced Curriculum Design and Pedagogy for Productive Teaching and Learning

Advanced investigation of contexts for productive teaching and learning. Students will engage in intensive examinations of pedagogical theories and practices, conduct "action research" in order to identify conditions that support or hinder productive teaching and learning, develop unit plans, and participate in peer-to-peer inquiry groups to develop their own artistry in teaching.

prereq: DANED 76000

Hours 3

Credits 3

DANED 76605 - Student Teaching

Teacher candidates complete a total of 60 days of student teaching (30 days of student teaching at grades pre-K-5 and 30 days at grades 6-12) under the supervision of a Hunter College faculty member and a certified Dance teacher in a New York City school selected by the college. Student teachers will assume significant responsibility for classroom instruction and management and will be observed by Hunter dance faculty 4 times during their student teaching experience. All student teachers are required to participate in a seminar class meeting 1 hour per week for 15 weeks. A culminating professional project is required before graduation.

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000, DANED 76000, 76200

Hours 60 days + 15 hours seminar

Credits 5

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. All field placements are designated by Hunter College in New York City public schools. Scores on the LAST and the ATS-W exams must have been received by the coordinator of adolescent education prior to enrollment in student teaching. The dance content exam scores are required before graduation.

DAN 70100 - Physical Training

The ongoing, rigorous training in a dance/movement style pertinent to the individual student's artistic and pedagogical goals. Exploration of unfamiliar movement disciplines will be required. This course is designed to allow each student to articulate and execute a regular training regimen that will build and refine her/his skills as practitioner of an artistic movement discipline. A variety of individual training plans are overseen by faculty. Regular group meetings examine how underlying aesthetic and kinesiological assumptions embodied by the training inform students' approaches to teaching artistry, improvisation, and choreography.

prereq: Admission to a graduate dance program

Hours 3

Credits 2

Can be taken more than once for credit, required 3 times for MA, 2 times for BA/MA.

DAN 70500 - Maintenance of the Dancer's Instrument

An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motional training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

prereq or coreq: DAN 35000 or equivalent course and/or related professional background

Hours 3

Credits 3

DAN 73000 - Studies of Forms

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department

Hours 3

Credits 3

This course is repeatable once for credit.

DAN 73500 - Performance and Presentation

The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

prereq: Acceptance into one of the graduate dance programs: BA/MA, MA

Hours 3

Credits 1

This course is repeatable once for credit.

DAN 74000 - Aesthetics

A seminar examining a variety of global artistic practices and value systems from both aesthetic and cultural perspectives. The course focuses on a broad range of dance and examines how choreographers, dancers, designers, critics, audience members, teachers, producers and scholars function and interrelate. Students examine a variety of analytical paradigms-- including structuralism, semiotics and literary theory -- through the study of the major writers and thinkers in the field. A culminating study is typically a close analysis of the student's personal creative work.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

DAN 74200 - Graduate Dance History

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is

examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

prereq: Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.

Hours 3

Credits 3

DAN 74600 - Special Topics in Dance

A seminar/laboratory course focusing on a varying series of topics, selected according to student interests, current faculty research, and available guest artists and master teachers. Topics can include a wide variety of historical, aesthetic, cultural, technological and political issues. The course encourages advanced study in specialized areas of particular student interest. Possible topics include: dance in the digital age, specific cultural forms, dance in community settings, motor learning from multiple perspectives, etc.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

Can be repeated for credit with different content areas

Track II

30 Credits

DANED 76000 - Dance Methods I: Curriculum Design and Pedagogy for Productive Teaching and Learning

An introduction to pedagogical practices that support productive teaching and learning in dance. Students will examine pedagogical theories and practices and will conduct "action research" in order to identify conditions that support or hinder productive teaching and learning. This first phase of the "methods" course will lay the groundwork for deeper investigation, integration, and application of materials in the Methods II course. 36 hours of fieldwork is required. (track 2 MA students are exempt from the fieldwork requirement).

prereq or coreq: 6 credits in education and 12 credits in dance

Hours 3 hrs + 36 hours of fieldwork

Credits 3 cr.

DANED 76200 - Dance Methods II: Advanced Curriculum Design and Pedagogy for Productive Teaching and Learning

Advanced investigation of contexts for productive teaching and learning. Students will engage in intensive examinations of pedagogical theories and practices, conduct "action research" in order to identify conditions that support or hinder productive teaching and learning, develop unit plans, and participate in peer-to-peer inquiry groups to develop their own artistry in teaching.

prereq: DANED 76000

Hours 3

Credits 3

DANED 76400 - Practicum

Students with initial state certification in dance complete a semester of Practicum in their current full-time dance teaching situation or in assigned schools under the supervision of a Hunter College faculty member. Practicum teachers will assume all responsibility for classroom instruction and management and will be observed by Hunter faculty 4 times during the course of the semester. All Practicum students are required to participate in a seminar class meeting for a total of 15 hours. A culminating professional project is required before graduation.

prereq: DANED 76000, DANED 76200

Hours 2 hours and 15 hour seminar required

Credits 2

Students must apply in the fall semester if they have completed prerequisite courses and expect to register for Practicum in the spring, and in the spring semester if they wish to register for Practicum in the fall.

Open to MA/Dance Track 2 students with initial certification in dance OR by advisement, Track 1 students who are currently teaching dance in accredited schools that do not require teacher certification in dance.

DAN 70100 - Physical Training

The ongoing, rigorous training in a dance/movement style pertinent to the individual student's artistic and pedagogical goals. Exploration of unfamiliar movement disciplines will be required. This course is designed to allow each student to articulate and execute a regular training regimen that will build and refine her/his skills as practitioner of an artistic movement discipline. A variety of individual training plans are overseen by faculty. Regular group meetings examine how underlying aesthetic and kinesiological assumptions embodied by the training inform students' approaches to teaching artistry, improvisation, and choreography.

prereq: Admission to a graduate dance program

Hours 3

Credits 2

Can be taken more than once for credit, required 3 times for MA, 2 times for BA/MA.

DAN 70500 - Maintenance of the Dancer's Instrument

An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motional training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

prereq or coreq: DAN 35000 or equivalent course and/or related professional background

Hours 3

Credits 3

DAN 73000 - Studies of Forms

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is

considered by utilizing a variety of protocols for response.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department

Hours 3

Credits 3

This course is repeatable once for credit.

DAN 73500 - Performance and Presentation

The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

prereq: Acceptance into one of the graduate dance programs: BA/MA, MA

Hours 3

Credits 1

This course is repeatable once for credit.

DAN 74000 - Aesthetics

A seminar examining a variety of global artistic practices and value systems from both aesthetic and cultural perspectives. The course focuses on a broad range of dance and examines how choreographers, dancers, designers, critics, audience members, teachers, producers and scholars function and interrelate. Students examine a variety of analytical paradigms-- including structuralism, semiotics and literary theory -- through the study of the major writers and thinkers in the field. A culminating study is typically a close analysis of the student's personal creative work.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

DAN 74200 - Graduate Dance History

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

prereq: Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.

Hours 3

Credits 3

DAN 74600 - Special Topics in Dance

A seminar/laboratory course focusing on a varying series of topics, selected according to student interests, current faculty research, and available guest artists and master teachers. Topics can include a wide variety of historical, aesthetic, cultural, technological and political issues. The course encourages advanced study in specialized areas of particular student interest. Possible topics include: dance in the digital age, specific cultural forms, dance in community

settings, motor learning from multiple perspectives, etc.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

Can be repeated for credit with different content areas

Track III

30 Credits

DANED 76000 - Dance Methods I: Curriculum Design and Pedagogy for Productive Teaching and Learning

An introduction to pedagogical practices that support productive teaching and learning in dance. Students will examine pedagogical theories and practices and will conduct “action research” in order to identify conditions that support or hinder productive teaching and learning. This first phase of the “methods” course will lay the groundwork for deeper investigation, integration, and application of materials in the Methods II course. 36 hours of fieldwork is required. (track 2 MA students are exempt from the fieldwork requirement).

prereq or coreq: 6 credits in education and 12 credits in dance

Hours 3 hrs + 36 hours of fieldwork

Credits 3 cr.

DANED 76200 - Dance Methods II: Advanced Curriculum Design and Pedagogy for Productive Teaching and Learning

Advanced investigation of contexts for productive teaching and learning. Students will engage in intensive examinations of pedagogical theories and practices, conduct "action research" in order to identify conditions that support or hinder productive teaching and learning, develop unit plans, and participate in peer-to-peer inquiry groups to develop their own artistry in teaching.

prereq: DANED 76000

Hours 3

Credits 3

DANED 76602 - Student Teaching

Teacher candidates complete a total of 20 days of student teaching under the supervision of a Hunter College faculty member and a certified Dance teacher in a New York City school selected by the college. Student teachers will assume significant responsibility for classroom instruction and management and will be observed by Hunter dance faculty twice during the course of their student teaching experience. All student teachers are required to participate in a seminar class meeting for a total of 15 hours. A culminating professional project is required before graduation.

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000; DANED 76000, DANED 76200

Hours 20 days plus 15 hour seminar

Credits 2

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. All field placements are designated by Hunter College in New York City public schools. Scores on the LAST and the ATS-W exams must be received by the coordinator of adolescent education prior to enrollment in student teaching. The dance content exam scores are required before graduation.

Open to Track 3 students with initial certification in a subject area other than dance OR by advisement for students who are currently teaching dance in accredited schools that do not require teacher certification in dance.

All students must, the semester before taking this course, apply for student teaching through the education division and the dance program.

DAN 70100 - Physical Training

The ongoing, rigorous training in a dance/movement style pertinent to the individual student's artistic and pedagogical goals. Exploration of unfamiliar movement disciplines will be required. This course is designed to allow each student to articulate and execute a regular training regimen that will build and refine her/his skills as practitioner of an artistic movement discipline. A variety of individual training plans are overseen by faculty. Regular group meetings examine how underlying aesthetic and kinesiological assumptions embodied by the training inform students' approaches to teaching artistry, improvisation, and choreography.

prereq: Admission to a graduate dance program

Hours 3

Credits 2

Can be taken more than once for credit, required 3 times for MA, 2 times for BA/MA.

DAN 70500 - Maintenance of the Dancer's Instrument

An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motional training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

prereq or coreq: DAN 35000 or equivalent course and/or related professional background

Hours 3

Credits 3

DAN 73000 - Studies of Forms

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department

Hours 3

Credits 3

This course is repeatable once for credit.

DAN 73500 - Performance and Presentation

The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

prereq: Acceptance into one of the graduate dance programs: BA/MA, MA

Hours 3

Credits 1

This course is repeatable once for credit.

DAN 74000 - Aesthetics

A seminar examining a variety of global artistic practices and value systems from both aesthetic and cultural perspectives. The course focuses on a broad range of dance and examines how choreographers, dancers, designers, critics, audience members, teachers, producers and scholars function and interrelate. Students examine a variety of analytical paradigms-- including structuralism, semiotics and literary theory -- through the study of the major writers and thinkers in the field. A culminating study is typically a close analysis of the student's personal creative work.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

DAN 74200 - Graduate Dance History

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

prereq: Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.

Hours 3

Credits 3

DAN 74600 - Special Topics in Dance

A seminar/laboratory course focusing on a varying series of topics, selected according to student interests, current faculty research, and available guest artists and master teachers. Topics can include a wide variety of historical, aesthetic, cultural, technological and political issues. The course encourages advanced study in specialized areas of particular student interest. Possible topics include: dance in the digital age, specific cultural forms, dance in community settings, motor learning from multiple perspectives, etc.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

Can be repeated for credit with different content areas

Music Education: Pre-K-12 – MA

Education Adviser Carla Asher; (212) 772-4621; 1000 West Building; carla.asher@hunter.cuny.edu

Music Department Adviser Victor Bobetsky; (212) 650-3574; 400A North Building;
victor.bobetsky@hunter.cuny.edu

The MA program in the teaching of Music is designed for students who have majored in music on the undergraduate level and want to pursue a teaching career in K-12 education. This program is not for individuals with initial, professional, or permanent certification in Music. The Teacher Education Program in Music does not offer an advanced certificate.

Admission Requirements

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 (with a minimum of 24 credits) or the equivalent. See the Music department section of the Hunter College catalog for additional requirements.
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 (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (with at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
4. Two professional references to be included with the application for admission.
5. A personal statement to be completed as part of the application for admission.
6. An audition and interview.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Music Education Course of Study

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

MUSED 67700 - 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.

prereq or coreq: SEDF 70400

Hours 45 hrs plus 18 hrs of fieldwork

Credits 2

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

MUSED 67800 - 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.

prereq: MUSED 67700

prereq or coreq: SEDF 70500

Hours 45 hrs plus 18 hrs fieldwork,

Credits 2

Take either

SEDC 75600 - Student Teaching in Music, Pre-K–12

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.

prereq: MUSED 67800, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77610 - Practicum in Music, Grades Pre-K–6

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 77510 must also take SEDC 77620 .

prereq: MUSED 67800, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

plus

SEDC 77620 - Practicum in Music, Grades 7–12

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 77520 must also take SEDC 77610.

prereq: MUSED 67800, SEDF 70600

*Hours 30 hrs plus conferences,
Credits 2 cr*

Music Department Courses

MUS 64100 - 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.

*Hours 225
Credits 1*

MUS 64300 - 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.

*Hours 225
Credits 1*

MUS 64500 - 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.

*Hours 225
Credits 1*

MUS 64700 - Percussion Skills

The teaching of fundamental techniques of playing percussion instruments: rudiments, stick control, coordination of hands and feet, syncopation, ensemble playing; acoustical principles of percussion; thorough review of percussion technique; basic pedagogical methods.

MUS 64900 - Piano Skills for Music Teachers

Introduction to piano skills including scales, chord progressions, keyboard harmony and sightreading. The activities and materials used will reflect the needs of music education students.

MUS 65100 - Conducting

The teaching of technique and proficiency in basic conducting skills including conducting patterns, baton technique, expressive gestures, score study, and philosophical and psychological approaches to ensemble management.

MUS 72400 - Advanced Studies in Music Theory 1

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

prereq: 4 sem. of undergraduate music theory courses

Hours 45 hrs,

Credits 3 cr

MUS 75100 - 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.

Hours 45

Credits 3

MUS 75200 - 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.

Hours 45

Credits 3

MUS 77900 - 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.

Hours 45

Credits 3

Music electives: Courses chosen in consultation with graduate adviser

** Students who have studied these subjects at the undergraduate level may be exempted from these requirements.*

*** Please note that 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.*

Culminating Experiences

Professional teaching portfolio

School of Education

Total credits: 39-46 credits

Exit Standards

1. An overall GPA of 3.0
2. 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).
3. 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.
4. Students must pass the School of Education technology assessment.

TESOL Adult Program - MA

Program Coordinator: Anne Eideger; 1022 West Building; (212) 772-4686; aediger@hunter.cuny.edu

The TESOL Adult Program prepares students to teach adults in college, continuing education, literacy, business, private, and other community, 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.

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, related psychological, sociological, and anthropological aspects, as well as the methods and materials of English language instruction to various populations. Student must also complete a student teaching/practicum at the level(s) at which they intend to teach. 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 this sequence.

Students may be exempted from up to six credits of course work in any of the TESOL programs, subject to program approval, if they have taken similar content elsewhere.

Meeting minimum admission requirements does not guarantee acceptance into the program. Admission to the program is highly competitive. Each applicant's grade point average, college coursework, written personal statement and interview, English language proficiency, foreign language credits, letter of recommendation and quality of experience are all carefully considered for admission to the program.

Links to the ESL classroom are emphasized and students are exposed to extensive field experiences and practice. Students should be prepared to spend considerable amounts of time observing and participating in educational settings in addition to attending classes at Hunter.

Admission Requirements

1. A cumulative undergraduate GPA of 2.8 from an accredited bachelor's degree program or a GPA of 3.5 from a master's degree program. Applicants who have an undergraduate GPA between 2.5 and 2.8 may be interviewed by the TESOL faculty and accepted on a non-matriculated basis 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 a Foreign Language.
3. Submission of two letters of recommendation to be included in the graduate application.
4. Submission of statement of purpose to be included in the graduate applicant.
5. Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit an official TOEFL score report. These applicants must score at least 600 on the paper-administered test or 250 on the computer-administered test or 75 (less speaking component) on the TOEFL IBT. They must score at least 5.0 on the Test of Written English (TWE) or 24 on the IBT Writing Section; and 50 on the Test of Spoken English (TSE) or 26 on the IBT Speaking Section.
6. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Student who receive a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

B. Fieldwork Benchmarks

- Fieldwork and clinical experience courses (EDES 77900 and EDES 77800) must be passed with at least a B.

TESOL Adult Program Course of Study

Total Credits: 36 credits

Core Requirements (24 credits)

EDES 79630 - Methodology of Teaching English to Speakers of Other Languages

Hours 25 hrs fieldwork

Credits 4

LING 70200 - Analysis and Structure of English from a Pedagogical Perspective

A comprehensive overview of the English Language for teachers of ESL, covering the sound system, systems of meaning making, orthographic and other representations, and the structures of English, with a specific focus on and application to teaching ESL. Required for students in Programs 1, 2, and 3.

Hours includes 10 hrs fieldwork

Credits 4

EDESL 77000 - Content and Curriculum & Materials in Adult TESOL

An overview of current theory and practice in the design of content, curriculum, and materials for the teaching of Adult ESL, focusing primarily on designing ESL instruction for academic and adult continuing ESL contexts. Includes adult content area learning and English for Specific purposes, and integrating the 4 language skills.

prereq or coreq: pre- or coreq: EDESL 79600 or permission of TESOL adviser

Hours includes 10 hrs of fieldwork in Adult ESL classrooms,

Credits 4

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

prereq or coreq: G LING 70200

Credits 4

10 hours of field experience.

LING 77400 - Theory and Research in Second Language Acquisition and Learning

A survey of current theory and research in second language acquisition with particular reference of the acquisition of English and applications of the classroom. Includes introduction to research methodology. Required of students in Program 1, 2, and 3.

prereq: G LING 70200

Credits 4

5 hours of field work.

EDESL 79800 - Student Teaching in Academic ESL

Hours 60 hrs fieldwork.

Credits 2

EDESL 79900 - Adult Fieldwork / Practicum

Hours 60 hrs fieldwork.

Credits 2

At Least Two of the Following (8 credits):

At least two of the following three courses must be taken before taking EDESL 79900 or EDESL 79800.

EDESL 77600 - Language Assessment in Adult TESOL

An overview of the theories, concepts, methods, and materials for assessing the language and content knowledge of adult ESL students. For students in Program 3.

prereq: G LING 70200

Hours includes 10 hrs of fieldwork in Adult ESL classrooms,

Credits 4

EDESL 77800 - Teaching Oral Language Skills in Adult TESOL

An overview of current theory and practice in the teaching of oral skills (speaking, listening, and pronunciation) to adult ESL students, focusing primarily on designing ESL instruction to enhance students' skills in these areas. For students in Program 3.

prereq or coreq: G EDESL 77000

Credits 4

EDESL 77900 - Teaching Reading and Writing Skills in Adult TESOL

An overview of the theory and practice of teaching reading and writing to adults in ESL, with considerations for the wide range of adult ESL learning contexts, including adult continuing education, college English/ESL programs and English for academic purposes. For students in Program 3.

prereq: prereq: EDESL 79600

prereq or coreq: pre- or coreqs: EDESL 7700 or EDESL 78700 or EDESL 77500

Credits 4

4 Credits of Electives From Among (but not limited to) the Following Courses

EDESL 70100 - Selected Topics in TESOL

EDESL 701-704 Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 1

EDESL 70200 - Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 2

EDESL 70300 - Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 3

EDESL 70400 - Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 4

ENGL 61500 - Rhetoric and Composition

Rhetorical theory; analysis of selected masterpieces of prose; practice in writing a variety of prose forms.

Hours 45 hrs,
Credits 3 cr

CEDC 71700 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 1

CEDC 71800 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 2

CEDC 71900 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 3

EDESL 76000 - Master's Essay Seminar in Educational Research

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits or permission of TESOL adviser

Credits 4

Exit Standards

1. An overall GPA of 3.0.
2. Comprehensive examination or a master's essay (EDESL 76000); the master's essay course may be used to fulfill the program elective requirement.
3. Students must pass the School of Education technology assessment.

TESOL PreK-12 - MA

Program Coordinator Anne Ediger; 1022 West Building; (212) 772-4686; aediger@hunter.cuny.edu

The TESOL program is designed to educate people who wish to teach 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 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, related psychological, sociological, and anthropological aspects, as well as the methods and materials of English language instruction to various populations. Student must also complete a student teaching/practicum at the level(s) at which they intend to teach. 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 this sequence.

TESOL Programs 1 and 2 satisfy the requirements for New York State certification:

These tracks are not interchangeable, and students must specify one of them for their applications to be processed.

Students may be exempted from up to six credits of course work in any of the TESOL programs, subject to program approval, if they have taken similar content elsewhere.

Meeting minimum admission requirements does not guarantee acceptance into the program. Admission to the program is highly competitive. Each applicant's grade point average, college coursework, written personal statement and interview, English language proficiency, foreign language credits, letter of recommendation and quality of experience are all carefully considered for admission to the program.

In these programs, links to the ESL classroom are emphasized and students are exposed to extensive field experiences and practice. Students should be prepared to spend considerable amounts of time observing and participating in educational settings in addition to attending classes at Hunter. All fieldwork experience must be done in New York City public schools.

Admission Requirements

Program 1 for Students Without Prior Certification

The Pre-K-12 Program 1 prepares students for New York State certification in TESOL, for which students apply through the college during the last semester in the program.

1. A cumulative undergraduate grade point average of 2.8 from an accredited bachelor's degree program or 3.5 from a master'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 non-matriculated basis if space is available.
2. A liberal arts or sciences major or interdisciplinary concentration 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
 - 9 credits in science and mathematics, with at least one course in math and one course in science (a college course in calculus satisfies 6 credits of this requirement)
 - 6 credits in social studies (including at least one course in history or geography)
 - 3 credits in the arts
 - 3 credits in information retrieval (library studies, research, computer literacy, or educational technology)

4. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample.
5. Submission of two letters of recommendation to be included in the graduate application.
6. A statement of purpose to be included in the graduate application.
7. Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit an official TOEFL test score report. These applicants must score at least 600 on the paper administered test or 250 on the computer administered test or 75 (less speaking component) on the TOEFL IBT. They must score at least 5.0 on the Test of Written English (TWE) or 24 on the IBT Writing Section; and 50 on the Test of Spoken English (TSE) or 26 on the IBT Speaking section.

Program 2 for Students With Prior Certification

The Pre-K-12 Program 2 is intended for students who already have prior New York State certification in another subject area. Students completing this program qualify for New York State certification in TESOL, in this case, an additional certification.

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.
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 a 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; students with disabilities; or literacy).
4. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample.
5. Submission of two letters of recommendation, to be included in the graduate application.
6. Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit an official TOEFL score report. These applicants must score at least a 600 on the paper-administered test or 250 on the computer-administered test or 75 (less speaking component) on the TOEFL IBT. They must score at least 5.0 on the Test of Written English (TWE) or 24 on the IBT Writing Section; and 50 on the Test of Spoken English (TSE) or 26 on the IBT Speaking Section.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subjects as well as in teacher education, in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.

3. A student who receives a grade F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. Program 1 students must take the Liberal Arts and Sciences Test (LAST) of the New York State Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in a college writing course or workshop series approved by an adviser before being permitted to register for any additional courses.

B. Fieldwork Benchmarks

Students must receive a grade of at least B in EDESL 79610 , EDESL 78500 and EDESL 78800 .Any student who receives a grade of B-, C+ or C must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU will not be allowed to continue in the program.

TESOL Program 1 Course of Study

Total Credits: 30-42 credits

Core Requirements

EDESL 79610 - Methodology of Teaching English to Speakers of Other Languages

An overview of K-12 program types and classroom options for teaching English to speakers of other languages. The course covers language teaching methods for teaching the four language skills, options for classroom management, and setting up learning environments. Required of students in **Program 1**.

Credits 4

includes 30 hours fieldwork

LING 70200 - Analysis and Structure of English from a Pedagogical Perspective

A comprehensive overview of the English Language for teachers of ESL, covering the sound system, systems of meaning making, orthographic and other representations, and the structures of English, with a specific focus on and application to teaching ESL. Required for students in Programs 1, 2, and 3.

Hours includes 10 hrs fieldwork

Credits 4

LING 77400 - Theory and Research in Second Language Acquisition and Learning

A survey of current theory and research in second language acquisition with particular reference to the acquisition of

English and applications of the classroom. Includes introduction to research methodology. Required of students in Program 1, 2, and 3.

prereq: G LING 70200

Credits 4

5 hours of field work.

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

prereq or coreq: G LING 70200

Credits 4

10 hours of field experience.

EDESL 77100 - K-12 ESL Curriculum and Materials through the Content Areas

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.

prereq: EDESL 79600/79610

prereq or coreq: G EDESL 79600 or G EDESL 79610 or G EDESL 79620

Hours includes 20 hrs fieldwork in K-12 classrooms

Credits 4

20 hrs fieldwork.

EDESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL

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. Includes identification and diagnosis of ESL students with special needs. Required of students in **Program 1** and **Program 2**.

prereq: EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser

Credits 4

includes 10 hrs fieldwork

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit

course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

EDESL 77200 - First and Second Language, and Technological Literacy in K-12 ESL

An in-depth treatment of theory and practice in the teaching of literacy skills, including technological, to English language learners in the public schools. Required of students in both Pre-K-12 Programs 1 and 2.

prereq: LING 70200

Hours includes 10 hrs fieldwork

Credits 4

CEDF 71200 - Child and Adolescent Development

This course provides a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and explore their potential impact on student behavior and learning in the classroom.

Hours includes 5 hrs of field work

Credits 4

CEDCF 71000 - Social, Historical, & Philosophical Foundations of General and Bilingual Education: Theory and Practice

This course provides a foundation for TESOL and Bilingual Education students in the historical, social and philosophical foundations of general and bilingual education with an emphasis on the development and current educational policies and practices of educating English language learners. Required for TESOL Program 1.

Hours includes 10 hrs of fieldwork

Credits 4

Plus One of the Following:

EDESL 78500 - Supervised Student Teaching, Pre-K-6 and 7-12

Two-semester supervised student teaching experience in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs seminar plus student teaching and conference

Credits 2

this is a year-long course

EDESL 78800 - Supervised Practicum, Pre-K-6 and 7-12

Two-semester supervised practicum in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs seminar plus student teaching and conference

Credits 2

this is a year-long course

And One of the Following:

EDESL 76000 - Master's Essay Seminar in Educational Research

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits or permission of TESOL adviser

Credits 4

Comprehensive Examination

Note(s)

Students may transfer, waive, or be exempted from up to 8 credits if they have taken equivalent course work elsewhere. Credit transfers, waivers, and exemptions are determined by the School of Education upon presentation of acceptable supporting paperwork. Taking EDESL 76000 MA Essay adds 4 credits to the degree.

**Student teaching is a year-long course. Students must complete 60 days during one semester at the K-6 level, and 60 days during the other semester at the 7-12 level. Student teachers may start their student teaching in either the fall or spring semester.*

***Practicum Teaching is a year-long course. Students are expected to be in the classroom during the entire year of teaching. Practicum students may start their practicum in either the fall or spring semester.*

TESOL Program 2 Course of Study

Total Credits: 25-37 credits

Core Requirements

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

EDESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL

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. Includes identification and diagnosis of ESL students with special needs. Required of students in **Program 1** and **Program 2**.

prereq: EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser

Credits 4

includes 10 hrs fieldwork

EDESL 77100 - K-12 ESL Curriculum and Materials through the Content Areas

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.

prereq: EDESL 79600/79610

prereq or coreq: G EDESL 79600 or G EDESL 79610 or G EDESL 79620

Hours includes 20 hrs fieldwork in K-12 classrooms

Credits 4

20 hrs fieldwork.

EDESL 77200 - First and Second Language, and Technological Literacy in K-12 ESL

An in-depth treatment of theory and practice in the teaching of literacy skills, including technological, to English language learners in the public schools. Required of students in both Pre-K-12 Programs 1 and 2.

prereq: LING 70200

Hours includes 10 hrs fieldwork

Credits 4

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

prereq or coreq: G LING 70200

Credits 4

10 hours of field experience.

EDESL 79620 - Methodology of Teaching English to Speakers of Other Languages

An overview of program types and classroom options for teaching English to speakers of other languages. The course covers basic language teaching methods, options for classroom management, and setting up optimal learning environments. Required of students in Programs 2 and 3.

Hours includes 20 hours fieldwork

Credits 4

20 hours fieldwork

LING 70200 - Analysis and Structure of English from a Pedagogical Perspective

A comprehensive overview of the English Language for teachers of ESL, covering the sound system, systems of meaning making, orthographic and other representations, and the structures of English, with a specific focus on and application to teaching ESL. Required for students in Programs 1, 2, and 3.

Hours includes 10 hrs fieldwork

Credits 4

LING 77400 - Theory and Research in Second Language Acquisition and Learning

A survey of current theory and research in second language acquisition with particular reference to the acquisition of English and applications to the classroom. Includes introduction to research methodology. Required of students in Program 1, 2, and 3.

prereq: G LING 70200

Credits 4

5 hours of field work.

Plus One of the Following

EDESL 78500 - Supervised Student Teaching, Pre-K-6 and 7-12

Two-semester supervised student teaching experience in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs seminar plus student teaching and conference

Credits 2

this is a year-long course

EDESL 78800 - Supervised Practicum, Pre-K-6 and 7-12

Two-semester supervised practicum in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs seminar plus student teaching and conference

Credits 2

this is a year-long course

And One of the Following

EDESL 76000 - Master's Essay Seminar in Educational Research

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits or permission of TESOL adviser

Credits 4

Or

Comprehensive Examination

Note(s)

Students may be exempted from up to eight credits if they have taken equivalent course work elsewhere

**Student Teaching is a year-long course. Students must complete 60 days during one semester at the K-6 level, and 60 days during the other semester at the 7-12 level. Student teachers may start their student teaching in either the fall or spring semester.*

***Practicum Teaching is a year-long course. Students are expected to be in the classroom during the entire year of teaching. Practicum students may start their practicum in either the fall or spring semester.*

Exit Standards

1. A passing score on the comprehensive examination or successful completion of a master's essay (EDESL 76000).
2. Students must demonstrate graduate-level academic oral and written communication skills in their coursework, and the ability to serve as appropriate models of the English language for their future students. Students who cannot demonstrate this level of language ability must take a non-credit writing course offered by the School of Education in order to enroll in any courses after completing 12 credits.
3. An overall GPA of 3.0.
4. Students must pass the School of Education technology assessment.

Special Education Programs

Advanced Certificate

Applied Behavior Analysis - Advanced Certificate

This 15-credit advanced certificate program provides intensive training in Applied Behavior Analysis to professionals working with children, youth, and adults on the autism spectrum as well as to the supervisors and administrators of the programs in which they work. This program is designed to prepare professionals to implement Applied Behavior Analytic intervention for individuals with autism spectrum disorders. In addition, students who complete the Advanced Certificate will have the graduate training necessary to sit for the international Board Certified Behavior Analyst® exam.

Admission Requirements

1. A master's degree in education, psychology, social work, counseling, speech-language pathology, nursing or related field.
2. Completed a graduate level course in autism spectrum disorders. Applicants who have not completed such a course will be conditioned in SPEDE 77100 , Autism Spectrum Disorders, and must complete that course during their first semester in the program.
3. On-site interview will be required.

Advanced Certificate in Applied Behavior Analysis Course of Study

Total Credits: 15 credits

EDABA 79500 - Applied Behavior Analysis I

The primary focus of this course is on foundational principles and methods in applied behavior analysis, and their basic and general applications in educational and similar settings. Topics to be covered include defining and measuring behavior, displaying and analyzing data, experimental analysis of behavior change procedures, positive and negative reinforcement, positive and negative punishment, and schedules of reinforcement.

prereq or coreq: SPEDE 77100

Hours 45

Credits 3

EDABA 79600 - Applied Behavior Analysis II

This course examines specific behavior analysis methods and applications including behavior change procedures such as prompting, imitation, incidental teaching, shaping, and chaining. Procedures to address generalization, motivation,

stimulus control, and self-management will be evaluated. In addition, both observational and experimental functional behavior assessment procedures are discussed.

prereq: EDABA 79500

Hours 45

Credits 3

EDABA 79700 - Applied Behavior Analysis Research Methods and Ethics

This course is an introduction to research methods used in applied behavior analysis. Topics include the development of research questions, measurement of behavior, single-subject experimental design, data collection, and data analysis. In addition, this course covers ethics and professional behavior for applied behavior analysts as they relate to research and practice.

Hours 45

Credits 3

EDABA 79800 - Behavior Analytic Approaches to Learning

This course provides a survey of behavior analytic approaches to learning. Major areas covered include respondent conditioning, operant conditioning, stimulus control, stimulus classes, taxonomies of verbal behavior, and motivation.

Hours 45

Credits 3

EDABA 79900 - Applied Behavior Analytic Autism Intervention

This course examines applied behavior analytic intervention for individuals with autism. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include interventions for basic discrimination skills, generalized imitation, independence, language skills, play skills, social skills, self-help skills, feeding, leisure skills, vocational skills, managing problem behavior, and transition to less restrictive environments.

prereq: EDABA 79500 or EDABA 79800

Hours 45

Credits 3

Progress Standards/Exit Standards

No course grade below B.

Blind and Visually Impaired: Orientation and Mobility - Advanced Certificate

Blind and Visually Impaired Program Coordinator: Rosanne K. Silberman; 911 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu, Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

The 18-credit advanced certificate program in orientation and mobility is designed to prepare rehabilitation teachers who have master's degrees and academy certification and/or teachers of the blind and visually impaired who have New York State certification to serve as orientation and mobility specialists in educational programs for infants, toddlers, children and youths, and adults who are blind and visually impaired, including those with multiples disabilities. The focus is on the development of specialized knowledge and skills through course work and internship experiences in the field of blindness and visual impairment. Graduates of this program will be eligible to obtain national certification from the academy for certification of vision rehabilitation and education professionals as orientation and mobility specialists.

Admissions Standards

1. Undergraduate BA or BS degree from an accredited institution, with a GPA 2.8 or better, plus teacher of the blind and visually impaired teaching certificate.

OR

- Master's degree from an approved college in rehabilitation teaching or teacher of the blind and visually impaired with a GPA of 3.5 or better,
2. Evidence of acceptable written languages skills,
3. Three letters of recommendation,
4. Evidence of work, volunteer or personal experience with individuals with visual impairments,
5. An interview with a special education faculty member.

Progress Standards

1. Students must maintain an overall GPA of at least 3.0 in order to continue the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (incomplete) within the first 12 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.

Orientation and Mobility Course of Study

Total Credits: 18 credits

COUNR 73000 - 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.

*Hours 45 hrs,
Credits 3 cr*

SPED 74900 - Orientation and Mobility for Students with Visual Impairments and Additional Disabilities

An advanced orientation and mobility course on specialized instructional strategies that address the special travel difficulties of learners (infants to older adults) who are blind or visually impaired with additional disabilities. Topics include deafness, deafblindness, multiple impairments, motoric, cognitive and affective impairments. This course also addresses instructional strategies for persons in unique living situations or environments.

*Hours includes 10 hrs field experience, 45 hrs,
Credits 3 cr*

SPED 76500 - Intermediate Orientation and Mobility

Theories related to perception, learning and development of individuals who are blind or visually impaired, and /or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

*prereq or coreq: SPED 76800
Hours includes 50 hrs of lab plus 15 hrs field experience
Credits 3 cr*

SPED 76600 - Advanced Orientation and Mobility

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

*prereq: G SPED 76500
Hours includes 50 hrs of lab plus 15 hrs field experience
Credits 3 cr*

SPED 76700 - Orientation and Mobility: Internship/Seminar

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

prereq: G SPEDE 77000 and G SPED 79000 and G SPED 79100

*Hours 30 hrs seminar, plus conferences plus 340 hours of internship,
Credits 2 cr*

SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar

This course teaches assessment of the systems of mobility used by persons who are visually impaired and develops competencies in teaching indoor travel techniques used by persons with visual impairments. Two week summer course.

*prereq: SPED 74700
Credits 2 cr
Two week summer course.*

SPED 76900 - Advanced Orientation and Mobility Lab and Seminar

This course demonstrates practical application of Orientation and Mobility instructional techniques as they are applied in outdoor settings under blindfold and with low vision simulators. Content related to instructional strategies will be provided during the in-class seminar. Two week summer course.

*prereq: G SPED 76800 and G SPED 76500
Credits 2
Two week summer course.*

Exit Standards

1. Students must attain an overall GPA at least 3.0 to be recommended for the certificate.
2. Students must demonstrate consistently satisfactory written English in all coursework.

Blind and Visually Impaired: Teacher of the Blind and Visually Impaired - Advanced Certificate

Blind and Visually Impaired Program Coordinator: Rosanne K. Silberman; 911 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu, Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

The 22-credit advanced certificate program in teacher of the blind and visually impaired is designed to prepare special education teachers who have master's degrees and New York State Certification in special education to serve as teachers of the blind and visually impaired in educational programs for infants, toddlers, children and youths, including those with multiple disabilities. The focus is on the development of specialized knowledge and skills through course work and practicum experiences in the field of blindness and visual impairment. Graduates of this program will be eligible for New York State Certification as teacher of the blind and visually impaired.

Admission Requirements

1. Teaching certificate in New York State: initial, professional or permanent certification in any area
2. Master's degree in education or a related services field (speech and language pathology, physical therapy, nursing) with a GPA of 3.5 or better.
3. Completion of SPED 70000 (Issues and Practices in Educationg Students with Disabilities) or the equivalent with a grade of B or better for all applicants without a master's degree in Special Education
4. Evidence of acceptable writing skills.
5. Three letters of recommendation.
6. Evidence of work, volunteer, or personal experience with individuals with visual impairments.
7. An interview with a special education faculty member.

Progress Standards

1. Students must maintain an overall GPA of at least 3.0 in order to continue the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade IN (Incomplete) within the first 12 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 to complete their INs.

Teacher of the Blind and Visually Impaired Course of Study

Total Credits: 22 credits

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000

Hours Includes 10 hrs of field experience

SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000, SPED 74100

Hours Includes 15 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000, 74100, 74200, 74300

Hours 15 hrs,

Credits 1 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 71451 - Topics in Special Education: ITI Practicum in Visual Impairment

Credits 1 cr

And one of the following

SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 74851 - Student Teaching: Blindness and Visual Impairment, Grades 7–12

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in either middle adolescent or adolescent, 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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 74852 - Supervised Practicum: Blindness and Visual Impairment, Preschool–Grade 6

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 74853 - Supervised Practicum: Blindness and Visual Impairment, Grades 7–12

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, 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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all coursework.
3. Students must pass the School of Education technology assessment.

Gifted Education Extension - Advanced Certificate

Gifted Education Program Coordinator:

909 West Building; (212) 650-3599

This is a 12-credit course of study for students who already have NYS teacher certification or who are in the process of completing such certification. It is designed to provide educators with a solid background of expertise in gifted education, enabling them to work effectively with exceptionally capable learners and to take leadership roles in the field. Achievement of specialized expertise in gifted education will be recognized by a post-master's degree certificate.

Admission Requirements

1. NYS teacher certification and at least 15 credits of graduate study in education for a specific school population, with at least one course in human development (including child or adolescent development).
2. A GPA of at least 3.5 in graduate courses.
3. Two letters of recommendation from appropriate professional or academic sources.

Extension in Gifted Education Course of Study

Total Credits: 12 credits

SPED 75300 - Understanding and Identifying Gifted Learners: Individual and Developmental Diversity

An overview of major questions and issues in the field, including What is intelligence? What is creativity? What is giftedness? How do we measure these qualities? Focus on the urban context, incorporating rich cultural, social, political, educational, and scientific resources possibilities, and developing expertise in educating gifted and talented students from a broad range of backgrounds.

Cross-listed (Cross-listed with CEDF 75300.)

Hours 45 hrs includes 10 hrs field experience

Credits 3 cr

SPED 75400 - Differentiating Curriculum for Gifted and Talented Learners

Consideration of a wide range of curriculum options appropriate for meeting diverse kinds of gifted learning needs from early childhood through Grade 12, as well as a variety of placement options, from the regular classroom to the full time gifted school.

Cross-listed (Cross-listed with CEDF 75400)

prereq or coreq: SPED 75300

Hours Includes 10 hrs field experience

Credits 3

SPED 75500 - Assessment and Instruction for Diversely Gifted Learners

Supervised learning lab experience involving scaffolded assessment, diagnosis, and associated curriculum differentiation for diversely gifted learners, including those with learning and emotional problems, physical disabilities, and special abilities. Includes writing and implementing individual education plans.

Cross-listed (Cross-listed with CEDC 755.)

prereq or coreq: SPED 75300 and SPED 75400

Hours Includes 20 hrs field experience

SPED 75600 - Professional Discourse and Leadership in Gifted Education

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

Cross-listed ADSUP 75600, CEDC 75600, CEDF 75600

prereq or coreq: SPED 75500 or CEDC 75500

Hours Includes 10 hrs field experience

Progress Standards/Exit Standards

No course grade below B.

Master of Science in Education - MEd

Advanced Preparation in Special Education - MEd

This is a 30-credit program leading to a master's degree in Special Education: Advanced Preparation in Special Education as well as NYS Professional Certification in Childhood Special Education or Early Childhood Special Education. The program offers three tracks, each designed for teachers certified in special education who are seeking advanced preparation related to Special Education: Learning Disabilities (LD), Behavior Disorders (BD) or Early Childhood Special Education. The program is designed for those with initial NYS teacher certification in special education who are in need of graduate work leading to a master's degree and Professional Certification in Childhood Special Education or Early Childhood Special Education. It is also designed for those who hold NYS teacher certification in Special Education and a master's degree (e.g., those with permanent or professional certification at any age-level of special education) who are seeking to further their knowledge/skills, gain additional graduate credits, and, at the same time, add an extension, annotation, or additional age-level certificate.

The purpose of this program is to provide an advanced master's program that encourages practicing teachers to continue their professional development via individually tailored and highly practical graduate preparation focused on effective practices and specially designed instruction in Special Education.

Admission Requirements

1. New York State initial or professional teacher certification in Students with Disabilities grades 1-6 or birth to grade 2 or New York State permanent certification in special education, K-12.
2. An undergraduate BA or BS degree with a GPA of 2.8 or higher from an approved college **or** a graduate degree in special education (any age-level) with a GPA of 3.5 or higher.
3. Two professional references to be included with the application for admission.
4. A personal statement to be included as part of the application for admission.

Progress Standards

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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. It is recommended that students with two or more INs take an official leave of absence while they are completing their IN courses.

Advanced Preparation in Special Education Course of Study

Total Credits: 30 credits

Learning Disabilities (Track 1)

16-Credit Core of Courses

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 78251 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use. Advanced students must complete individually-tailored assignments.

Hours 15 hrs seminar, plus 20 hrs lab

Credits 2

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 78451 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2

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. Advanced students must complete individually-tailored assignments.

Hours 15 hrs seminar, plus 20 hrs lab

Credits 2

SPED 70151 - Advanced Preparation in Educational Assessment

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge, curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

Hours 45

Credits 3

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45

Credits 3

Plus

14 credits of electives from coursework related to—other special education topics, behavioral disorders, autism spectrum disorders, early childhood special education (could qualify for additional age level), blind/VI, deaf/HH, gifted and talented (could apply for a NYS extension), and severe/multiple disabilities (could apply for a NYS annotation)—to be determined jointly in mandatory consultation with a program adviser. (Note: written approval of a student's plan is required.)

Representative of the spectrum of choices, but not an exhaustive list of the elective options.

Behavior Disorders (Track 2)

Total Credits: 30 credits

18-credit Core of Courses

SPED 75051 - The Study of Behavior Disorders

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 75151 - Methods and Materials for Teaching Students with Behavior Disorders

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. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPED 75000

Hours 45

Credits 3

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 70151 - Advanced Preparation in Educational Assessment

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge, curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

Hours 45

Credits 3

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45

Credits 3

Plus

12 credits of electives from coursework related to—other special education topics, behavioral disorders, autism spectrum disorders, early childhood special education (could qualify for additional age level), blind/VI, deaf/HH, gifted and talented (could apply for a NYS extension), and severe/multiple disabilities (could apply for a NYS annotation)—to be determined jointly with mandatory consultation with a program adviser. (Note: written approval of a student's plan is required.)

Representative of the spectrum of choices, but not an exhaustive list of the elective options.

Early Childhood Special Education (Track 3)

Total Credits: 30 credits

17-Credit Core of Courses

SPEDE 77151 - Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies

Special learning and behavioral issues in educating infants/toddlers, preschoolers, and elementary age students with autism spectrum disorders; instructional strategies of particular value in working with children who have autism, PDD-NOS, and Asperger's syndrome. Advanced students must complete individually-tailored assignments.

Hours includes 5 hrs of field experience.
Credits 3

SPEDE 77251 - Behavioral Theory and Its Applications to Young Children with Special Needs

The major tenets of behavioral theory; variations in approaches to applied behavior analysis; how to do and use functional behavioral analysis with young children who have special needs. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPEDE 76900 or SPED 79000
Hours includes 5 hrs of field experience
Credits 3

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45
Credits 3

SPEDE 77951 - Practicum in Early Childhood Special Education

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPEDE 776

Hours 30 hrs seminar plus conferences

Credits 2

Plus

SPEDE 77051 - Curriculum Models and Methods in Early Intervention and Early Childhood Special Education

Major approaches in early intervention and early childhood special education; instructional sequences and methods for use in different settings such as inclusion programs and the natural environment of the home; team and collaborativeteaching models; the process of using assessment data to create IFSP and IEP goals and objectives and match them to teaching strategies; program evaluation. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPEDE 71400 and SPEDE 76900 or SPED 79100

Hours includes 5 hrs field experience

Credits 3

SPED 79251 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

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. Advanced students must complete individually-tailored assignments.

Hours includes 15 hrs of field experience

Credits 3

Or

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

Plus

13 credits of electives from coursework related to—other special education topics, behavioral disorders, autism spectrum disorders, early childhood special education (could qualify for additional age level), blind/VI, deaf/HH, gifted and talented (could apply for a NYS extension), and severe/multiple disabilities (could apply for a NYS annotation)—to be determined jointly with mandatory consultation with a program adviser. (Note: written approval of a student's plan is required.)

Representative of the spectrum of choices, but not an exhaustive list of the elective options.

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student teaching , Supervised Practicum, and Clinical Teaching Lab:
 - A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.
 - B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.
4. Culminating Activity—Students must perform satisfactorily on a two-part culminating activity:
A comprehensive research-based oral presentation on a current special education issue
and either an original written research proposal
or a written proposal for competitive grant funding.
5. Students must pass the School of Education technology assessment.

Blind and Visually Impaired - MSEd

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Admission Requirements

Program 1

For applicants who do not hold New York State Certification

1. 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. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
3. 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 (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 2

For applicants who hold early childhood, childhood, PreK-grade 6, middle school or adolescent education New York State teacher certification

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher

or

A graduate degree from an approved college with a GPA of 3.5 or better

plus

2. New York State initial, professional, or permanent teacher certification in early childhood, childhood, PreK-grade 6, middle school or adolescent education. Those holding permanent certification 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 HED 715, a 1-credit course covering these topics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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. Any student who receives an F will not be allowed to continue.
5. Program 1 students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the School's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 782, SPED 784, CEDC 729; ECC 712; SPEDE 776 or SPEDE 767). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once.

C. A student with two or more INs is prohibited from registering for any course.

Note: It is recommended that when not enrolled in any course students take an official leave of absence to complete their INs.

D. In order to enroll in student teaching or supervised practicum, all students must:

Have an overall GPA of at least 3.0

Have no outstanding INs.

Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 700, 701 or 791 and 702 or 702.50 Have taken or be registered concurrently for one methods course (e.g., SPED 706, 706.50, 731, 741, 751, 781, 781.50) Students in early childhood special education must complete SPEDE 776 or 767.

Blind and Visually Impaired Course of Study

Program 2

Total Credits: 40-41 credits

Cross-Categorical Core Courses (12 cr)

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience
Credits 3

SPED 70250 - Classroom Management in Special Education and Inclusive Settings

Develops skills 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. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000, SPED 79000, SPED 79100, or SPED 74000, SPED 74100
Hours Includes 20 hrs of field experience, 45 hrs,
Credits 3 cr

SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000 and SPED 74200 or SPED 79100
Hours (includes 10 hours of field experience),
Credits 3 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,
Credits 3 cr

Blind and Visually Impaired Specialization

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000
Hours includes 10 hrs of field experience
Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000
Hours Includes 10 hrs of field experience

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities

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.

prereq or coreq: SPED 70000, SPED 79000
Hours Includes 15 hrs of field experience

SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000, SPED 74100
Hours Includes 15 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200
Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000, 74100, 74200, 74300

Hours 15 hrs,

Credits 1 cr

SPED 74600 - Educational Implications of Learners Who Are Deafblind

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.

prereq: SPED 70000, SPED 79000 or SPED 74100

Hours Includes 10 hrs of field experience

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

Take either

SPED 74800 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 12

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,

Credits 4 cr

Or one of the following:

SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 74851 - Student Teaching: Blindness and Visual Impairment, Grades 7–12

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in either middle adolescent or adolescent, 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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 74852 - Supervised Practicum: Blindness and Visual Impairment, Preschool–Grade 6

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 74853 - Supervised Practicum: Blindness and Visual Impairment, Grades 7–12

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, 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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

Plus one of the following:

SPED 74854 - Student Teaching 2: Blindness and Visual Impairment, Preschool–Grade 6

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 plan, writing functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours structured conferences, plus 20 days student teaching,

Credits 1

SPED 74855 - Student Teaching 2: Blindness and Visual Impairment, Grade 7–12

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnership with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences, plus 20 days student teaching

Credits 1 cr

SPED 74856 - Supervised Practicum 2: Blind and Visual Impairment Preschool–Grade 6

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 placement. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences

Credits 1 cr

SPED 74857 - Supervised Practicum 2: Blind and Visual Impairment, Grades 7–12

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placement. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences

Credits 1 cr

Additional Requirements for Program 1

Program 1

Total Credits: 47-60 credits

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork must apply to the chairperson for permission to preregister 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.

prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,
Credits 1 cr

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student Teaching, Supervised Practicum, and Clinical Teaching Lab

A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. 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 repeat that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

4. Culminating Activity. Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 707, Research Seminar: Issues in Special Education):

a comprehensive research-based oral

presentation on a current special education issue

and either
an original written research proposal
or
a written proposal for competitive grant funding.

5. Students must pass the School of Education technology assessment.

Childhood Special Education: Behavior Disorders - MEd

Behavior Disorders Program Coordinator: Tom McIntyre; 914 West Building; (212) 772-4706;
thomas.mcintyre@hunter.cuny.edu

Childhood Special Education: Admission Requirements

Program 1

For applicants who do not hold New York State Childhood or PreK-6 Certification.

Admission Requirements

1. 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. A liberal arts or science major or interdisciplinary concentration of at least 30.
3. A general education core in liberal arts and sciences to include 6 credits in English including a course in English composition with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement) and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 2

Admission Requirements

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher

or

A graduate degree from an approved college with a GPA of 3.5 or better

plus

2. New York State initial or professional teacher certification in Childhood or PreK-grade 6. Those holding permanent certification 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 HED 71500, a one credit course covering these topics.

Childhood Special Education: Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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 when not enrolled in any course students take an official leave of absence to complete their INs.

5. Program 1 students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the School's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmark

- All field experiences and student teaching will take place in New York City public schools.
- Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 78200, SPED 78400, CEDC 72900; ECC 71200; SPEDE 77600 or SPEDE 76700). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once.

C. Students with a grade of F will not be allowed to continue.

D. In order to enroll in student teaching or supervised practicum all students must:

- Have an overall GPA of at least 3.0.
- Have no outstanding INs.
- Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 70000, 70100 or 79100 and 70200 or 70250 and have taken or be registered concurrently for one methods course (e.g., SPED 70600, 70650, 73100, 74100, 75100, 78150).

Childhood Special Education: Behavior Disorders Course of Study

Program 2: 36 Credits

Cross-Categorical Core Courses (20 cr)

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 70100 - Assessment of Students with Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 10 hrs of field experience

Credits 3

SPED 70200 - Classroom Management in Special Education and Inclusive Settings

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 15 hrs of field experience

Credits 3

SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders

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.

prereq: SPED 70000

coreq: current employment as a teacher or enrollment in student teaching

Hours Includes 10 hrs of field experience, 45 hrs,

Credits 3 cr

SPED 70400 - Issues in Teaching English Second Language Learners with Special Education Needs

Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education 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.

prereq or coreq: SPED 70000

Hours 15 hrs,

Credits 1 cr

SPED 70500 - Use of Instructional Technology in Special Education

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.

prereq or coreq: SPED 70000

Hours 30 hrs lab,

Credits 1 cr

SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPEDE 76800

Hours Includes 10 hours of field experience, 45 hrs,

Credits 3 cr

SPED 70700 - Research Seminar: Issues 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.

*Hours 45 hrs,
Credits 3 cr*

Behavior Disorders Specialization (16 cr)

SPED 75000 - The Study of Behavior Disorders

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.

*prereq or coreq: SPED 70000
Hours Includes 20 hrs of field experience*

SPED 75100 - Methods and Materials for Teaching Students with Behavior Disorders

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.

*prereq or coreq: SPED 75000
Hours Includes 20 hrs of field experience
Credits 3*

SPED 78150 - Reading and Writing for Students with Learning Disabilities: Methods I (for those not in LD Specialization)

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.

*prereq or coreq: SPED 70000
Hours Includes 10 hrs of field experience*

SPED 78350 - Math, Organizational and Social Strategies for Students with Learning Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hrs,

Credits 3 cr

Plus Either:

SPED 75200 - Student Teaching: Behavior Disorders, Grades 1–3 and 4–6

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar, plus conferences, plus 40 hours student teaching at two age levels,

Credits 4 cr

Or two of the following (must include two different grade levels):

SPED 75250 - Student Teaching: Behavior Disorders, Grades 1–3

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 75251 - Student Teaching: Behavior Disorders, Grades 4–6

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 75252 - Supervised Practicum: Behavior Disorders, Grades 1–3

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 75253 - Supervised Practicum: Behavior Disorders, Grades 4–6

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar plus conferences,

Credits 2 cr

Additional Course Requirements

Program 1: 43-55 Credits

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or the undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork must apply to the chairperson for permission to preregister 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.

prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,
Credits 1 cr

Special Education: Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student teaching , Supervised Practicum, and Clinical Teaching Lab:
 - A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.
 - B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.
4. Culminating Activity—Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education):
 - A comprehensive research-based oral presentation on a current special education issue

and either an original written research proposal **or** a written proposal for competitive grant funding.

5. Students must pass the School of Education technology assessment.

Childhood Special Education: Learning Disabilities - MSED

Learning Disabilities Program Coordinators:

Kate Garnett; 910 West Building; (212) 772-4700; kgarnett@hunter.cuny.edu

Sara Hines; 915 West Building; (212) 772-5667; shine@hunter.cuny.edu

Jennifer Samson; 949B West Building; (212) 772-4663; jennifer.samson@hunter.cuny.edu

Childhood Special Education: Admission Requirements

Program 1

For applicants who do not hold New York State Childhood or PreK-6 Certification.

Admission Requirements

1. 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. A liberal arts or science major or interdisciplinary concentration of at least 30.
3. A general education core in liberal arts and sciences to include 6 credits in English including a course in English composition with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement) and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 2

Admission Requirements

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher

or

A graduate degree from an approved college with a GPA of 3.5 or better

plus

2. New York State initial or professional teacher certification in Childhood or PreK-grade 6. Those holding permanent certification 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 HED 71500, a one credit course covering these topics.

Childhood Special Education: Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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 when not enrolled in any course students take an official leave of absence to complete their INs.

5. Program 1 students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the School's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmark

- All field experiences and student teaching will take place in New York City public schools.
- Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 78200, SPED 78400, CEDC 72900; ECC 71200; SPEDE 77600 or SPEDE 76700). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once.

C. Students with a grade of F will not be allowed to continue.

D. In order to enroll in student teaching or supervised practicum all students must:

- Have an overall GPA of at least 3.0.
- Have no outstanding INs.
- Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 70000, 70100 or 79100 and 70200 or 70250 and have taken or be registered concurrently for one methods course (e.g., SPED 70600, 70650, 73100, 74100, 75100, 78150).

Learning Disabilities Course of Study

Program 2: 35-37 Credits

Cross-Categorical Core Courses (20 cr)

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 70100 - Assessment of Students with Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 10 hrs of field experience

Credits 3

SPED 70200 - Classroom Management in Special Education and Inclusive Settings

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 15 hrs of field experience

Credits 3

SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders

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.

prereq: SPED 70000

coreq: current employment as a teacher or enrollment in student teaching

Hours Includes 10 hrs of field experience, 45 hrs,

Credits 3 cr

SPED 70400 - Issues in Teaching English Second Language Learners with Special Education Needs

Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education 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.

prereq or coreq: SPED 70000

Hours 15 hrs,

Credits 1 cr

SPED 70500 - Use of Instructional Technology in Special Education

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.

prereq or coreq: SPED 70000

Hours 30 hrs lab,

Credits 1 cr

SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPEDE 76800

Hours Includes 10 hours of field experience, 45 hrs,

Credits 3 cr

SPED 70700 - Research Seminar: Issues 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.

*Hours 45 hrs,
Credits 3 cr*

Learning Disabilities Specialization (15-17 cr)

SPED 78000 - The Study of Learning Disabilities in Children and Adolescents

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.

*prereq or coreq: SPED 70000
Hours 45
Credits 3*

SPED 78100 - Reading and Writing for Students with Learning Disabilities: Methods 1

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.

*coreq: SPED 78200
prereq or coreq: SPED 70000
Hours Includes 10 hrs of field experience
Credits 3
Only in the fall semester (note: must take concurrently with SPED 78200 and must take SPED 78300/78400 in semester immediately following)*

SPED 78200 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1

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, on-going assessment, family, culture, and school relations. Videotape and computer use.

*coreq: SPED 78100
prereq or coreq: SPED 70000
Hours 15 hrs seminar, plus 20 hrs lab,
Credits 2 cr*

Fall only (note: must take concurrently with SPED 78100 and must take SPED 78300/78400 in semester immediately following)

SPED 78300 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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.

prereq: SPED 78100/78200

coreq: SPED 78400

Hours 45

Credits 3

Spring only (note: must take concurrently with SPED 78400 and have taken SPED 78100/78200 in preceding semester)

SPED 78400 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2

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

prereq: SPED 781/ 782

coreq: SPED 783

Hours 15 hrs seminar, plus 20 hrs lab,

Credits 2 cr

Spring only

Either:

SPED 78500 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

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.

prereq or coreq: SPED 70000

Hours 30 hrs seminar, plus conferences, plus 40 days student teaching,

Credits 4 cr

Or:

SPED 78550 - Supervised Practicum: Learning Disabilities, Grades 1–3 or 4–6

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.

prereq or coreq: SPED 70000

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

Or both of the following:

SPED 78551 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

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 78552.

prereq or coreq: SPED 70000

Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,

Credits 2 cr

SPED 78552 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

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 78551.

prereq or coreq: SPED 700

Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,

Credits 2 cr

Additional Course Requirements

Program 1: 42-56 Credits

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork must apply to the chairperson for permission to preregister 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.

prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,
Credits 1 cr

Special Education: Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student teaching , Supervised Practicum, and Clinical Teaching Lab:
 - A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.
 - B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

4. Culminating Activity—Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education):

A comprehensive research-based oral presentation on a current special education issue

and either an original written research proposal **or** a written proposal for competitive grant funding.

5. Students must pass the School of Education technology assessment.

Childhood Special Education: Severe/Multiple Disabilities (including Deafblindness) - MSeD

Severe/Multiple Disabilities (including Deafblindness) Program Coordinators:

Rosanne K. Silberman; 916 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu

Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

Childhood Special Education: Admission Requirements

Program 1

For applicants who do not hold New York State Childhood or PreK-6 Certification.

Admission Requirements

1. 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. A liberal arts or science major or interdisciplinary concentration of at least 30.
3. A general education core in liberal arts and sciences to include 6 credits in English including a course in English composition with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement) and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 2

Admission Requirements

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher

or

A graduate degree from an approved college with a GPA of 3.5 or better

plus
2. New York State initial or professional teacher certification in Childhood or PreK-grade 6. Those holding permanent certification 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 HED 71500, a one credit course covering these topics.

Childhood Special Education: Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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 when not enrolled in any course students take an official leave of absence to complete their INs.

5. Program 1 students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the School's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmark

- All field experiences and student teaching will take place in New York City public schools.
- Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 78200, SPED 78400, CEDC 72900; ECC 71200; SPEDE 77600 or SPEDE 76700). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once.

C. Students with a grade of F will not be allowed to continue.

D. In order to enroll in student teaching or supervised practicum all students must:

- Have an overall GPA of at least 3.0.
- Have no outstanding INs.
- Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 70000, 70100 or 79100 and 70200 or 70250 and have taken or be registered concurrently for one methods course (e.g., SPED 70600, 70650, 73100, 74100, 75100, 78150).

Severe/Multiple Disabilities (Including Deafblindness) Course of Study

Program 2: 37 Credits

Cross-Categorical Core Courses (12 cr)

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

*Hours 45 hours; includes 5 hours of field experience
Credits 3*

SPED 70250 - Classroom Management in Special Education and Inclusive Settings

Develops skills 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. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

*prereq or coreq: SPED 70000, SPED 79000, SPED 79100, or SPED 74000, SPED 74100
Hours Includes 20 hrs of field experience, 45 hrs,
Credits 3 cr*

SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum

adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000 and SPED 74200 or SPED 79100

Hours (includes 10 hours of field experience),

Credits 3 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,

Credits 3 cr

Severe/Multiple Disabilities (including Deafblindness) Specialization (25 cr)

SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hrs,

Credits 3 cr

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities

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.

prereq or coreq: SPED 70000, SPED 79000

Hours Includes 15 hrs of field experience

SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

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.

prereq or coreq: SPED 70000 or SPEDE 76800 or SPEDE 76900

Hours Includes 15 hrs of field experience

SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities

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.

prereq: SPED 70000

Hours includes 10 hrs of field experience, 30 hrs

Credits 2 cr

SPED 79400 - Functional Language and Culture of Learners with Low Incidence Disabilities

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.

prereq: SPED 70600

Hours Includes 5 hrs of field experience,

Credits 1 cr

SPED 74600 - Educational Implications of Learners Who Are Deafblind

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.

prereq: SPED 70000, SPED 79000 or SPED 74100

Hours Includes 10 hrs of field experience

SPED 78150 - Reading and Writing for Students with Learning Disabilities: Methods I (for those not in LD Specialization)

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.

prereq or coreq: SPED 70000

Hours Includes 10 hrs of field experience

SPED 78350 - Math, Organizational and Social Strategies for Students with Learning Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hrs,

Credits 3 cr

Either:

SPED 79500 - Student Teaching: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–6

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness in grades 1–3 and 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus 40 days of student teaching at two grade levels,

Credits 4 cr

Or two of the following (must include two different grade levels):

SPED 79550 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 1–3

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.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,

Credits 2 cr

SPED 79551 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 4–6

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.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus 20 days of student teaching,

Credits 2 cr

SPED 79552 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–3

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.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 79553 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 4–6

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.

prereq or coreq: SPED 79000, 79100

Hours 30 hours seminar, plus conferences,

Credits 2 cr

Additional Course Requirements

Program 1: 44-56 Credits

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork must apply to the chairperson for permission to preregister 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.

prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,
Credits 1 cr

Special Education: Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student teaching , Supervised Practicum, and Clinical Teaching Lab:
 - A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching

lab courses. Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

4. Culminating Activity—Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education):

A comprehensive research-based oral presentation on a current special education issue

and either an original written research proposal **or** a written proposal for competitive grant funding.

5. Students must pass the School of Education technology assessment.

Deaf and Hard-of-Hearing - MSEd

Deaf and Hard-of-Hearing Program Coordinator: Elaine Gale; 918 West Building; (212) 772-4702; egale@hunter.cuny.edu

Admission Requirements

Program 1

For applicants who do not hold New York State Certification

1. 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. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
3. 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 (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 2

For applicants who hold early childhood, childhood, PreK-grade 6, middle school or adolescent education New York State teacher certification

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher

or

A graduate degree from an approved college with a GPA of 3.5 or better

plus

2. New York State initial, professional, or permanent teacher certification in early childhood, childhood, PreK-grade 6, middle school or adolescent education. Those holding permanent certification 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 HED 715, a 1-credit course covering these topics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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. Any student who receives an F will not be allowed to continue.
5. Program 1 students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the School's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 782, SPED 784, CEDC 729; ECC 712; SPEDE 776 or SPEDE 767). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once.

C. A student with two or more INs is prohibited from registering for any course.

Note: It is recommended that when not enrolled in any course students take an official leave of absence to complete their INs.

D. In order to enroll in student teaching or supervised practicum, all students must:

Have an overall GPA of at least 3.0

Have no outstanding INs.

Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 700, 701 or 791 and 702 or 702.50 Have taken or be registered concurrently for one methods course (e.g., SPED 706, 706.50, 731, 741, 751, 781, 781.50) Students in early childhood special education must complete SPEDE 776 or 767.

Deaf and Hard of Hearing Course of Study

Program 2

Total Credits: 33-39 credits

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 70100 - Assessment of Students with Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 10 hrs of field experience

Credits 3

SPED 70200 - Classroom Management in Special Education and Inclusive Settings

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 15 hrs of field experience

Credits 3

SPED 70700 - Research Seminar: Issues 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.

*Hours 45 hrs,
Credits 3 cr*

SPED 72000 - American Sign Language I

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, fingerspelling, numbers, and spatial and pronominal reference.

*prereq or coreq: SPED 70000
Hours Includes 10 hrs of field experience, 90 hrs lab,
Credits 3 cr*

SPED 72100 - American Sign Language II

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.

*prereq: SPED 72000
Hours Includes 10 hrs of field experience 90 hrs lab,
Credits 3 cr*

SPED 72200 - The Study of ASL Educational Linguistics

Focus on the linguistic structure of ASL: phonology, morphology, syntax, pragmatics, and discourse rules. Traces acquisition of ASL during infancy, childhood and adolescent. 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.

*prereq: SPED 72100
Hours 60 hrs lab,
Credits 2 cr*

SPED 73000 - Education of Students Who Are Deaf and Hard-of-Hearing

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.

*Hours Includes 10 hours of field experience 45 hrs,
Credits 3 cr*

SPED 73300 - Math and Across-the Curriculum Adaptations for Students who are Deaf and Hard-of Hearing: Methods 2

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.

prereq: SPED 70000 and in the immediate preceding semester SPED 73100

Hours Includes 15 hrs of field experience

Spring only

SPED 73100 - Reading and Writing Development for Students Who Are Deaf and Hard-of Hearing: Methods 1

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.

prereq or coreq: SPED 73000

Hours Includes 15 hrs of field experience 45 hrs,

Credits 3 cr

Fall only

Must take SPED 73300 in semester immediately following.

SPED 73600 - Aural Rehabilitation of Students who are Deaf and Hard-of-Hearing

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.

prereq or coreq: SPED 70000

Hours Includes 5 hrs of field experience

SPED 73500 - Speech Development and Remediation of Students who are Deaf and Hard-of-Hearing

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.

prereq or coreq: SPED 70000

Hours Includes 5 hrs of field experience

Credits 3

Notes(s)

** 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 24 or 21 credits.*

Take either:

SPED 73700 - Student Teaching: Deaf and Hard-of- Hearing, Preschool–Grade 12

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. Weekly seminar and conferencing to integrate knowledge and skills prerequisite 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.

prereq or coreq: SPED 72100, SPED 73300

Hours 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,

Credits 4 cr

Or two of the following (must include two different grade levels):

SPED 73750 - Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 6

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student-teaching field experience. 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.

prereq or coreq: SPED 721, SPED 733

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 73751 - Student Teaching: Deaf and Hard-of-Hearing, Grades 7–12

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. 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.

prereq or coreq: SPED 721, SPED 733

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 73760 - Supervised Practicum: Deaf and Hard-of-Hearing, Preschool–2nd Grade

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. 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.

prereq or coreq: SPED 72100, SPED 73300

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2

SPED 73761 - Supervised Practicum: Deaf and Hard-of-Hearing, Grades 1-6

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. 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.

prereq or coreq: SPED 72100, SPED 73300

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching

Credits 2

SPED 73762 - Supervised Practicum: Deaf and Hard-of- Hearing, Grades 5-9

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised. 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.

prereq or coreq: SPED 72100, SPED 73300

Hours 30 hrs seminar, plus conferences,

Credits 2

SPED 73763 - Supervised Practicum: Deaf and Hard-of- Hearing, Grade 7–12

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised clinical teaching experience. 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.

prereq or coreq: SPED 7210, SPED 73300

Hours 30 hrs seminar, plus conferences,

Credits 2

Additional Course Requirements for Program 1

Program 1

Total Credits: 40-58 Credits

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork must apply to the chairperson for permission to preregister 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.

prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,
Credits 1 cr

Exit Standards

1. An overall GPA of 3.0.

2. Students must demonstrate consistently satisfactory written English in all course work.

3. Student Teaching, Supervised Practicum, and Clinical Teaching Lab

A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. 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 repeat that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

4. Culminating Activity. Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 707, Research Seminar: Issues in Special Education):

a comprehensive research-based oral

presentation on a current special education issue

and either

an original written research proposal

or

a written proposal for competitive grant funding.

5. Students must pass the School of Education technology assessment.

Early Childhood Special Education - MSEd

Early Childhood Special Education Program Coordinators:

Jamie Bleiweiss; 929 West Building; (212) 772-4229; jbleiwei@hunter.cuny.edu

Donia Fahim; 919 West Building; (212) 772-4745; dfahim@hunter.cuny.edu

Angela Mouzakitis; 929 West Building; (212) 772-4709; amouzak@hunter.cuny.edu

Admission Requirements: Program 1

Program 1A

For applicants who do not hold New York State Certification.

Admission Requirements

1. 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
2. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
3. A general education core in liberal arts and sciences to include 6 credits in English including a course in English composition with a grade of B or better (or a writing intensive course in any discipline with a grade

of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement) and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 1B

This program is for applicants who hold New York State Certification in an area other than early childhood. Those with a childhood or preK-6 certificate complete 36-40 credits. Those with certification in an area other than childhood complete 40-50 credits.

1. Any New York State teacher certificate other than early childhood education.
2. An undergraduate BA or BS from an approved college with a GPA of 2.8 or a graduate degree from an approved college with a GPA of 3.5 or better.

Admission Requirements: Program 2

Admission Requirements

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher or a graduate degree from an approved college with a GPA of 3.5 or better
2. New York State initial/permanent teacher certification in early childhood or preK-grade 6. Those holding permanent certification 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 HED 71500, a one credit course covering these topics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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 while they are completing their IN courses.

5. Program 1A students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) 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 test of written analysis and expression must enroll in a college writing course or workshop series approved by an adviser, before being permitted to register for any courses.

B. Fieldwork Benchmark

Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 782, SPED 784, CEDC 729; ECC 712; SPEDE 776 or SPEDE 767). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

C. In order to enroll in student teaching or supervised practicum, all students must:

1. Have an overall GPA of at least 3.0; and
2. Have no outstanding INs.

Early Childhood Special Education Course of Study

Program 2

Total Credits: 36 credits

SPEDE 71400 - History and Context of Early Intervention and Early Childhood Special Education

Historical and current views of infants and young children with developmental delays and disorders; “War on Poverty” antecedents of current early childhood special education services; federal, state, and city regulations covering intervention services to young children with disabilities.

*Hours 15 hrs,
Credits 1 cr*

SPEDE 76800 - Characteristics and Developmental Problems of Infants and Young Children with Special Needs

Definition of populations; effects of disabilities on cognitive, social/emotional, language, and motor development; implications for early intervention and education.

*Hours Includes 2.5 hrs field experience,
Credits 3*

SPEDE 76900 - Assessment of Development and Learning in Infants and Young Children with Special Needs

Processes and procedures appropriate for assessing the development and learning of children from infancy through age 7 (second grade), including multidisciplinary screening and assessment; uses and limitations of assessment measures; practice in the use of selected assessment tools

*prereq or coreq: G SPEDE 76800
Hours Includes 5 hrs field experience,
Credits 3*

SPEDE 77000 - Curriculum Models and Methods in Early Intervention and Early Childhood Special Education

Major approaches in early intervention and early childhood special education; instructional sequences and methods for use in different settings such as inclusion programs and the natural environment of the home; team and collaborative teaching models; the process of using assessment data to create IFSP and IEP goals and objectives and match them to teaching strategies; program evaluation.

*prereq or coreq: SPEDE 71400 and SPEDE 76900 or SPED 79100
Hours Includes 5 hrs field experience,
Credits 3*

SPEDE 77100 - Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies

Special learning and behavioral issues in educating infants/toddlers, preschoolers, and elementary age students with autism spectrum disorders; instructional strategies of particular value in working with children who have autism, PDD-NOS, and Asperger's syndrome.

*prereq or coreq: SPEDE 776 and one of the following: SPED 70600, 70650, 73000, 74000, 75000, 77000, 78000, 78100, 79000, or permission of the early childhood special education program coordinator
Hours Includes 5 hrs of field experience
Credits 3*

SPEDE 77200 - Behavioral Theory and Its Applications to Young Children with Special Needs

The major tenets of behavioral theory; variations in approaches to applied behavior analysis; how to do and use functional behavioral analysis with young children who have special needs.

prereq or coreq: SPEDE 77100 or permission of the coordinator of the early childhood special education program
Hours Includes 5 hrs of field experience
Credits 3

SPEDE 77300 - Developing Partnerships with Families for Their Child's Development and Learning

The roles of parents in the development and education of infants and young children with special needs; communicating and relating appropriately and effectively with parents of diverse educational, language, economic, and ethnic backgrounds; including parents in the intervention team; resources for parents.

prereq or coreq: SPEDE 76800 or SPED 79000
Hours 15 hrs includes 2.5 hrs field experience
Credits 1

SPEDE 77400 - Reading and Writing for Students with Special Education Needs, Grades K–2

Methods for developing reading and writing in students with disabilities and special education needs, grades K–2; instructional approaches and specific methodologies effective with young children who have a variety of learning disorders. From this instructional base, teachers can make informed decisions regarding the importance and propriety of special teaching strategies for use with particular students.

prereq or coreq: SPEDE 76800 or SPEDE 76900 or SPED 79000
Hours Includes 5 hrs field experience
Credits 3

SPEDE 77500 - Mathematics for Students with Special Education Needs, Grades K–2

Principles, methods, and specially-designed mathematics instruction for students with disabilities and special education needs, grades K–2; focus on concept development, concrete materials, the counting substrate and strategies, and verbal memory supports, as well as on differentiating kinds and degrees of math learning and disability.

prereq or coreq: SPEDE 76700 and SPEDE 77100 and SPEDE 77200 and SPEDE 77300
Hours 15 hrs,
Credits 1 cr

SPEDE 77600 - Field Experiences in Early Childhood Special Education

Two field placements of 30 hours each, with the placements at different age/grade levels: Pre–K (Birth–five), Kindergarten, grades 1 or 2; one of these experiences must be in a program using an ABA approach with children who have autistic spectrum disorders, while the other experience must be in a program with a different approach.

prereq or coreq: SPEDE 77000 or SPEDE 76900
Hours 30 hr seminar plus 60 hrs of field experience,
Credits 2 cr

SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPEDE 76800
Hours Includes 10 hours of field experience, 45 hrs,
Credits 3 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,
Credits 3 cr

SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

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.

prereq or coreq: SPED 70000 or SPEDE 76800 or SPEDE 76900
Hours Includes 15 hrs of field experience

Take either:

SPEDE 77700 - Student Teaching: Early Childhood Special Education

Supervised student teaching in two settings with 20 days in each placement; placements must be at different age/grade levels: Pre-K (Birth–five); Kindergarten; grades 1–2; practice in the implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100, SPEDE 77200, SPEDE 77300

Hours 30 hrs seminar plus 40 days,

Credits 4

Or:

SPEDE 77800 - Student Teaching in Early Childhood Special Education

Supervised student teaching for 20 days at one of the following age/grade levels: Pre-K (Birth–5), Kindergarten, grades 1–2; practice in implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100

Hours 30 hrs seminar plus 20 days,

Credits 2

(Note that students who take SPEDE 77800 must also take SPEDE 77900 and the placements must be at different age/grade levels.)

Plus*:

SPEDE 77900 - Practicum in Early Childhood Special Education

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100

Hours 30 hrs seminar plus conferences,

Credits 2

(Note that students who take SPEDE 77900 must also take SPEDE 77800 and the two experiences must be at different age/grade levels. Pre-K [Birth–five], Kindergarten, grades 1–2. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)

Note(s)

** or a second semester of SPEDE 778. Students on Internship Certificates may complete a second semester of SPEDE 779. Students may also be exempted from the second semester of student teaching or practicum. Please see the program adviser for the criteria.*

Additional Course Requirements for Program 1

Program 1A

Program 1A (47-54 credits) is for students who do not have any teaching certificate. Students must take between 11-18 credits of early education credits in addition to the special education courses required for their degrees. Students can

be exempted from up to 7 credits of the coursework listed below on the basis of equivalent courses taken at the graduate or undergraduate level.

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*

ECC 70600 - Language and Literacy: K through Grade 2

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.)

*prereq or coreq: ECC 70500 (early childhood students only)
Hours 45 hrs,
Credits 3 cr*

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

*coreq: ECC 70400
prereq or coreq: 70500 or 70600
Hours 15 hrs,
Credits 1 cr*

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,

Credits 1 cr

Program 1B

Program 1B (36-40 credits) is for students who have a teaching certificate in an age level or area other than early childhood education. Students in Program 1B who have teacher certification in childhood education or in elementary preK-grade 6 will complete the 36-credit special education sequence plus the two early childhood courses listed below (unless a student is exempted from one or both of those courses based on an analysis of the applicant's prior coursework).

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student Teaching, Supervised Practicum, and Clinical Teaching Lab.

A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. 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 retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

4. Culminating Activity. Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 707, Research Seminar: Issues in Special Education): a comprehensive research-based oral presentation on a current special education issue

and either

an original written research proposal

or

a written proposal for competitive grant funding.

5. Students must pass the School of Education technology assessment.

Early Childhood Special Education: Severe/Multiple Disabilities - MSEd

Early Childhood Special Education Program Coordinators:

Jamie Bleiweiss; 929 West Building; (212) 772-4229; jbleiwei@hunter.cuny.edu

Donia Fahim; 919 West Building; (212) 772-4745; dfahim@hunter.cuny.edu

Angela Mouzakitis; 929 West Building; (212) 772-4709; amouzak@hunter.cuny.edu

Admission Requirements: Program 1

Program 1A

For applicants who do not hold New York State Certification.

Admission Requirements

1. 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
2. A liberal arts or science major or interdisciplinary concentration of at least 30.
3. A general education core in liberal arts and sciences to include 6 credits in English including a course in English composition with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement) and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 1B

This program is for applicants who hold New York State Certification in an area other than early childhood. Those with a childhood or preK-6 certificate complete 36-40 credits. Those with certification in an area other than childhood complete 40-50 credits.

1. Any New York State teacher certificate other than early childhood education.
2. An undergraduate BA or BS from an approved college with a GPA of 2.8 or a graduate degree from an approved college with a GPA of 3.5 or better.

Admission Requirements: Program 2

For applicants who hold early childhood New York State Certification

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher or a graduate degree from an approved college with a GPA of 3.5 or better
2. New York State initial/permanent teacher certification in early childhood or preK-grade 6. Those holding permanent certification 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 HED 71500, a one credit course covering these topics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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 while they are completing their IN courses.

5. Program 1A students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) 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 test of written analysis and expression must enroll in a college writing course or workshop series approved by an adviser, before being permitted to register for any courses.

B. Fieldwork Benchmark

Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 782, SPED 784, CEDC 729; ECC 712; SPEDE 776 or SPEDE 767). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

C. In order to enroll in student teaching or supervised practicum, all students must:

1. Have an overall GPA of at least 3.0; and
2. Have no outstanding INs.

Early Childhood Special Education with an Annotation in Severe/Multiple Disabilities Course of Study

Program 2

Total Credits: 41 credits

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000 and SPED 74200 or SPED 79100

Hours (includes 10 hours of field experience),

Credits 3 cr

SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hrs,

Credits 3 cr

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities

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.

prereq or coreq: SPED 70000, SPED 79000

Hours Includes 15 hrs of field experience

SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

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.

prereq or coreq: SPED 70000 or SPEDE 76800 or SPEDE 76900

Hours Includes 15 hrs of field experience

SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities

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.

prereq: SPED 70000

Hours includes 10 hrs of field experience, 30 hrs

Credits 2 cr

SPED 74600 - Educational Implications of Learners Who Are Deafblind

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.

prereq: SPED 70000, SPED 79000 or SPED 74100

Hours Includes 10 hrs of field experience

SPEDE 77000 - Curriculum Models and Methods in Early Intervention and Early Childhood Special Education

Major approaches in early intervention and early childhood special education; instructional sequences and methods for use in different settings such as inclusion programs and the natural environment of the home; team and collaborative teaching models; the process of using assessment data to create IFSP and IEP goals and objectives and match them to teaching strategies; program evaluation.

prereq or coreq: SPEDE 71400 and SPEDE 76900 or SPED 79100

Hours Includes 5 hrs field experience,

Credits 3

SPEDE 77100 - Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies

Special learning and behavioral issues in educating infants/toddlers, preschoolers, and elementary age students with autism spectrum disorders; instructional strategies of particular value in working with children who have autism, PDD-NOS, and Asperger's syndrome.

prereq or coreq: SPEDE 776 and one of the following: SPED 70600, 70650, 73000, 74000, 75000, 77000, 78000, 78100, 79000, or permission of the early childhood special education program coordinator

Hours Includes 5 hrs of field experience

Credits 3

SPEDE 77200 - Behavioral Theory and Its Applications to Young Children with Special Needs

The major tenets of behavioral theory; variations in approaches to applied behavior analysis; how to do and use functional behavioral analysis with young children who have special needs.

prereq or coreq: SPEDE 77100 or permission of the coordinator of the early childhood special education program

Hours Includes 5 hrs of field experience

Credits 3

SPEDE 77300 - Developing Partnerships with Families for Their Child's Development and Learning

The roles of parents in the development and education of infants and young children with special needs; communicating and relating appropriately and effectively with parents of diverse educational, language, economic, and ethnic backgrounds; including parents in the intervention team; resources for parents.

prereq or coreq: SPEDE 76800 or SPED 79000

Hours 15 hrs includes 2.5 hrs field experience

Credits 1

SPEDE 77400 - Reading and Writing for Students with Special Education Needs, Grades K–2

Methods for developing reading and writing in students with disabilities and special education needs, grades K–2; instructional approaches and specific methodologies effective with young children who have a variety of learning disorders. From this instructional base, teachers can make informed decisions regarding the importance and propriety of special teaching strategies for use with particular students.

prereq or coreq: SPEDE 76800 or SPEDE 76900 or SPED 79000

Hours Includes 5 hrs field experience

Credits 3

SPEDE 77500 - Mathematics for Students with Special Education Needs, Grades K–2

Principles, methods, and specially-designed mathematics instruction for students with disabilities and special education needs, grades K–2; focus on concept development, concrete materials, the counting substrate and strategies, and verbal memory supports, as well as on differentiating kinds and degrees of math learning and disability.

prereq or coreq: SPEDE 76700 and SPEDE 77100 and SPEDE 77200 and SPEDE 77300

Hours 15 hrs,

Credits 1 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,

Credits 3 cr

Take Two of the Following (Must Include Two Different Grade Levels)

SPEDE 79550 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar plus 36 days pre-K) plus conferences

Or

SPEDE 79552 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised practicum in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar, pre-K), plus conferences

Credits 2

And

SPEDE 79551 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar plus 36 days student teaching K-2) , plus conferences

Credits 2

Or

SPEDE 79553 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised practicum in a disability-specific or inclusive school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar, K-2), plus conferences

Credits 2

Additional Course Requirements for Program 1

Program 1A

Total Credits: 52-59 credits students must take between 11-18 credits of early childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 7 credits of the coursework listed below on the basis of equivalent courses taken at the graduate or undergraduate level.

ECF 70000 - Child Development: Birth to Age Eight

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.

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,

Credits 3 cr

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 70600 - Language and Literacy: K through Grade 2

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.)

prereq or coreq: ECC 70500 (early childhood students only)

Hours 45 hrs,

Credits 3 cr

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400

prereq or coreq: 70500 or 70600

Hours 15 hrs,

Credits 1 cr

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,

Credits 1 cr

Program 1B

Total Credits: 41-45 credits Students in Program 1B who have teacher certification in childhood education or preK-grade 6 will complete the 41-credit special education sequence plus the two early childhood courses listed below (unless a student is exempted from one or both of these courses on the basis of an analysis of the applicant's prior coursework).

Students whose prior certification is in an area other than childhood or elementary education (e.g., adolescent education, middle school education, music, dance, TESOL) may need to do additional coursework in early childhood education. The additional required number of credits and specific courses will be determined by an analysis of the applicant's prior coursework.

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student Teaching, Supervised Practicum, and Clinical Teaching Lab.

A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. 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 retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

4. Culminating Activity. Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 707, Research Seminar: Issues in Special Education): a comprehensive research-based oral presentation on a current special education issue

and either

an original written research proposal

or

a written proposal for competitive grant funding.

5. Students must pass the School of Education technology assessment.

Special Education - MSEd

Department Office: 909 West Building; (212) 772-4700

Secretary Jean Leung; 909 West Building; (212) 772-4700; fax (212) 650-3542; jleung@hunter.cuny.edu

Acting Chairperson Tim Lackaye; 920 West Building; (212) 772-4777; tlackaye@hunter.cuny.edu

Advisers:

Learning Disabilities

- **Kate Garnett;** 910 West Building (212) 772-4700; kgarnett@hunter.cuny.edu
- **David Connor;** 917 West Building (212) 772-4746; dconnor@hunter.cuny.edu
- **Sara Hines;** 915 West Building; (212) 772-5667; shine@hunter.cuny.edu

Behavior Disorders

- **Tom McIntyre;** 914 West Building; (212) 772-4706; thomas.mcintyre@hunter.cuny.edu

Severe/Multiple Disabilities (including Deafblindness)

- **Rosanne K. Silberman;** 916 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu
- **Ellen Trief;** 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

Early Childhood Special Education

- **Jamie Bleiweiss;** 929 West Building; (212) 772-4229; jbleiwei@hunter.cuny.edu
- **Shirley Cohen;** 915 West Building; (212) 772-4708; shirley.cohen@hunter.cuny.edu
- **Donia Fahim;** 919 West Building; (212) 772-4745; dfahim@hunter.cuny.edu

Deaf and Hard-of-Hearing

- **Elaine Gale**; 918 West Building; (212) 772-4702; egale@hunter.cuny.edu

Blind and Visually Impaired

- **Rosanne K. Silberman**; 916 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu
- **Ellen Trief**; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

Gifted Education

- **Razel Solow**; 909 West Building; (212) 650-3599; rsolow@hunter.cuny.edu

Hunter's graduate programs in special education prepare teachers to provide specially designed instruction for students with disabilities and to work across a variety of educational settings, including: special school, special classes, resource rooms, pre-schools, early intervention programs, supported general education classrooms in public and private schools, hospitals, clinics, health agencies, home programs, and residential facilities. Special education programs at Hunter have been nationally recognized by the Council for Exceptional Children.

Completion of any one of Hunter's for the master's degree in special education leads to New York State teacher certification. Hunter's specializations are:

- childhood special education: learning disabilities
- childhood special education: behavior disorders
- childhood special education with an annotation in severe/multiple disabilities (including deafblindness)
- early childhood special education
- early childhood with an annotation in severe/multiple disabilities (including deafblindness)
- deaf and hard-of-hearing
- blind and visually impaired

Students who enter the programs with no previous certification and subsequently complete the master's degree will meet the education requirements for New York State initial and professional certification in either childhood special education or early childhood special education and either childhood general education or early childhood general education. Students without prior teacher certification enter the Program 1 track.

Students who enter the childhood special education program with initial certification in grades 1-6 and subsequently complete the master's degree, will meet the education requirements for New York State professional certification in childhood/elementary education as well as for professional certification in childhood special education grades 1-6. Students with prior childhood certification enter the program 2 track.

Similarly, students who enter the early childhood special education program with initial certification in early childhood Birth to Grade 2 and subsequently complete the master's degree, will meet the education requirements for New York State professional certification in early childhood education as well as for professional certification in early childhood special education Birth to Grade 2. Students who hold early childhood certification enter the Program 2 track in early childhood special education.

The early childhood master's programs are designed for students whose primary interest is in teaching children from infancy through kindergarten. While students in the early childhood special education programs will also be prepared to teach grades 1 and 2, applicants whose primary interest is in these grades should apply to the childhood special education program, which encompasses grades 1-6.

The programs (with the exception of early childhood special education) are organized into a set of cross-categorical core courses and disability-specific specializations. Core courses develop knowledge and skills across a range of education 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 theory to effective instruction.

Special Education: Visual Impairment: Rehabilitation Teaching

40 cr in total or 55 cr with optional sequence in O&M

Cross-Categorical Core Courses (3 cr)

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

Visual Impairment: Rehabilitation Teaching Specialization (37 cr)

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000

Hours Includes 10 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 76000 - Skills and Techniques for Rehabilitation Teaching I

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.

prereq: SPED 74000, 74100

Hours Includes 10 hrs field experience

Credits 3

SPED 76100 - Skills and Techniques for Rehabilitation Teaching II

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.

prereq: SPED 76000

Hours includes 10 hrs field experience

Credits 3 cr

SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100

Hours 45 hrs,

Credits 3 cr

SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs,

Credits 3 cr

COUNR 73000 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs,
Credits 3 cr*

Optional Sequence in Orientation and Mobility (15 cr)

SPED 76500 - Intermediate Orientation and Mobility

Theories related to perception, learning and development of individuals who are blind or visually impaired, and /or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

*prereq or coreq: SPED 76800
Hours includes 50 hrs of lab plus 15 hrs field experience
Credits 3 cr*

SPED 76600 - Advanced Orientation and Mobility

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

*prereq: G SPED 76500
Hours includes 50 hrs of lab plus 15 hrs field experience
Credits 3 cr*

SPED 76700 - Orientation and Mobility: Internship/Seminar

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

prereq: G SPEDE 77000 and G SPED 79000 and G SPED 79100
Hours 30 hrs seminar, plus conferences plus 340 hours of internship,
Credits 2 cr

SPED 74900 - Orientation and Mobility for Students with Visual Impairments and Additional Disabilities

An advanced orientation and mobility course on specialized instructional strategies that address the special travel difficulties of learners (infants to older adults) who are blind or visually impaired with additional disabilities. Topics include deafness, deafblindness, multiple impairments, motoric, cognitive and affective impairments. This course also addresses instructional strategies for persons in unique living situations or environments.

Hours includes 10 hrs field experience, 45 hrs,
Credits 3 cr

SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar

This course teaches assessment of the systems of mobility used by persons who are visually impaired and develops competencies in teaching indoor travel techniques used by persons with visual impairments. Two week summer course.

prereq: SPED 74700
Credits 2 cr
Two week summer course.

SPED 76900 - Advanced Orientation and Mobility Lab and Seminar

This course demonstrates practical application of Orientation and Mobility instructional techniques as they are applied in outdoor settings under blindfold and with low vision simulators. Content related to instructional strategies will be provided during the in-class seminar. Two week summer course.

prereq: G SPED 76800 and G SPED 76500
Credits 2
Two week summer course.

Note(s)

** The Rehabilitation Teaching program alone does not lead to New York State teacher certification.*

Visual Impairment: Rehabilitation Teaching - MSED

Visual Impairment: Rehabilitation Teaching Program Coordinators: Rosanne K. Silberman; 911 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu, Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

The Hunter College's master's degree program in Rehabilitation Teaching (RT) prepares professionals in vision rehabilitation therapy (VRT) to work with individuals with visual impairments. Upon completion of the program, candidates will be eligible for national certification from the Academy for Certification of Vision Rehabilitation and Education Professionals. This Program does not lead to New York State Teacher Certification.

Admission Requirements

An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher **or** a graduate degree from an approved college with a GPA of 3.5 or better.

Progress Standards

12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

Visual Impairment: Rehabilitation Teaching Course of Study

Total Credits: 40 credits

The Rehabilitation Teaching program alone does not lead to New York State teacher certification.

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000

Hours Includes 10 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 76000 - Skills and Techniques for Rehabilitation Teaching I

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.

prereq: SPED 74000, 74100

Hours Includes 10 hrs field experience

Credits 3

SPED 76100 - Skills and Techniques for Rehabilitation Teaching II

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.

prereq: SPED 76000

Hours includes 10 hrs field experience

Credits 3 cr

SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100

Hours 45 hrs,

Credits 3 cr

SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

*Hours 230 hrs,
Credits 2 cr*

SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments

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.

*prereq: SPED 76000, 76100
Hours 230 hrs,
Credits 2 cr*

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

*Hours 45 hrs,
Credits 3 cr*

COUNR 73000 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs,
Credits 3 cr*

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student teaching , Supervised Practicum, and Clinical Teaching Lab:
 - A. Students are required to attain a minimum grade of B in the internship courses (SPED 76300 and 76400).

Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once.

Any student who receives a grade of F will not be allowed to continue.

B. Students must complete all required days and hours for each of the internship courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

Visual Impairment: Rehabilitation Teaching and Orientation and Mobility - MSeD

Blind and Visually Impaired Program Coordinator: Rosanne K. Silberman; 911 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu, Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

The Hunter College's master's degree program in Rehabilitation Teaching (RT) prepares professionals in vision rehabilitation therapy (VRT) to work with individuals with visual impairments. Upon completion of the program, candidates will be eligible for national certification from the Academy for Certification of Vision Rehabilitation and Education Professionals. Those completing the combined program are also eligible to become Orientation and Mobility specialists. The Combined Master's Degree in Rehabilitation Teaching and Orientation and Mobility includes 40 credits of the RT Master's Degree and 12 credits in Orientation and Mobility.

Admission Standards

1. Undergraduate BA or BS degree from an accredited institution, with a GPA 2.8 or better, plus teacher of the blind and visually impaired teaching certificate.

OR

- Master's degree from an approved college in rehabilitation teaching or teacher of the blind and visually impaired with a GPA of 3.5 or better,
2. Evidence of acceptable written languages skills,
3. Three letters of recommendation,
4. Evidence of work, volunteer or personal experience with individuals with visual impairments,
5. An interview with a special education faculty member.

Progress Standards

1. Students must maintain an overall GPA of at least 3.0 in order to continue the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade F in any course in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (incomplete) within the first 12 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.

Rehabilitation Teaching and Orientation and Mobility Course of Study

Total Credits: 52 credits

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience
Credits 3

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000
Hours includes 10 hrs of field experience
Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000
Hours Includes 10 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 76000 - Skills and Techniques for Rehabilitation Teaching I

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.

prereq: SPED 74000, 74100

Hours Includes 10 hrs field experience

Credits 3

SPED 76100 - Skills and Techniques for Rehabilitation Teaching II

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.

prereq: SPED 76000

Hours includes 10 hrs field experience
Credits 3 cr

SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100
Hours 45 hrs,
Credits 3 cr

SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100
Hours 230 hrs,
Credits 2 cr

SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100
Hours 230 hrs,
Credits 2 cr

SPED 76500 - Intermediate Orientation and Mobility

Theories related to perception, learning and development of individuals who are blind or visually impaired, and /or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

prereq or coreq: SPED 76800
Hours includes 50 hrs of lab plus 15 hrs field experience
Credits 3 cr

SPED 76600 - Advanced Orientation and Mobility

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

prereq: G SPED 76500

Hours includes 50 hrs of lab plus 15 hrs field experience

Credits 3 cr

SPED 76700 - Orientation and Mobility: Internship/Seminar

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

prereq: G SPEDE 77000 and G SPED 79000 and G SPED 79100

Hours 30 hrs seminar, plus conferences plus 340 hours of internship,

Credits 2 cr

SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar

This course teaches assessment of the systems of mobility used by persons who are visually impaired and develops competencies in teaching indoor travel techniques used by persons with visual impairments. Two week summer course.

prereq: SPED 74700

Credits 2 cr

Two week summer course.

SPED 76900 - Advanced Orientation and Mobility Lab and Seminar

This course demonstrates practical application of Orientation and Mobility instructional techniques as they are applied in outdoor settings under blindfold and with low vision simulators. Content related to instructional strategies will be provided during the in-class seminar. Two week summer course.

prereq: G SPED 76800 and G SPED 76500

Credits 2

Two week summer course.

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

*Hours 45 hrs,
Credits 3 cr*

COUNR 73000 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs,
Credits 3 cr*

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student Teaching, Supervised Practicum, and Clinical Teaching Lab

A. Students are required to attain a minimum grade of B in the internship courses (SPED 763 and 764). Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once.

Any student who receives an F will not be allowed to continue.

B. Students must complete all required days and hours for each of the internship courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

CEDC 75400 - Differentiating Curriculum for Gifted and Talented Learners

Consideration of a wide range of curriculum options appropriate for meeting diverse kinds of gifted learning needs from early childhood through Grade 12, as well as a variety of placement options, from the regular classroom to the fulltime gifted school.

*Cross-listed SPED 75400
Hours includes 10 hrs field experience
Credits 3*

CHND 71300 - Methods 2: Intensive Study of Teaching Diverse Learners in Chinese, Grades 7-12

This course aims to familiarize prospective 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 curricula in Chinese. Innovative uses of technology, development of instructional units, individualization for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course. Thirty-six hours of field experience/observation is a part of this course. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes development of lesson plans, homework assignment, and projects for classroom use.

prereq or coreq: CHND 71200 and SEDF 70500 or permission of the adviser
Hours 30 hrs plus 36 hrs fieldwork,
Credits 2

EDABA 79500 - Applied Behavior Analysis I

The primary focus of this course is on foundational principles and methods in applied behavior analysis, and their basic and general applications in educational and similar settings. Topics to be covered include defining and measuring behavior, displaying and analyzing data, experimental analysis of behavior change procedures, positive and negative reinforcement, positive and negative punishment, and schedules of reinforcement.

prereq or coreq: SPEDE 77100
Hours 45
Credits 3

EDABA 79600 - Applied Behavior Analysis II

This course examines specific behavior analysis methods and applications including behavior change procedures such as prompting, imitation, incidental teaching, shaping, and chaining. Procedures to address generalization, motivation, stimulus control, and self-management will be evaluated. In addition, both observational and experimental functional behavior assessment procedures are discussed.

prereq: EDABA 79500
Hours 45
Credits 3

EDABA 79700 - Applied Behavior Analysis Research Methods and Ethics

This course is an introduction to research methods used in applied behavior analysis. Topics include the development of research questions, measurement of behavior, single-subject experimental design, data collection, and data analysis. In addition, this course covers ethics and professional behavior for applied behavior analysts as they relate to research and practice.

Hours 45

Credits 3

EDABA 79800 - Behavior Analytic Approaches to Learning

This course provides a survey of behavior analytic approaches to learning. Major areas covered include respondent conditioning, operant conditioning, stimulus control, stimulus classes, taxonomies of verbal behavior, and motivation.

Hours 45

Credits 3

EDABA 79900 - Applied Behavior Analytic Autism Intervention

This course examines applied behavior analytic intervention for individuals with autism. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include interventions for basic discrimination skills, generalized imitation, independence, language skills, play skills, social skills, self-help skills, feeding, leisure skills, vocational skills, managing problem behavior, and transition to less restrictive environments.

prereq: EDABA 79500 or EDABA 79800

Hours 45

Credits 3

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 70100 - Assessment of Students with Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 10 hrs of field experience

Credits 3

SPED 70151 - Advanced Preparation in Educational Assessment

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of

measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge, curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

Hours 45

Credits 3

SPED 70151 - Advanced Preparation in Educational Assessment

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge, curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

Hours 45

Credits 3

SPED 70200 - Classroom Management in Special Education and Inclusive Settings

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 15 hrs of field experience

Credits 3

SPED 70250 - Classroom Management in Special Education and Inclusive Settings

Develops skills 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. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000, SPED 79000, SPED 79100, or SPED 74000, SPED 74100

Hours Includes 20 hrs of field experience, 45 hrs,

Credits 3 cr

SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders

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.

prereq: SPED 70000

coreq: current employment as a teacher or enrollment in student teaching

Hours Includes 10 hrs of field experience, 45 hrs,

Credits 3 cr

SPED 70400 - Issues in Teaching English Second Language Learners with Special Education Needs

Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education 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.

prereq or coreq: SPED 70000

Hours 15 hrs,

Credits 1 cr

SPED 70500 - Use of Instructional Technology in Special Education

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.

prereq or coreq: SPED 70000

Hours 30 hrs lab,

Credits 1 cr

SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPEDE 76800

Hours Includes 10 hours of field experience, 45 hrs,

Credits 3 cr

SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000 and SPED 74200 or SPED 79100

Hours (includes 10 hours of field experience),

Credits 3 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,

Credits 3 cr

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45

Credits 3

SPED 70751 - Advanced Seminar in Special Education Practice (For those in Advanced Preparation in Special Education)

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45

Credits 3

SPED 71051 - Independent Study in Special Education

Designed to allow advanced students to further their understanding and skill within special education.

Hours 15-45 hrs,

Credits 1-3 cr

Students must obtain the approval and participation of a special education adviser 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 71052 - Independent Study in Special Education

Designed to allow advanced students to further their understanding and skill within special education.

Hours 15-45 hrs,

Credits 1-3 cr

Students must obtain the approval and participation of a special education adviser 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 71053 - Independent Study in Special Education

Designed to allow advanced students to further their understanding and skill within special education.

Hours 15-45 hrs,

Credits 1-3 cr

Students must obtain the approval and participation of a special education adviser 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 71151 - Independent Study in Deaf and Hard-of-Hearing

Designed to allow advanced students to further their understanding and skill within deaf and hard-of-hearing special education.

Hours 15-45 hrs,

Credits 1-3 cr

Students must obtain the approval and participation of their adviser 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 71152 - Independent Study in Deaf and Hard-of-Hearing

Designed to allow advanced students to further their understanding and skill within deaf and hard-of-hearing special education.

Hours 15-45 hrs,

Credits 1-3 cr

Students must obtain the approval and participation of their adviser 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 71153 - Independent Study in Deaf and Hard-of-Hearing

Designed to allow advanced students to further their understanding and skill within deaf and hard-of-hearing special education.

Hours 15-45 hrs,

Credits 1-3 cr

Students must obtain the approval and participation of their adviser 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 71251 - Independent Study in Blindness and Visual Impairment

Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education.

Hours 15-45 hrs,

Credits 1-3 cr

Students must obtain the approval and participation of their adviser 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 71252 - Independent Study in Blindness and Visual Impairment

Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education.

Hours 15-45 hrs,

Credits 1-3 cr

Students must obtain the approval and participation of their adviser 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 71253 - Independent Study in Blindness and Visual Impairment

Designed to allow advanced students to further their understanding and skill within blind and visually impaired special education.

Hours 15-45 hrs,

Credits 1-3 cr

Students must obtain the approval and participation of their adviser 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 71451 - Topics in Special Education: ITI Practicum in Visual Impairment

Credits 1 cr

SPED 72000 - American Sign Language I

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, fingerspelling, numbers, and spatial and pronominal reference.

prereq or coreq: SPED 70000

Hours Includes 10 hrs of field experience, 90 hrs lab,

Credits 3 cr

SPED 72100 - American Sign Language II

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.

prereq: SPED 72000

Hours Includes 10 hrs of field experience 90 hrs lab,

Credits 3 cr

SPED 72200 - The Study of ASL Educational Linguistics

Focus on the linguistic structure of ASL: phonology, morphology, syntax, pragmatics, and discourse rules. Traces acquisition of ASL during infancy, childhood and adolescent. 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.

prereq: SPED 72100

Hours 60 hrs lab,

Credits 2 cr

SPED 73000 - Education of Students Who Are Deaf and Hard-of-Hearing

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.

Hours Includes 10 hours of field experience 45 hrs,

Credits 3 cr

SPED 73100 - Reading and Writing Development for Students Who Are Deaf and Hard-of Hearing: Methods 1

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.

prereq or coreq: SPED 73000

Hours Includes 15 hrs of field experience 45 hrs,

Credits 3 cr

Fall only

Must take SPED 73300 in semester immediately following.

SPED 73300 - Math and Across-the Curriculum Adaptations for Students who are Deaf and Hard-of Hearing: Methods 2

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.

prereq: SPED 70000 and in the immediate preceding semester SPED 73100

Hours Includes 15 hrs of field experience

Spring only

SPED 73500 - Speech Development and Remediation of Students who are Deaf and Hard-of-Hearing

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.

prereq or coreq: SPED 70000

Hours Includes 5 hrs of field experience

Credits 3

SPED 73600 - Aural Rehabilitation of Students who are Deaf and Hard-of-Hearing

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.

prereq or coreq: SPED 70000

Hours Includes 5 hrs of field experience

SPED 73700 - Student Teaching: Deaf and Hard-of- Hearing, Preschool–Grade 12

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. Weekly seminar and conferencing to integrate knowledge and skills prerequisite 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.

prereq or coreq: SPED 72100, SPED 73300

Hours 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,

Credits 4 cr

SPED 73750 - Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 6

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student-teaching field experience. 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.

prereq or coreq: SPED 721, SPED 733

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 73751 - Student Teaching: Deaf and Hard-of-Hearing, Grades 7–12

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. 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.

prereq or coreq: SPED 721, SPED 733

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 73752 - Practicum: Deaf and Hard-of-Hearing, Preschool–Grade 6

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised. 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.

prereq or coreq: SPED 721, SPED 733

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 73753 - Practicum: Deaf and Hard-of-Hearing, Grade 7–12

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised clinical teaching experience. 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.

prereq or coreq: SPED 721, SPED 733

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 73760 - Supervised Practicum: Deaf and Hard-of-Hearing, Preschool–2nd Grade

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. 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.

prereq or coreq: SPED 72100, SPED 73300

*Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,
Credits 2*

SPED 73761 - Supervised Practicum: Deaf and Hard-of-Hearing, Grades 1-6

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. 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.

prereq or coreq: SPED 72100, SPED 73300

*Hours 30 hrs seminar, plus conferences, plus 20 days student teaching
Credits 2*

SPED 73762 - Supervised Practicum: Deaf and Hard-of- Hearing, Grades 5-9

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised. 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.

prereq or coreq: SPED 72100, SPED 73300

*Hours 30 hrs seminar, plus conferences,
Credits 2*

SPED 73763 - Supervised Practicum: Deaf and Hard-of- Hearing, Grade 7–12

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised clinical teaching experience. 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.

prereq or coreq: SPED 7210, SPED 73300

*Hours 30 hrs seminar, plus conferences,
Credits 2*

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000

Hours Includes 10 hrs of field experience

SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000, SPED 74100

Hours Includes 15 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

*Hours 45 hrs,
Credits 3 cr*

SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments

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.

*prereq or coreq: SPED 74000, 74100, 74200, 74300
Hours 15 hrs,
Credits 1 cr*

SPED 74600 - Educational Implications of Learners Who Are Deafblind

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.

*prereq: SPED 70000, SPED 79000 or SPED 74100
Hours Includes 10 hrs of field experience*

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

*prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200
Hours includes 10 hrs of field experience
Credits 3 cr*

SPED 74800 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 12

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,

Credits 4 cr

SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 74851 - Student Teaching: Blindness and Visual Impairment, Grades 7–12

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in either middle adolescent or adolescent, 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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 74852 - Supervised Practicum: Blindness and Visual Impairment, Preschool–Grade 6

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 74853 - Supervised Practicum: Blindness and Visual Impairment, Grades 7–12

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, 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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 74854 - Student Teaching 2: Blindness and Visual Impairment, Preschool–Grade 6

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 plan, writing functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours structured conferences, plus 20 days student teaching,

Credits 1

SPED 74855 - Student Teaching 2: Blindness and Visual Impairment, Grade 7–12

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnership with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences, plus 20 days student teaching

Credits 1 cr

SPED 74856 - Supervised Practicum 2: Blind and Visual Impairment Preschool–Grade 6

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 placement. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences

Credits 1 cr

SPED 74857 - Supervised Practicum 2: Blind and Visual Impairment, Grades 7–12

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placement. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences

Credits 1 cr

SPED 74900 - Orientation and Mobility for Students with Visual Impairments and Additional Disabilities

An advanced orientation and mobility course on specialized instructional strategies that address the special travel difficulties of learners (infants to older adults) who are blind or visually impaired with additional disabilities. Topics include deafness, deafblindness, multiple impairments, motoric, cognitive and affective impairments. This course also addresses instructional strategies for persons in unique living situations or environments.

Hours includes 10 hrs field experience, 45 hrs,

Credits 3 cr

SPED 75000 - The Study of Behavior Disorders

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.

prereq or coreq: SPED 70000

Hours Includes 20 hrs of field experience

SPED 75051 - The Study of Behavior Disorders

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 75100 - Methods and Materials for Teaching Students with Behavior Disorders

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.

prereq or coreq: SPED 75000

Hours Includes 20 hrs of field experience

Credits 3

SPED 75151 - Methods and Materials for Teaching Students with Behavior Disorders

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. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPED 75000

Hours 45

Credits 3

SPED 75200 - Student Teaching: Behavior Disorders, Grades 1–3 and 4–6

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar, plus conferences, plus 40 hours student teaching at two age levels,

Credits 4 cr

SPED 75250 - Student Teaching: Behavior Disorders, Grades 1–3

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

*Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,
Credits 2 cr*

SPED 75251 - Student Teaching: Behavior Disorders, Grades 4–6

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

*Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,
Credits 2 cr*

SPED 75252 - Supervised Practicum: Behavior Disorders, Grades 1–3

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

*Hours 30 hrs seminar, plus conferences,
Credits 2 cr*

SPED 75253 - Supervised Practicum: Behavior Disorders, Grades 4–6

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

*Hours 30 hrs seminar plus conferences,
Credits 2 cr*

SPED 75300 - Understanding and Identifying Gifted Learners: Individual and Developmental Diversity

An overview of major questions and issues in the field, including What is intelligence? What is creativity? What is giftedness? How do we measure these qualities? Focus on the urban context, incorporating rich cultural, social, political, educational, and scientific resources possibilities, and developing expertise in educating gifted and talented students from a broad range of backgrounds.

Cross-listed (Cross-listed with CEDF 75300.)
Hours 45 hrs includes 10 hrs field experience
Credits 3 cr

SPED 75400 - Differentiating Curriculum for Gifted and Talented Learners

Consideration of a wide range of curriculum options appropriate for meeting diverse kinds of gifted learning needs from early childhood through Grade 12, as well as a variety of placement options, from the regular classroom to the full time gifted school.

Cross-listed (Cross-listed with CEDF 75400)
prereq or coreq: SPED 75300
Hours Includes 10 hrs field experience
Credits 3

SPED 75500 - Assessment and Instruction for Diversely Gifted Learners

Supervised learning lab experience involving scaffolded assessment, diagnosis, and associated curriculum differentiation for diversely gifted learners, including those with learning and emotional problems, physical disabilities, and special abilities. Includes writing and implementing individual education plans.

Cross-listed (Cross-listed with CEDC 755.)
prereq or coreq: SPED 75300 and SPED 75400
Hours Includes 20 hrs field experience

SPED 75600 - Professional Discourse and Leadership in Gifted Education

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

Cross-listed ADSUP 75600, CEDC 75600, CEDF 75600
prereq or coreq: SPED 75500 or CEDC 75500
Hours Includes 10 hrs field experience

SPED 76000 - Skills and Techniques for Rehabilitation Teaching I

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.

prereq: SPED 74000, 74100
Hours Includes 10 hrs field experience
Credits 3

SPED 76100 - Skills and Techniques for Rehabilitation Teaching II

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.

prereq: SPED 76000

Hours includes 10 hrs field experience

Credits 3 cr

SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100

Hours 45 hrs,

Credits 3 cr

SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

SPED 76500 - Intermediate Orientation and Mobility

Theories related to perception, learning and development of individuals who are blind or visually impaired, and /or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

prereq or coreq: SPED 76800

Hours includes 50 hrs of lab plus 15 hrs field experience

Credits 3 cr

SPED 76600 - Advanced Orientation and Mobility

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

prereq: G SPED 76500

Hours includes 50 hrs of lab plus 15 hrs field experience

Credits 3 cr

SPED 76700 - Orientation and Mobility: Internship/Seminar

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

prereq: G SPEDE 77000 and G SPED 79000 and G SPED 79100

Hours 30 hrs seminar, plus conferences plus 340 hours of internship,

Credits 2 cr

SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar

This course teaches assessment of the systems of mobility used by persons who are visually impaired and develops competencies in teaching indoor travel techniques used by persons with visual impairments. Two week summer course.

prereq: SPED 74700

Credits 2 cr

Two week summer course.

SPED 76900 - Advanced Orientation and Mobility Lab and Seminar

This course demonstrates practical application of Orientation and Mobility instructional techniques as they are applied

in outdoor settings under blindfold and with low vision simulators. Content related to instructional strategies will be provided during the in-class seminar. Two week summer course.

prereq: G SPED 76800 and G SPED 76500

Credits 2

Two week summer course.

SPED 77100 - Methods of Teaching Reading for Adolescents with Learning Disabilities

This course addresses principles, methods, and specially designed instruction for adolescents with learning disabilities, mild/moderate cognitive impairment, and/or behavior disorders. The focus is on developing literacy through all aspects of reading, including: developing comprehension, expanding vocabulary, increasing fluency, utilizing phonics, and refining phonemic awareness. Students will learn strategies that support reading at all levels, including: sound, word, sentence, cross-sentence, text body, and text structure, genre, and across content areas.

coreq: SPED 77200

prereq or coreq: SPED 70000

Hours 45 plus 10 field hours

Credits 3

SPED 77200 - Supervised Clinical Teaching of Adolescents with Disabilities: Part I

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities, mild cognitive impairment, and/or behavior disorders from grades 7–12. Focus on specialized reading instruction, math instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 77100

prereq or coreq: SPED 70000

Hours 30 hours of seminar plus 25 field hours

Credits 2

SPED 77550 - Supervised Practicum: Learning Disabilities, Grades 7-12

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate cognitive impairment and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000, 77100 and 77200

Hours 30 hours seminar, plus conferences

Credits 2

SPED 77700 - Supervised Clinical Teaching of Students with Learning Disabilities

Year-long course. On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 78100

prereq or coreq: SPED 70000

Hours 15 hours seminar, plus 22 lab/clinical teaching hours

Credits 2

Year-long course

SPED 78000 - The Study of Learning Disabilities in Children and Adolescents

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.

prereq or coreq: SPED 70000

Hours 45

Credits 3

SPED 78100 - Reading and Writing for Students with Learning Disabilities: Methods 1

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.

coreq: SPED 78200

prereq or coreq: SPED 70000

Hours Includes 10 hrs of field experience

Credits 3

Only in the fall semester (note: must take concurrently with SPED 78200 and must take SPED 78300/78400 in semester immediately following)

SPED 78150 - Reading and Writing for Students with Learning Disabilities: Methods I (for those not in LD Specialization)

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.

prereq or coreq: SPED 70000

Hours Includes 10 hrs of field experience

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 78200 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1

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, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 78100

prereq or coreq: SPED 70000

Hours 15 hrs seminar, plus 20 hrs lab,

Credits 2 cr

Fall only (note: must take concurrently with SPED 78100 and must take SPED 78300/78400 in semester immediately following)

SPED 78251 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use. Advanced students must complete individually-tailored assignments.

Hours 15 hrs seminar, plus 20 hrs lab

Credits 2

SPED 78300 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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.

prereq: SPED 78100/78200

coreq: SPED 78400

Hours 45

Credits 3

Spring only (note: must take concurrently with SPED 78400 and have taken SPED 78100/78200 in preceding semester)

SPED 78350 - Math, Organizational and Social Strategies for Students with Learning Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hrs,

Credits 3 cr

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 78400 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2

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

prereq: SPED 781/ 782

coreq: SPED 783

Hours 15 hrs seminar, plus 20 hrs lab,

Credits 2 cr

Spring only

SPED 78451 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2

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. Advanced students must complete individually-tailored assignments.

Hours 15 hrs seminar, plus 20 hrs lab

Credits 2

SPED 78500 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

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.

prereq or coreq: SPED 70000

Hours 30 hrs seminar, plus conferences, plus 40 days student teaching,

Credits 4 cr

SPED 78550 - Supervised Practicum: Learning Disabilities, Grades 1–3 or 4–6

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.

prereq or coreq: SPED 70000

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 78551 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

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 78552.

prereq or coreq: SPED 70000

Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,

Credits 2 cr

SPED 78552 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

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 78551.

prereq or coreq: SPED 700

Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,

Credits 2 cr

SPED 78900 - Practicum in Adolescent Special Education

On-the-job supervised year-long classroom practicum on providing specially designed instruction in a special education teacher position/role for students in grades 7 - 12 with learning disabilities, behavior disorders and/or mild/moderate mental retardation. Entails supervisory observations by Hunter College faculty, with feedback conferences and individually tailored follow-up assignments for improving instructional planning, teaching, assessment, and student interactions. The 30-hour seminar focuses on effective instructional and behavioral strategies for the first year of teaching, including meeting the needs of students with severe/multiple disabilities (requires successful completion of online workshop related to students with severe/multiple disabilities).

prereq or coreq: SPED 70000

Hours 30 hours seminar, plus conferences

Credits 2

Year-long course

SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hrs,

Credits 3 cr

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities

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.

prereq or coreq: SPED 70000, SPED 79000

Hours Includes 15 hrs of field experience

SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

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.

prereq or coreq: SPED 70000 or SPEDE 76800 or SPEDE 76900

Hours Includes 15 hrs of field experience

SPED 79251 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

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. Advanced students must complete individually-tailored assignments.

Hours includes 15 hrs of field experience

Credits 3

SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities

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.

prereq: SPED 70000

Hours includes 10 hrs of field experience, 30 hrs

Credits 2 cr

SPED 79400 - Functional Language and Culture of Learners with Low Incidence Disabilities

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.

prereq: SPED 70600

Hours Includes 5 hrs of field experience,

Credits 1 cr

SPED 79500 - Student Teaching: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–6

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness in grades 1–3 and 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus 40 days of student teaching at two grade levels,

Credits 4 cr

SPED 79550 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 1–3

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.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,

Credits 2 cr

SPED 79551 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 4–6

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.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus 20 days of student teaching,

Credits 2 cr

SPED 79552 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–3

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.

prereq or coreq: SPED 79000, 79100
Hours 30 hrs seminar, plus conferences,
Credits 2 cr

SPED 79553 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 4–6

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.

prereq or coreq: SPED 79000, 79100
Hours 30 hours seminar, plus conferences,
Credits 2 cr

SPED 79800 - Topics in Special Education

In-depth study of one area relevant to teaching students with disabilities.

prereq or coreq: SPED 700
Hours 15-45 hrs,
Credits 1-3 cr

SPED 79900 - Topics in Special Education

In-depth study of one area relevant to teaching students with disabilities.

prereq or coreq: SPED 700
Hours 15-45 hrs,
Credits 1-3 cr

SPEDE 71400 - History and Context of Early Intervention and Early Childhood Special Education

Historical and current views of infants and young children with developmental delays and disorders; “War on Poverty” antecedents of current early childhood special education services; federal, state, and city regulations covering intervention services to young children with disabilities.

*Hours 15 hrs,
Credits 1 cr*

SPEDE 76500 - Special Topics in Early Childhood Special Education

One-credit special topics courses focus on narrowly defined topics of high current relevance in the field of early childhood special education.

*prereq: SPEDE 76800 and 76900 or permission of the coordinator of the early childhood special education program
Hours 15 hrs,
Credits 1 cr*

SPEDE 76700 - Field Experiences in Early Childhood Special Education with an Annotation in Severe Disabilities

*prereq: SPEDE 77000, SPED 79000, and SPED 79100
prereq or coreq: SPEDE 77100
Hours 15 hour seminar plus 30 hrs of fieldwork in one of the following age/grade levels: 0-3; 3-5; or Kindergarten, grades 1 and 2 in a program for children with severe disabilities,
Credits 1 cr*

SPEDE 76800 - Characteristics and Developmental Problems of Infants and Young Children with Special Needs

Definition of populations; effects of disabilities on cognitive, social/emotional, language, and motor development; implications for early intervention and education.

*Hours Includes 2.5 hrs field experience,
Credits 3*

SPEDE 76900 - Assessment of Development and Learning in Infants and Young Children with Special Needs

Processes and procedures appropriate for assessing the development and learning of children from infancy through age 7 (second grade), including multidisciplinary screening and assessment; uses and limitations of assessment measures; practice in the use of selected assessment tools

*prereq or coreq: G SPEDE 76800
Hours Includes 5 hrs field experience,
Credits 3*

SPEDE 77000 - Curriculum Models and Methods in Early Intervention and Early Childhood Special Education

Major approaches in early intervention and early childhood special education; instructional sequences and methods for

use in different settings such as inclusion programs and the natural environment of the home; team and collaborative teaching models; the process of using assessment data to create IFSP and IEP goals and objectives and match them to teaching strategies; program evaluation.

prereq or coreq: SPEDE 71400 and SPEDE 76900 or SPED 79100

Hours Includes 5 hrs field experience,

Credits 3

SPEDE 77051 - Curriculum Models and Methods in Early Intervention and Early Childhood Special Education

Major approaches in early intervention and early childhood special education; instructional sequences and methods for use in different settings such as inclusion programs and the natural environment of the home; team and collaborative teaching models; the process of using assessment data to create IFSP and IEP goals and objectives and match them to teaching strategies; program evaluation. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPEDE 71400 and SPEDE 76900 or SPED 79100

Hours includes 5 hrs field experience

Credits 3

SPEDE 77100 - Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies

Special learning and behavioral issues in educating infants/toddlers, preschoolers, and elementary age students with autism spectrum disorders; instructional strategies of particular value in working with children who have autism, PDD-NOS, and Asperger's syndrome.

prereq or coreq: SPEDE 776 and one of the following: SPED 70600, 70650, 73000, 74000, 75000, 77000, 78000, 78100, 79000, or permission of the early childhood special education program coordinator

Hours Includes 5 hrs of field experience

Credits 3

SPEDE 77151 - Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies

Special learning and behavioral issues in educating infants/toddlers, preschoolers, and elementary age students with autism spectrum disorders; instructional strategies of particular value in working with children who have autism, PDD-NOS, and Asperger's syndrome. Advanced students must complete individually-tailored assignments.

Hours includes 5 hrs of field experience.

Credits 3

SPEDE 77200 - Behavioral Theory and Its Applications to Young Children with Special Needs

The major tenets of behavioral theory; variations in approaches to applied behavior analysis; how to do and use functional behavioral analysis with young children who have special needs.

prereq or coreq: SPEDE 77100 or permission of the coordinator of the early childhood special education program

Hours Includes 5 hrs of field experience

Credits 3

SPEDE 77251 - Behavioral Theory and Its Applications to Young Children with Special Needs

The major tenets of behavioral theory; variations in approaches to applied behavior analysis; how to do and use functional behavioral analysis with young children who have special needs. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPEDE 76900 or SPED 79000

Hours includes 5 hrs of field experience

Credits 3

SPEDE 77300 - Developing Partnerships with Families for Their Child's Development and Learning

The roles of parents in the development and education of infants and young children with special needs; communicating and relating appropriately and effectively with parents of diverse educational, language, economic, and ethnic backgrounds; including parents in the intervention team; resources for parents.

prereq or coreq: SPEDE 76800 or SPED 79000

Hours 15 hrs includes 2.5 hrs field experience

Credits 1

SPEDE 77400 - Reading and Writing for Students with Special Education Needs, Grades K–2

Methods for developing reading and writing in students with disabilities and special education needs, grades K–2; instructional approaches and specific methodologies effective with young children who have a variety of learning disorders. From this instructional base, teachers can make informed decisions regarding the importance and propriety of special teaching strategies for use with particular students.

prereq or coreq: SPEDE 76800 or SPEDE 76900 or SPED 79000

Hours Includes 5 hrs field experience

Credits 3

SPEDE 77500 - Mathematics for Students with Special Education Needs, Grades K–2

Principles, methods, and specially-designed mathematics instruction for students with disabilities and special education needs, grades K–2; focus on concept development, concrete materials, the counting substrate and strategies, and verbal memory supports, as well as on differentiating kinds and degrees of math learning and disability.

prereq or coreq: SPEDE 76700 and SPEDE 77100 and SPEDE 77200 and SPEDE 77300

Hours 15 hrs,

Credits 1 cr

SPEDE 77600 - Field Experiences in Early Childhood Special Education

Two field placements of 30 hours each, with the placements at different age/grade levels: Pre-K (Birth–five), Kindergarten, grades 1 or 2; one of these experiences must be in a program using an ABA approach with children who have autistic spectrum disorders, while the other experience must be in a program with a different approach.

prereq or coreq: SPEDE 77000 or SPEDE 76900

Hours 30 hr seminar plus 60 hrs of field experience,

Credits 2 cr

SPEDE 77651 - Field Experiences in Early Childhood and/or Childhood Special Education with an Annotation in Severe Disabilities: Autism

Two field placements of 30 hours each, with the placements at different age/grade levels: Pre-K (Birth–5), Kindergarten, grades 1 and 2, grades 306; both of these experiences must be with children who have autism spectrum disorders.

prereq or coreq: SPEDE 77100 or permission of the program coordinator

Hours 30 hours seminar plus 60 hours of field experience,

Credits 2 cr

SPEDE 77700 - Student Teaching: Early Childhood Special Education

Supervised student teaching in two settings with 20 days in each placement; placements must be at different age/grade levels: Pre-K (Birth–five); Kindergarten; grades 1–2; practice in the implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100, SPEDE 77200, SPEDE 77300

Hours 30 hrs seminar plus 40 days,

Credits 4

SPEDE 77750 - Student Teaching: Early Childhood Special Education with Annotation in Severe Disabilities

Supervised student teaching in two settings with 20 days in each placement; placements must be at different age/grade levels; Pre-K (Birth–5); Kindergarten; grades 1–2; practice in the implementation of skills developed through

coursework and field experiences.

prereq: SPEDE 76700

Hours 30 hrs seminar plus 40 days,

Credits 4 cr

SPEDE 77800 - Student Teaching in Early Childhood Special Education

Supervised student teaching for 20 days at one of the following age/grade levels: Pre-K (Birth–5), Kindergarten, grades 1–2; practice in implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100

Hours 30 hrs seminar plus 20 days,

Credits 2

(Note that students who take SPEDE 77800 must also take SPEDE 77900 and the placements must be at different age/grade levels.)

SPEDE 77850 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised student teaching for 20 days at one of the following age/grade levels: Pre-K (Birth–5), Kindergarten, grades 1–2; practice in implementation of skills developed through coursework and field experiences.

prereq: SPEDE 76700 and ECC 71200 and SPEDE 77100

Hours 30 hrs seminar plus 20 days,

Credits 2 cr

(Note that students who take SPEDE 77850 must also take SPEDE 77950 and the placements must be at different age/grade levels. Students must be in an early childhood program with learners with severe disabilities for the entire semester.)

SPEDE 77900 - Practicum in Early Childhood Special Education

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100

Hours 30 hrs seminar plus conferences,

Credits 2

(Note that students who take SPEDE 77900 must also take SPEDE 77800 and the two experiences must be at different age/grade levels. Pre-K [Birth–five], Kindergarten, grades 1–2. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)

SPEDE 77950 - Practicum in Early Childhood Special Education with an Annotation in Severe Disabilities

Supervised practicum in an age/grade level other than that used in SPEDE 77850 practice in the implementation of skills developed through coursework and field experiences. Students must be in an early childhood program with

learners with severe disabilities for the entire semester.

prereq: SPEDE 76700

Hours 30 hrs seminar plus conferences,

Credits 2 cr

SPEDE 77951 - Practicum in Early Childhood Special Education

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPEDE 776

Hours 30 hrs seminar plus conferences

Credits 2

SPEDE 78000 - Language Teaching Approaches and Strategies for Young Children with Autism Spectrum Disorders

Assessment and instructional approaches to teaching language to young children with autism, including picture communication systems. Verbal behavior and visual supports for early literacy; collaboration with speech language therapists and parents.

prereq or coreq: SPEDE 77100 or permission of the program coordinator

Credits 1 cr

SPEDE 78100 - Incidental Teaching and Other Naturalistic Behavioral Strategies

Overview of naturalistic behavioral strategies used in the education of young children with autistic spectrum disorders including incidental teaching, pivotal response training, natural language paradigm, and establishing operations to teach in the natural environment; involving parents.

prereq or coreq: SPEDE 77100 or permission of the program coordinator

Credits 1 cr

SPEDE 78200 - Higher Functioning Children with Autism Spectrum Disorders

Understanding the special needs of higher functioning children with autism spectrum disorders; assessment, instructional approaches, models, and methods for use in educational settings.

prereq or coreq: SPEDE 771 or permission of the program coordinator

Credits 1 cr

SPEDE 78300 - Inclusion of Children with Autism Spectrum Disorders

Why, when and how to include children with autism spectrum disorders in the educational mainstream; strategies that work for different types of students, families, and school environments.

prereq or coreq: SPEDE 771 or permission of the program coordinator

Credits 1 cr

SPEDE 79550 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar plus 36 days pre-K) plus conferences

SPEDE 79550 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Hours 36 days (30 hr Seminar plus 36 days) Pre-K

Credits 2

SPEDE 79551 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar plus 36 days student teaching K-2) , plus conferences

Credits 2

SPEDE 79551 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Hours 36 days (30 hr Seminar plus 36 days) K-2

Credits 2

SPEDE 79552 - Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Hours (30 hr seminar plus conferences) Pre-K
Credits 2

SPEDE 79552 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised practicum in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar, pre-K), plus conferences
Credits 2

SPEDE 79553 - Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Hours (30 hr seminar plus conferences) K-2
Credits 2

SPEDE 79553 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised practicum in a disability-specific or inclusive school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100
Hours 36 days (30 hr seminar, K-2), plus conferences
Credits 2

Department of Curriculum and Teaching

About the Department

Welcome to the Department of Curriculum and Teaching at Hunter College, the home of a wide variety of graduate and undergraduate programs that will prepare you for one of the highest callings in society: education. Along with the other departments in the School of Education, we carry on the original mission of Hunter College: the preparation of educators.

As part of the largest department in the Hunter College School of Education, Curriculum & Teaching programs prepare teachers and other school personnel in the areas of Childhood Education (elementary), Adolescent Education (secondary), Early Childhood Education, Literacy, Bilingual Education, Teaching English to Speakers of Other Languages (TESOL--K-12 and Adult), and Administration & Supervision. Our primary mission is to prepare teachers for any classroom environment, although we are particularly committed to preparing teachers for the challenges of public education in an urban setting.

The Department of Curriculum and Teaching houses the majority of the programs and courses in the Hunter College School of Education, working closely with departments in the School of Arts & Sciences to train teachers in content area knowledge, and in the methods of teaching such subject areas as English/Language Arts, Social Studies, Foreign Languages, Music, ESL, Bilingual Education, Math, and Science. Its programs ask future teachers and administrators to be thoughtful and knowledgeable educators, advocates for children and other learners, active promoters of social justice, knowledgeable resources, and effective future leaders in education.

Administration

Chairperson:

Professor Jennifer Tuten
1023 West
212 772-4686

Administrative Assistant:

Genevieve Joseph

Assistant to the Department Chair:

Jade Young

College Assistant:

Angela Calvo

Hazera Jalil

Faculty

Laura Baecher, Assistant Professor; EdD, Teachers College, Columbia; TESOL

Nadine Bryce, Assistant Professor; EdD, Teachers College, Columbia; Reading and Language Arts

Jenny Castillo, Associate Professor; PhD, CUNY; Hispanic and Luso-Brazilian Literature

Brian Collins, Assistant Professor; PhD, NYU; Bilingual Education

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

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

Ann Ebe, Assistant Professor; PhD, Univ. of Arizona; Language Reading and Culture: Reading and Writing Processes, Uses and Research

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

Terrie Epstein, Professor; EdD, Harvard; Education

Timothy Farnsworth, Assistant Professor; PhD, UCLA; Applied Linguistics

Dolores Fernández, Professor; PhD, Hofstra; Language and Cognition

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

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

Robert Gyles, Professor; PhD, NYU; Mathematics Education/Curriculum and Instruction

Yang Hu, Associate Professor; EdD, Teachers College, Columbia; English Education

Deborah Ann Jensen, Associate Professor; PhD, Fordham; Language, Literacy and Learning

Abigail Jewkes, Assistant Professor; PhD, Univ. of Michigan; Education

Karen Koellner, Associate Professor, PhD, Arizona State; Mathematics

Marcia Knoll, Associate Professor; EdD, St. John's; Curriculum and Teaching

Carmen Mercado, Professor; PhD, Fordham; Reading and Language Arts

John Niman, Professor; PhD, Columbia; Mathematics and Mathematics Education

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

Janet Patti, Professor; EdD, Northern Arizona; Education

Anthony Picciano, Professor; PhD, Fordham Univ.; Educational Administration, Technology

Jody Polleck, Assistant Professor; PhD, NYU; English Education

Dennis Robbins, Associate Professor; EdD, Teachers College, Columbia; Science Education

Christine Rosalia, Assistant Professor; PhD, Teachers College, Columbia; Educational Communications & Technology

Melissa Schieble, Assistant Professor; PhD, Univ. of Wisconsin-Madison; Curriculum/Instruction

Debbie Sonu, Assistant Professor; EdD, Teacher's College, Columbia; Curriculum and Teaching Urban-Multicultural Education

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

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

John Toth, Assistant Professor; PhD, European Graduate School; Media & Communications

Jenny Tuten, Associate Professor and Chair; PhD, Fordham; Language and Literacy Education

Rachael Welder, Assistant Professor; PhD, Montana State; Mathematics and Mathematics Education

Sandra Wilde, Professor; PhD, Univ. of Arizona; Elementary Education

Jason Wirtz, Assistant Professor; PhD, Michigan State; Rhetoric and Writing

Department of Educational Foundations

About the Department

The Department of Educational Foundations & Counseling Programs prepares students to enter the teaching and counseling professions, eventually to obtain the appropriate certification(s), which will help them establish, improve and maintain themselves within these professions.

Departmental courses are the basis of training in education and human services. The Department of Educational Foundations includes the disciplines of psychology, sociology, anthropology, history and philosophy. Research in these areas, when applied to education and counseling, provides the foundation for understanding individuals in the learning and counseling process and the social psychological context in which personal development and learning occur. In addition, the study of the history and the philosophic foundations of American education and counseling is essential for enabling future teachers and counselors to meet the ever-changing intellectual and social needs of a diverse body of individuals in a pluralistic, democratic society.

Departmental course offerings are offered in three distinct areas: psychological foundations; social foundations and counseling. All courses are anchored in theory and research-based knowledge from which we emphasize applications to the urban environment, the applied use of theory to influence policy and practice, and solutions to concrete and practical problems that school and counseling professionals experience in daily practice.

The department's preparation of teachers and counselors goes beyond the acquisition of specific skills and methods. The focus of the department is on the professional identity and development of students so that they understand and seek to influence the social, political and economic context in which they function.

Administration

Acting Chairperson:

Professor Gess LeBlanc
1016 West
Telephone: (212) 772-4710

Administrative Assistant:

Raie Valdez

PT Secretary:

Amauche Obu-Eyisi

Faculty

Markus Bidell, Associate Professor; PhD, Univ. of California, Santa Barbara; Clinical Counseling/School Psychology

Sarah Bonner, Associate Professor; PhD, Univ. of Arizona; Educational Psychology

Tamara Buckley, Associate Professor; PhD, Teachers College, Columbia; Counseling Psychology

Elizabeth Cardoso, Professor; PhD, Univ. of Wisconsin-Madison; Psychology

Peggy Pei-I Chen, Associate Professor; PhD, CUNY; Educational Psychology

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

Sherryl Browne Graves, Professor and Acting Senior Associate Dean; PhD, Harvard; Clinical Psychology, Public Practice

Priscilla Hambrick-Dixon, Associate Professor; PhD, Univ. of Michigan; Education, Psychology

Calliope Haritos, Associate Professor; PhD, CUNY; Developmental Psychology

Mario A. Kelly, Associate Professor; EdD, Univ. of Rochester; Developmental/Educational Psychology

Kimberly Kinsler, Professor; PhD, CUNY; Educational Psychology

Gess LeBlanc, Associate Professor and Acting Chair; PhD, CUNY; Developmental Psychology

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

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

Cynthia Walley, Assistant Professor; PhD, Old Dominion; Counseling

Jeanne Weiler, Associate Professor; PhD, SUNY (Stony Brook); Social Foundations of Education

Arnold Wolf, Professor; PhD, NYU; Philosophy

Department of Special Education

About the Department

Hunter's graduate programs in special education prepare 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, pre-schools, early intervention programs, supported general education classrooms in public and private schools, hospitals, clinics, health agencies, home programs, and residential facilities. Special education programs at Hunter College have been nationally recognized by the Council for Exceptional Children. Completion of any one of Hunter's specializations for the master's degree in special education leads to New York State teacher certification. Hunter's specializations are: childhood special education: learning disabilities; childhood special education: behavior disorders; childhood special education with an annotation in severe/multiple disabilities (including deafblindness); early childhood special education; early 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 programs with no previous certification and subsequently complete the master's degree will meet the education requirements for New York State initial and professional certification in either childhood special education or early childhood special education and either childhood general education or early childhood general education. Students without prior teacher certification enter the Program 1 track.

Students who enter the childhood special education program with initial certification in childhood grades 1-6 and subsequently complete the master's degree, will meet the education requirements for New York State professional certification in childhood/elementary education as well as for professional certification in childhood special education grades 1-6. Students with prior childhood certification enter the Program 2 track. Similarly, students who enter the early childhood special education program with initial certification in early childhood birth-grade 2 and subsequently complete the master's degree, will meet the education requirements for New York State professional certification in early childhood education as well as for professional certification in early childhood special education birth to grade 2. Students who hold early childhood certification enter the Program 2 track in early childhood special education.

The early childhood master's degree programs are designed for students whose primary interest is in teaching children from infancy through kindergarten. While students in the early childhood special education programs will also be prepared to teach grades 1 and 2, applicants whose primary interest is in these grades should apply to the childhood special education program, which encompasses grades 1-6.

The programs (with the exception of early childhood special education) are 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 education 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 theory to effective instruction.

Administration

Acting Chairperson:

Professor David Connor
909 West
(212) 772-4746

Secretary:

Jean Leung

Faculty

Jamie Bleiweiss, Assistant Professor; PhD, SUNY (Stony Brook); Clinical Psychology

David Connor, Associate Professor and Chair; EdD, Teachers College, Columbia; Curriculum and Teaching, Learning Disabilities

Donia Fahim, Assistant Professor; PhD, Birkbeck College, London; Applied Linguistics

Elaine Gale, Assistant Professor; PhD, Univ. of Colorado, Boulder; Speech, Language and Hearing Sciences

Katherine Garnett, Professor; EdD, Columbia; Assessment and Curriculum Development–Learning Disabilities

Sara Hines, Assistant Professor; PhD, Univ. of Maryland, College Park; Special Education

Timothy Lackaye, Assistant Professor; EdD, Teachers College, Columbia; Learning Disabilities

Thomas C. McIntyre, Professor; PhD, Univ. of Connecticut; Emotional and Behavior Disorders

Angela Mouzakitis, Instructor; MS, Queens College, CUNY; School Psychology

Jennifer Samson, Assistant Professor; EdD, Harvard ; Human Development and Psychology

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

Ellen Trief, Professor; EdD, Teachers College, Columbia; Visual Impairment, Severe/Multiple Disabilities

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SPED 77300 - Methods of Teaching Writing, Math, and Organization for Adolescents with Learning Disabilities

This course addresses principles, methods, and specially designed instruction for adolescents with learning disabilities, mild/moderate cognitive impairment, and/or behavior disorders. The focus is on developing skills in (1) writing and (2) mathematics in grades 7–12, with special attention paid to organizational aspects of learning. Students will learn the writing process in general, along with various strategies that promote writing skills of adolescents across the content areas. In addition, students will learn specific strategies that support struggling learners in mathematics classrooms.

prereq: SPED 77100 and 77200

coreq: SPED 77400

Hours 45

Credits 3

SPED 77400 - Supervised Clinical Teaching of Adolescents with Disabilities: Part II

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities, mild cognitive impairment, and/or behavior disorders from grades 7–12. Focus on specialized reading instruction, math instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use.

prereq: SPED 77100 and 77200

coreq: SPED 77300

Hours 30 hours of seminar plus 31 field hours working with a student

Credits 2

SPED 77500 - Student Teaching of Adolescents with Learning Disabilities

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate cognitive impairment, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000, 77100, and 77200

Hours 30 hours seminar plus conferences plus 40 days student teaching

Credits 2

SPED 77551 - Student Teaching: Learning Disabilities, Grades 7-12

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate cognitive impairment, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000, 77100, and 77200

Hours 30 hours seminar, plus conferences, plus 20 days student teaching

Credits 2

SPED 77552 - Student Teaching: Learning Disabilities, Grades 7-12

Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate cognitive impairment, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.

prereq: SPED 70000, 77100, and 77200

Hours 30 hours seminar, plus conferences, plus 20 days student teaching

Credits 2

SPED 79700 - Topics in Special Education

prereq or coreq: SPED 70000

Hours 15-45 hrs.

Credits 1-3

Programs and Courses in English

English

About the Department

Students make the choice to pursue graduate study in English for a number of reasons, both professional and personal, and bring to this study a wide variety of experiences and strengths. MA programs in English at Hunter are designed with this intellectual and practical diversity in mind. Through study with the Department's research-inclined and pedagogically committed teaching faculty, our students are afforded myriad opportunities to develop and practice more sophisticated reading, writing and research skills than those required at the undergraduate level. In addition, those who enroll receive guidance in improving their own expertise as not just scholars but teachers of literature. Interested students may choose an English - MA in British and American Literature, an MA in Adolescent English - MA / Advanced Certificate, or a Creative Writing - MFA .

Programs and Courses for MA and Creative Writing MFA Degrees

Programs and Courses in English

Program for Teachers of Adolescent Education (Grades 7-12) – English MA

See the School of Education section of this catalog for additional information on admission and program requirements. The School of Education also offers an Advanced Certificate in Adolescent Education for holders of an English MA.

- Adolescent English - MA / Advanced Certificate

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. See also the Graduate Center website <http://www.gc.cuny.edu/>

Administration and Faculty

Department Office:

1212 West
(212) 772-5070
Fax: (212) 772-5411
Website: <http://www.hunter.cuny.edu/~english>

Chair:

Cristina Alfar
1212A West
(212) 772- 5187
calfar@hunter.cuny.edu

Adviser, MA in British and American Literature:

Marlene Hennessy
1411 West
(212) 772-5078
gradenglish@hunter.cuny.edu

Adviser, MA in English/Adolescent Education:

Angela Reyes
1248 West
(212) 772-5076
gradenglish@hunter.cuny.edu

Education Adviser:

Jason Wirtz
949 West
(212) 772-4728
jwirtz@hunter.cuny.edu

Executive Director, MFA:

Peter Carey
1228 West
(212) 772-5164
gr_engmf@hunter.cuny.edu

Director:

Thomas Sleigh
1217 West
(212) 772-5176
tsleigh@hunter.cuny.edu

Faculty

Tanya Agathocleous, Associate Professor; PhD, Rutgers; 19th and 20th century British literature and Culture, Global Anglophone literature

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

Cristina León Alfar, Associate Professor; PhD, Washington; Shakespeare, Early Modern Drama, Critical Theory, Women's Studies

Jeffrey Allred, Associate Professor; PhD, Pennsylvania; American Literature, Modernism, American Studies, Visual Culture

Kevin Black, Assistant Professor; PhD, California at Berkeley; Literature from the Restoration to the present; 19th century British and American Literature

Peter Carey, Distinguished Professor; Fiction Writing

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

Chong Chon-Smith, Assistant Professor; PhD, California at San Diego; Asian American Studies, American Studies, Cultural Studies, Visual/Film Studies, Comparative Ethnic Studies

Rebecca Connor, Associate Professor; PhD, Stanford; 18th-century British Literature, Visual and Material Culture

Louise DeSalvo, Jenny Hunter Professor of Creative Writing; PhD, NYU; Modern British Fiction, Creative Writing, Biography and Memoir

Michael Dowdy, Assistant Professor; PhD, North Carolina; 20th century American Poetry, Literary Theory, Latino/a Literature, 20th century Latin American Poetry

Jeremy Glick, Assistant Professor; PhD, Rutgers; Contemporary Drama, African Diaspora and Caribbean Literature

Karen Greenberg, Professor; PhD, NYU; Theoretical and Applied Linguistics, Contemporary Rhetorical and Composition Theory, Multimedia

Lynne Ann Greenberg, Associate Professor; PhD, CUNY; Milton, 17th-century British Literature and Law

Wendy Hayden, Assistant Professor, PhD, Maryland; Rhetoric and Composition, Women's Studies

Marlene Villalobos Hennessy, Associate Professor; PhD, Columbia; Chaucer, Old and Middle English Literature, Medieval Women, Medieval Manuscripts, History of the Book, Medieval Religious Culture

Gavin Hollis, Assistant Professor; PhD, Michigan; Shakespeare, Early Modern Drama

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

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

Leigh Ann Jones, Assistant Professor, PhD, Arizona; Ancient and 20th century Rhetoric, Nationalism Studies, Gender Studies, Performance Studies, Composition Theory and Pedagogy

Richard Kaye, Associate Professor; PhD, Princeton; 19th-century British Literature, Queer Theory, History of the Novel

Jan Heller Levi, Associate Professor; BA, Sarah Lawrence; Creative Writing, 20th-century American Poetry, Women's Studies

Harriet Luria, Associate Professor; EdD, Columbia; Applied Linguistics, American Literature

Ramesh Mallipeddi, Assistant Professor; PhD, Cornell; Restoration and 18th century British literature; Sentimentalism, Colonial and Postcolonial studies, Critical Theory

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

Mark Miller, Assistant Professor; PhD, Pennsylvania; Early American Literature, Native American Literature, Critical Theory

Janet Neary, Assistant Professor; PhD, California at Irvine; 19th century African American Literature and Visual Culture, Cultural Studies, Critical and Feminist Theory

Kate Parry, Professor; EdD, Columbia; Language and Culture, Literacy, History of English

Sonali Perrera, Assistant Professor; PhD, Columbia; Post-Colonial Literature

Angela Reyes, Associate Professor; PhD, Pennsylvania; Linguistics, Sociolinguistics, Urban Linguistics, Discourse Analysis, Linguistic Anthropology, Ethnography, Video, Asian American Studies, Education

Amy Moorman Robbins, Assistant Professor; PhD, California at Riverside, 20th century American Poetry and Literature, Feminist Theory, Multicultural American Literature

Gary Schmidgall, Professor; PhD, Stanford; Renaissance Poetry, Shakespeare, Oscar Wilde, Walt Whitman, Gay Studies

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

Thomas Sleigh, Distinguished Professor; MA, Johns Hopkins; Creative Writing, Contemporary Poetry

Trudith Smoke, Professor; PhD, NYU; Rhetoric and Applied Linguistics, American Literature

Michael Thomas, Assistant Professor; MFA Warren Wilson; Fiction Writing, Creative Non-fiction, 20th century Fiction

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

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

Alan Vardy, Associate Professor; PhD, Washington; Romanticism, Literary Theory

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

David Winn, Assistant Professor; MA, Colorado; Creative Writing, Modern American Fiction

Jason Wirtz, Assistant Professor; PhD, Michigan; Rhetoric and Composition, Creative Writing, English Education

Graduate Masters

Creative Writing - MFA

Hunter's Creative Writing MFA is a highly selective program in which students work closely with distinguished writers to perfect their writing skills. The course comprises workshops, craft seminars, one-on-one supervisions with faculty, and literature classes. There are three concentrations, fiction, creative nonfiction and poetry, with 12 students in each. Each year, several students are named Hertog Fellows (fiction and nonfiction) and Friedman Scholars (poetry). These students receive a generous stipend and are paired with well-established writers, for whom they conduct research for one semester.

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 or creative nonfiction) 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. In addition, creative nonfiction candidates must submit a 500-word memoir proposal. The GRE is not required.

Departmental Requirements for the Degree

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 in chosen genre

3) One course in Writing in Conference

ENGL 79800 - Writing in Conference

Individual tutorial directed by a member of the writing faculty.

Hours 45 hrs,

Credits 3 cr

To be taken in sequence with ENGL 79900 (MFA Thesis).

-or-

ENGL 79701 - Poetry Thesis One

This course gives students the conceptual framework to organize a manuscript and to understand the ways in which representative volumes of poems make definitive statements and alter the poetic discourse of their time.

prereq: ENGL 79101 and ENGL 79403

Hours 3

Credits 3

Second Year MFA students only

4) One course in MFA thesis

ENGL 79900 - MFA Thesis

Independent creative writing project, with regular advisory sessions with primary writing faculty adviser.

*Hours 45 hrs,
Credits 3 cr
To be preceded in sequence by ENGL 79800 (Writing in Conference).*

-or-

ENGL 79702 - Poetry Thesis Two

This course is a continuation of Thesis One and gives students the conceptual framework with which to organize a manuscript and to understand the ways in which representative volumes of poems make definitive statements and alter the poetic discourse of their time. To this end, this course begins with an exploration of the history of the Modern Poetic Sequence and the Long Poem.

*prereq: Workshop 79101 and Craft 79403 , Thesis One 79701
Second Year MFA students only*

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 (for fiction candidates) or 75-125 pages of personal essays or memoir (for creative nonfiction candidates), which will be approved by two members of the writing faculty. Two copies prepared for binding are required.

English - MA

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 humanities fields. In addition to the usual lecture, discussion, and seminar classes, the program offers reading tutorials and the opportunity for writing a research essay under the guidance of a senior faculty member.

Admission Requirements

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), a writing sample of about 10 pages (preferably an undergraduate research paper) 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.

Degree Requirements

Courses

Each candidate must complete an approved program of study of at least 30 credits, which must include ENGL 78900 (Master's Thesis). We strongly recommend that students take ENGL 78700 (Studies in Literary Theory and 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 adviser 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 adviser.

ENGL 78700 - Studies in Literary Theory and Criticism

An in-depth investigation of foundational and current trends in literary theory.

ENGL 78900 - Master's Thesis

Individual research and final thesis writing under faculty supervision. Required of all candidates for MA degree in British and American literature.

Foreign Language

The candidate must demonstrate a reading knowledge of French, German, Latin or Spanish. Another language may be substituted with the approval of the graduate adviser.

Comprehensive Examination

The candidate must pass a written comprehensive examination in British and American literature.

Master of Arts Thesis

The candidate must submit a satisfactory master of arts thesis, incorporating original work and research, which will be approved by two appropriate members of the faculty and the graduate adviser. 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 adviser 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.

English - Introductory Courses

ENGL 70100 - Introduction to Literary Studies

Introduction to methods of literary criticism, textual scholarship, and major critical approaches of the last eighty years.

ENGL 70200 - Introduction to Literary Theory and Criticism

Foundation course on the history of literary interpretation and contemporary approaches to texts.

*Hours 45 hrs,
Credits 3 cr*

English - Creative Writing

ENGL 79000 - Topics in Fiction Writing: Workshop

Studio-style workshop of students' fiction, with weekly submissions and critique.

*Hours 45 hrs,
Credits 3 cr*

ENGL 79100 - Topics in Poetry Writing: Workshop

Studio-style workshop of students' poetry, with weekly submissions and critique.

*Hours 45 hrs,
Credits 3 cr*

ENGL 79200 - Topics in the Craft of Fiction

Seminar in craft of fiction; topics and readings will vary by semester.

*Hours 45 hrs,
Credits 3 cr*

ENGL 79400 - Topics in the Craft of Poetry

Seminar in craft of poetry; topics and readings will vary by semester.

*Hours 45 hrs,
Credits 3 cr*

ENGL 79500 - Topics in Memoir Writing: Workshop

Graduate writing workshop in memory and autobiography. Students will present memoir and autobiographical writings to be critiqued by members of the workshop and the instructor.

*Hours 45 hrs,
Credits 3 cr*

ENGL 79600 - Topics in the Craft of Memoir:

Participants will study the writer's craft in creative non-fiction in memoir, essay, and/or autobiography. Particular attention will be paid to narration, description, dialogue, characterization, and use of time, through both set examples and writing exercises suggested by the works read.

*Hours 45 hrs,
Credits 3 cr*

ENGL 79701 - Poetry Thesis One

This course gives students the conceptual framework to organize a manuscript and to understand the ways in which representative volumes of poems make definitive statements and alter the poetic discourse of their time.

*prereq: ENGL 79101 and ENGL 79403
Hours 3*

Credits 3

Second Year MFA students only

ENGL 79702 - Poetry Thesis Two

This course is a continuation of Thesis One and gives students the conceptual framework with which to organize a manuscript and to understand the ways in which representative volumes of poems make definitive statements and alter the poetic discourse of their time. To this end, this course begins with an exploration of the history of the Modern Poetic Sequence and the Long Poem.

prereq: Workshop 79101 and Craft 79403 , Thesis One 79701

Second Year MFA students only

ENGL 79800 - Writing in Conference

Individual tutorial directed by a member of the writing faculty.

Hours 45 hrs,

Credits 3 cr

To be taken in sequence with ENGL 79900 (MFA Thesis).

ENGL 79900 - MFA Thesis

Independent creative writing project, with regular advisory sessions with primary writing faculty adviser.

Hours 45 hrs,

Credits 3 cr

To be preceded in sequence by ENGL 79800 (Writing in Conference).

English - Medieval and Early Modern Literature

ENGL 70400 - Beowulf and Other Early Texts

Detailed study of Beowulf and other selected texts written in Britain in the early Middle Ages, in their cultural, political and historical contexts.

ENGL 70500 - Chaucer's Early Works

A study of Chaucer's earlier works (exclusive of The Canterbury Tales) in their cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 70600 - Chaucer: Canterbury Tales and Later Works

Detailed study of The Canterbury Tales and later works in their cultural, political and historical contexts.

*Hours 45 hrs,
Credits 3 cr*

ENGL 70700 - Studies in Medieval Literature

Selected Medieval texts in poetry and prose, both British and continental European, in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

ENGL 71200 - 16th-century Poetry and Prose

Reading and analysis of texts of the sixteenth century in their cultural, political and historical contexts.

*Hours 45
Credits 3*

ENGL 71300 - Shakespeare's Early Works

Study of selected texts, with emphasis on works written before 1600, in their cultural, political and historical contexts.

*Hours 45 hrs,
Credits 3 cr*

ENGL 71400 - Shakespeare's Late Works

Study of selected texts, with emphasis on works written after 1600, in their cultural, political and historical contexts.

*Hours 45 hrs,
Credits 3 cr*

ENGL 71500 - Studies in Shakespeare

Selected works by Shakespeare in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

*Hours 45
Credits 3*

ENGL 71600 - 16th- and 17th-century Drama excluding Shakespeare

Exploration of British dramatic texts of the Early Modern period, in their cultural, political and historical contexts.

*Hours 45 hrs,
Credits 3 cr*

ENGL 71700 - 16th- and Early 17th-Century Poetry and Prose

Study of major forms of Early Modern poetry and prose, in their cultural, political and historical contexts.

ENGL 71800 - Studies in Early Modern Literature

Selected studies in the literature of the sixteenth through early eighteenth centuries, in its cultural, political and historical contexts.

ENGL 72200 - Milton: Early Works and Paradise Lost

A critical study of Milton's early works and his major epic *Paradise Lost*, in their cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 72300 - Studies in Milton

Selected works by Milton in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

Hours 45 hrs,

Credits 3 cr

ENGL 72500 - Studies in Restoration and 18th-century Literature

Literary works of the Restoration and eighteenth century in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

English - Eighteenth and Nineteenth Century Literature

ENGL 73000 - 18th-century Poetry

Reading and analysis of eighteenth-century poems in their cultural, political and historical contexts.

ENGL 73100 - 18th-century Prose

An analysis of the rise of the British novel in the eighteenth century, and a consideration of other forms of prose in the period in their cultural, political and historical contexts.

Hours 45 hrs,

Credits 3 cr

ENGL 73300 - Studies in 18th-century Literature

Selected study of eighteenth-century British and/or transatlantic poetry and prose in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

ENGL 73400 - Early American Literature

A study of literature in the Americas from the sixteenth through eighteenth centuries in its cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 74000 - Romantic Poetry

Selected British and Continental poetry from the Romantic period, the late-eighteenth and early-nineteenth centuries, in its cultural, political and historical context.

Hours 45

Credits 3

ENGL 74100 - Studies in Romanticism

Selected study of British, Continental European, or transatlantic Romanticism in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

Hours 45,

Credits 3

ENGL 74300 - Victorian Literature

Study of nineteenth century British poetry and prose works in their cultural, political and historical contexts.

Hours 45,

Credits 3

ENGL 74900 - 19th-century Prose of the United States

A study of selected nineteenth century prose works of the United States, both fiction and nonfiction, in their cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 75000 - 19th-century Poetry of the United States

A study of selected nineteenth century poetic works of the United States, in their cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 75100 - 19th-century African American Literature

An examination of poetry and/or prose, written by African Americans during the nineteenth century, in their cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 75200 - Studies in 19th-century Literature

Selected study of British, American and/or other Anglophone nineteenth century literature in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

Hours 45

Credits 3

ENGL 75300 - Studies in Late Victorian and Early Modernist Literature

A study of literature of the fin-de-siècle in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

Hours 45

Credits 3

English - Twentieth and Twenty-First Century Literature

ENGL 75400 - 20th-century British and Irish Prose

A study of prose works of the twentieth century, written in Britain or Ireland, or by British or Irish writers, in their cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 75500 - 20th-century British and Irish Poetry

A study of poetic works of the twentieth century, written in Britain or Ireland, or by British or Irish writers, in their cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 75600 - 20th-century Prose of the United States

Fiction and nonfiction prose in twentieth century U.S. literature, in its cultural, political and historical context.

Hours 45

Credits 3

ENGL 75700 - 20th-century Poetry of the United States

Study of poetry written in the U.S. and the various poetic movements of the century, in their cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 75800 - 20th-century African American Literature

An examination of poetry and/or prose, written by African Americans during the twentieth century, in their cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 75900 - Studies in Modernism

Study of literary works of the modernist movement of the earlier twentieth century in U.S. and/or British literature, in their cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 76000 - Later 20th-/Early 21st-century literature

Selected works in British and/or United States literature from the 1950s to the present in their cultural, political and historical contexts.

Hours 45

Credits 3

ENGL 76100 - Studies in 20th- and 21st-century literature

Study of representative literary works from the later 20th and early 21st centuries in their cultural, political and historical contexts.

Hours 45

Credits 3

English - Topics In Literature, Language, Culture and Theory

ENGL 76500 - Studies in British and American Literature

Study of a topic, figure, critical issue or period in either British or American literature in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

ENGL 76600 - Studies in Ethnicity and Race in Literature

Exploration of a specific topic pertaining to ethnicity and racial formation as it relates to the study of literature.

ENGL 76700 - Studies in Postcolonial/Transnational Literature and Theory

Study of postcolonial and/or transnational literatures in their cultural, political and historical contexts.

ENGL 76800 - Studies in South Asian and Indian Diasporic Literature

Study of South Asian literatures from colonial and postcolonial eras, in their cultural, political and historical contexts.

ENGL 76900 - Studies in African and African Diasporic Literature Outside the U.S.

Study of African literatures from colonial and postcolonial eras, in their cultural, political and historical contexts.

ENGL 77000 - Studies in Caribbean Literature

Study of Caribbean literatures from colonial and postcolonial eras, in their cultural, political and historical contexts.

ENGL 77100 - Studies in African American Literature

Selected African American poetry and prose, in relation to a theme, technique, genre, theoretical issue, or cultural consideration.

ENGL 77200 - Studies in Asian American and Asian Diasporic Literature

Study of Asian American literatures in their cultural, political and historical contexts.

ENGL 77300 - Studies in U.S. Latina/o Literature

Study of U.S. Latina/o literatures in their cultural, political and historical contexts

ENGL 77400 - Studies in Native American Literature

Study of Native American literatures in English in their cultural, political and historical contexts.

ENGL 77500 - Studies in Irish Literature

Study of Irish literatures from precolonial, colonial and postcolonial eras, in their cultural, political and historical contexts.

ENGL 77600 - Studies in Digital Media

Study of British and American literary texts in relation to the digital arts, and exploration of theories of digital literary production.

ENGL 77800 - Studies in Comparative Literature

A study of two or more literary figures, genres, national or scholarly periods, or theoretical approaches, across or within national languages.

ENGL 78000 - Studies in Drama, Theatre and Performance

A literary studies approach to drama, theatre and performance.

ENGL 78100 - Studies in Gender and Sexuality in Literature and Theory

Exploration of the role of gender and sexuality in literature and literary theory.

ENGL 78200 - Studies in Literature by Women

An in-depth critical analysis of literature written by women, focusing on a specific period, topic and/or set of critical questions.

ENGL 78400 - Studies in the Work of a Single Writer

An in-depth study of a single writer, the critical conversations surrounding that writer, and that writer's legacy in her or his genre(s).

ENGL 78500 - Studies in Literature and Language

Study of the ways in which literary language reflects differing social and cultural contexts; exploration of phonology, semantics, and discourse theory.

ENGL 78600 - Studies in Rhetoric

Exploration of rhetoric in its cultural, political and historical contexts.

ENGL 78700 - Studies in Literary Theory and Criticism

An in-depth investigation of foundational and current trends in literary theory.

English - Teacher Education

ENGL 60700 - English Linguistics

Structure of Modern English, with emphasis on analytical method and pedagogical implications. Survey of phonology, morphology, syntax, and dialectal variation.

Hours 45 hrs,

Credits 3 cr

ENGL 61500 - Rhetoric and Composition

Rhetorical theory; analysis of selected masterpieces of prose; practice in writing a variety of prose forms.

Hours 45 hrs,

Credits 3 cr

ENGL 68100 - Reading Credit

Course of readings designed according to student's interests and needs. Work is directed by member of department.

Hours 45 hrs,

Credits 1-3

English - Concluding Courses

ENGL 78800 - Reading Credit

Course of readings designed according to student's interests and needs. Work is directed by a full-time faculty member of the department.

ENGL 78900 - Master's Thesis

Individual research and final thesis writing under faculty supervision. Required of all candidates for MA degree in British and American literature.

Programs and Courses in Geography

Geography

About the Department

The Hunter College Department of Geography is the largest and one of the most technologically advanced geography programs in the New York City metropolitan region. The M.A. program serves New York City's and New York State's needs for educated geographers and geography/earth science teachers; supports the development of geographical databases and analytic tools to improve the social, environmental, and economic well being for New York and its citizens; and serves as a pioneering center in advancing the careers of underrepresented groups in geography and related fields.

Facilities

The Department of Geography has state of the art computer labs that are available to our students 24 hours per day / seven days per week. The labs' hardware, including computers and the high capacity network, is upgraded regularly to accommodate the most up-to-date versions of relevant software packages, including major GIS and remote sensing applications.

CARSI

The Center for Advanced Research of Spatial Information (CARSI) is a state-of-the-art geographic information science research laboratory. Funded in part by the City of New York, it maintains the New York City base map (NYCMap). The CARSI Lab is involved in a number of New York City-related, state and federal research projects as well as other projects where techniques of geographic information science and spatial analysis are used.

Programs and Courses

- Programs and Courses in Geography

Programs Offered in the School of Education

The Department of Geography contributes to three graduate level programs in conjunction with the School of Education: an M.A. Program for the Preparation of Teachers of Earth Science, an M.A. Program for the Preparation of Teachers of Social Studies, and a five-year combined BA/MA program in Environmental Studies and Adolescent Education in Earth Science. These programs provide certification for graduates to teach in New York State. The combined BA/MA program requires students to fulfill the requirements of the Department of Geography BA in Environmental Studies along with the School of Education's requirements. For more information on these programs, please check the web page of the School of Education <http://www.hunter.cuny.edu/school-of-education> or contact the Department of Geography.

Earth Science MA—Program for Teachers of Adolescent Education (Grades 7-12)

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

- Adolescent Earth Science - MA / Advanced Certificate

Social Studies MA—Program for Teachers of Adolescent Education (Grades 7-12)

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

- Adolescent Social Studies - MA / Advanced Certificate

BA/MA Program in Environmental Studies and Adolescent Education

- BA/MA in Environmental Studies and Adolescent Education.

Doctor of Philosophy

The Department of Geography participates in the PhD Program in Earth and Environmental Sciences based at the CUNY Graduate Center. Students in this program may select Hunter College as their “home” college and geography as their specialty. Since 2005 this program has a separate track in geography. For application forms and further information, write to: Executive Officer, PhD Program in Earth and Environmental Sciences, CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016 or go to <http://web.gc.cuny.edu/Ees/home.html>

Administration and Faculty

Department Office:

1006 North
(212) 772-5265/5266
Website: <http://www.geography.hunter.cuny.edu>

Chair:

Ines Miyares (Acting)
1045 North
(212) 772-5443
imiyares@hunter.cuny.edu

Graduate Adviser:

Allan Frei
1035 North
(212) 772-5322
afrei@hunter.cuny.edu

GIS Certificate Program Adviser:

Sean Ahearn
1023 North
(212) 772-5327
sahearn@hunter.cuny.edu

Adolescent Education Advisers:

Charles Heatwole, Social Studies
1006 North
(212) 772-5323
charles.heatwole@hunter.cuny.edu

Frank Buonaiuto, Earth Science
1006 North
(212) 650-3092
fbuonaiu@hunter.cuny.edu

Terrie Epstein, Education Adviser Social Studies
1108 West
(212) 772-4675
tepstein@hunter.cuny.edu

Stephen Demeo, Education Adviser Earth Science
908 West
(212) 772-4776
sdemeo@hunter.cuny.edu

Faculty

Sean Ahearn, Professor and Director, Center for Advanced Research of Spatial Information (CARSI); PhD, Wisconsin (Madison); agent-based models, space-time analysis, digital image analysis, ecological modeling, emergency response, urban geographic systems

Jochen Albrecht, Associate Professor; PhD, Vechta (Germany); Dynamic or process GIS, spatio-temporal analysis, landscape ecology, crime and health applications

Frank Buonaiuto, Assistant Professor; PhD, SUNY (Stony Brook); Oceanography, coastal processes, numerical modeling of waves, tides and sediment transport

Allan Frei, Associate Professor; PhD, Rutgers; Climate change, snow and Water resources, modeling

Hongmian Gong, Associate Professor; PhD, Georgia; Urban geography, GIS, transportation, China

Charles A. Heatwole, Professor; PhD, Michigan State; Cultural, recreation, religion, geographic education

Mohamed Ibrahim, Assistant Professor; PhD, Alberta; Environmental studies, resource management, sustainable development, Africa, rural water supply and sanitation

Teodosia Manecan, Lecturer; PhD, Bucharest; Igneous and metamorphic petrology, geology of NYC

Peter Marcotullio, Associate Professor; PhD, Columbia; Global Cities, Urban environmental transitions, globalization and urban development, ecosystem approaches to urban and regional environmental planning and management and impacts of urbanization on the environment

Ines Miyares, Professor and Chair; PhD, Arizona State; Geographies of immigration and ethnicity, spacial impacts of immigration and refugee law, Latin America - Andean Peru

Wenge Ni-Meister, Associate Professor; PhD, Boston; Remote sensing, land-atmosphere interaction, meteorology, climatology, biogeography

Rupal Oza, Associate Professor; PhD, Rutgers; Race, gender, postcolonial theory, feminist theory, cultural studies, social theory, globalization

Marianna Pavlovskaya, Associate Professor; PhD, Clark; Urban geography, post-socialist Russia, gender and class, feminist geography, geographic information science (GIS), social implications of GIS

Randy Rutberg, Assistant Professor; PhD, Columbia; paleoclimatology, oceanography, geochemistry, environmental science, environmental public policy

Haydee Salmun, Associate Professor; PhD, Johns Hopkins; Oceanography, global climate, environmental fluid dynamics, land surface-atmosphere-ocean interface

William Solecki, Professor; PhD, Rutgers; Urban environmental change and management, land Use/land cover studies, GIS Applications

Karl Szekiolda, Research Associate Professor; PhD, Marseille; Remote sensing, oceanography, harmful algae blooms

Traci Warkentin, Assistant Professor; PhD, York; Environmental and geographic education, environmental ethics, animal studies, environmental feminism, environment and culture, phenomenological biology

Affiliated Faculty

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

Vinay Gidwani, Professor of Geography; PhD, Berkeley; Post-Socialism and Justice, Labor Geographies, Marxism, Identity Politics and Subaltern Social Movements, Geographies of Work, Agroecological Transformations, Social Theory, India

Roger A. Hart, Professor of Environmental Psychology, Developmental Psychology and Geography; PhD, Clark; Children's Geographies and the Geography of Children, Participatory Community Development, The Political Participation of Children and Youth

David Harvey, Distinguished Professor of Anthropology; PhD Cambridge, UK; Geography and Social Theory, Urban Political Economy, Uneven Geographical Development

Cindi Katz, Professor of Geography; PhD, Clark; Cultural Geography, Social Reproduction and Everyday Life, Children's Geographies, Urban Geography, Gender and the Environment, Nature and Society

John E. Seley, Professor of Environmental Psychology and Earth and Environmental Sciences; PhD, Pennsylvania; Urban Geography; GIS for Policy, the Nonprofit Sector

Neil Smith, Distinguished Professor of Anthropology and Geography; Ph.D, Johns Hopkins; Political Economy, Urban Geography, History of Geography, Global Restructuring

Graduate Certificate

Geographic Information Science Post-Baccalaureate Certificate

Return to: Geography Department

The Post-Baccalaureate Certificate Program in Geographic Information Science was established in 2001 to meet the demand for people with expertise in GIS. The GIS Certificate program is a 15-credit post-baccalaureate professional program that offers advanced training in Geographic Information Science (GIS). Students are required to take five graduate-level GIS classes including GTECH 71000 (Introduction to GIS), GTECH 73200 - Advanced GIS (Advanced GIS), and three other GTECH or related courses. Students who are interested in GIS development are encouraged to take two programming-oriented classes (GTECH 73100 and GTECH 73300). Students planning a career in GIS applications are encouraged to choose from the wide range of applications courses. Students interested in remote sensing may take the sequence of GTECH 71100 through GTECH 71300 courses.

Courses taken to fulfill the requirements of the GIS certificate program may also count towards fulfillment of the Geography MA degree. This happens automatically for GIS certificate students who concurrently enroll as MA students. For students who enroll in the GIS certificate program prior to enrolling in the MA program, the student must request the transfer of credits. The GIS Certificate program does not accept transfer credits to satisfy the minimum 15 credits required for the program.

As the GIS certificate program is a non-degree program, GIS certificate students are considered "non-matriculated." Enrollment in the GIS certificate program does not guarantee eligibility for financial aid or for a student visa. For more information contact the United States Citizenship and Immigration Services (<http://www.uscis.gov/portal/site/uscis>).

Geography Department

Admission Requirements

For applicants who are currently matriculated and in good standing in a graduate-degree program at Hunter College, there is one requirement to be considered for admission:

The student must have passed a college-level statistics course that covers hypothesis testing and simple statistical modeling techniques.

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 have taken a college-level statistics course which covers basics such as hypothesis testing and simple statistical modeling techniques.

Requirements for the Certificate

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

Required courses (6 cr.)

GTECH 71000 - Introduction to GIS

Thorough introduction to geographic information systems with an emphasis on spatial data handling and project management.

Hours 60 hrs including conference (2 lectures, 2 labs),

Credits 3 cr

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 73200 - Advanced GIS

Expansion of GTECH 71000 concentrating on advanced GIS functionality, data models, and algorithms.

prereq: GTECH 71000

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

Electives (9 or more cr)

GTECH 70200 - Multivariate Statistics in Geography

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

prereq: Introductory Statistics or equivalent or permission of the instructor

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 70500 - Spatial Data Analysis

Methods for analyzing environmental and social spatial data sets. Topics include point pattern analysis, spatial clustering methods, spatial autocorrelation, and kriging.

prereq: one course in statistics and permission of the instructor

Hours 60 hrs including conference (2 lectures, 2 labs),

Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: \$ 15

GTECH 71100 - Earth from Above

Use and interpretation of air photos and satellite remote sensing images as applied to agriculture, forestry, urbanization, oceanography and atmosphere; lab exercises.

Hours 60 (2 lecture and 2 hour labs weekly),

Credits 3

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: \$ 15

GTECH 71200 - Remote Sensing of Environment

Fundamental concepts of remote sensing of environment, satellite sensor systems and their applications, and basic concepts of image analysis.

prereq: GTECH 71100 or permission of the instructor

Hours 60 hours (2 lecture and 2 hour labs weekly),

Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee: \$ 15

GTECH 71300 - Digital Image Processing

Quantitative processing of digital imagery; enhancement, information extraction, classification; algorithms, registration, rectification; lab exercises.

prereq: GTECH 71200 multivariate stat, elem linear algebra

Hours 90 hrs including conference (2 lectures, 4 labs weekly),

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 72100 - Advanced Cartography

Material Fee:\$ 15

GTECH 72200 - Automated Cartography

Computer and other automated applications; theory and algorithms; production of computer-generated maps; lab exercises.

prereq: GTECH 71000 or equivalent

Hours 75 hrs including conference (1 lecture 4 labs weekly),

Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 73100 - Computer Programming for Geographic Applications

Object-oriented programming methods specific to geographic and cartographic applications; programming assignments; graphics. A programming language helpful but not required.

prereq: GTECH 71000 or equivalent

Hours 90 hrs including conference (2 lectures, 4 labs weekly),

Credits 4 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 73300 - GIS: Modeling and Problem Solving

Theory and applications of geographic information science (GIS). Data models and advanced spatial and temporal modeling techniques are discussed and implemented in an object-based paradigm.

prereq: GTECH 73100 or equivalent, and GTECH 73200 and permission of the graduate adviser

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 785XX - GIS Applications

Selected topics in GIS applications to human and physical geographic problems.

prereq: GTECH 71000 or equivalent and permission of the department

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Equivalent GIS applications courses offered through other Hunter departments such as Public Health, Sociology, or Urban Planning.

Minimum GPA Requirement

3.0 average or better on all core and elective courses. Additional elective courses may be added to this list or may be used as substitutes with the approval of the GIS Certificate adviser.

Application Deadline

For fall semester: July 1 (April 1 for international students)

For spring semester: January 1 (November 1 for international students)

Return to: Geography Department

Graduate Masters

Geography - MA

Return to: Geography Department

The Department of Geography offers a Master of Arts in Geography with a range of courses in human geography, physical geography, regional geography, and geographic techniques and methods. There are four broad concentration areas: environmental studies, geographic information science, places and cultures, and urban geography studies. The program accommodates students with a variety of professional backgrounds, and with academic training in social sciences, computer science, environmental science / engineering as well as traditional geography.

The program emphasizes geographic theory, skills, and analytical methodologies in social, physical, and environmental geography, as well as geographic information science. A limited number of research, teaching, and college assistantships are available. The MA degree can be completed through either a thesis or a non-thesis option. Full-time

students may be able to complete the M.A. within three semesters, but the average time for degree completion is three years. Many courses are offered in the evening to accommodate part-time and working students.

An MA in Geography from Hunter can lead to employment with local and national governments, international agencies, non-government organizations, corporations, consultants and information technology companies. The New York area is home to diverse urban communities, dynamic economies and cultures, government structures of all levels (from local to international), and corporate headquarters. Located on Manhattan's upper east side, Hunter College is close to these activities. Students who wish to continue graduate work at the PhD level will find themselves well prepared and equipped with the research and technical skills necessary for advanced research.

Admissions Requirements

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 average in the major, and (normally) the completion of at least 18 credit hours in geography. A lack of a background in geography will not impede admission, but the student is expected to gain basic knowledge of geography prior to graduation in consultation with the student's adviser. It is recommended that students enter the program with knowledge of basic 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.

If you have any questions about the information in this catalogue, please contact the Geography MA advisor (Prof. Allan Frei, afrei@hunter.cuny.edu)

Application Deadlines

For fall semester: April 1 (February 1 for international students) For spring semester: November 1 (September 1 for international students)

We encourage graduate application submissions by early deadlines of September 1 and February 1. This will help with allocation of scholarships and funding if these are available.

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 geography, nature/society, and regional geography, while **PGEOG** classes cover physical geography and environmental science. **GTECH** courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing, and cartography. 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 consisting of

(exclusive of GEOG 799)

GEOG 70100, 70200, 70154 (7 cr)

GEOG 70100 - Geographic Thought and Theory

Principal people and themes in American geography and its historical antecedents. Emphasis on change in geographical technology, philosophy, methods, and the nature of the discipline to the present day.

Hours 45 hrs including conference,

Credits 3 cr

fall only This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70154 - Geographic Research Design

Topics include conceptualization and operationalization of a research design with specific focus on data specification and data gathering techniques. Quantitative and qualitative methods are reviewed. A key product is the development of a detailed research proposal.

Hours 45 hrs including conference

Credits 3

spring only

GEOG 70200 - Research Topics in Geography

Introduction to central research themes in geography and the current research being undertaken by department faculty.

Hours 15 hrs including conference,

Credits 1 cr

fall only GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

A minimum of 11 additional credits

A minimum of 11 additional credits selected from GEOG, GTECH and PGEOG courses.*

A maximum of 12 credits

A maximum of 12 credits selected from other than GEOG, GTECH or PGEOG courses as approved by the graduate adviser. **

2. One credit of the following leading to a thesis approved by the student's graduate advisers

GEOG 79900 - Thesis Research in Geography

Open to students electing the thesis option only.

prereq: GEOG 701 and permission of the department

1-6cr may be repeated for credit but only one credit may be applied to satisfy degree requirements. Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

3. Formal approval of a study proposed for thesis research.***

4. A completed thesis.

5. A formal presentation of the student's thesis research.

B. Examination Option:

A minimum of 36 credits consisting of:

1. Geography (7 cr)

GEOG 70100 - Geographic Thought and Theory

Principal people and themes in American geography and its historical antecedents. Emphasis on change in geographical technology, philosophy, methods, and the nature of the discipline to the present day.

Hours 45 hrs including conference,

Credits 3 cr

fall only This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70200 - Research Topics in Geography

Introduction to central research themes in geography and the current research being undertaken by department faculty.

Hours 15 hrs including conference,

Credits 1 cr

fall only GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 70154 - Geographic Research Design

Topics include conceptualization and operationalization of a research design with specific focus on data specification and data gathering techniques. Quantitative and qualitative methods are reviewed. A key product is the development of a detailed research proposal.

Hours 45 hrs including conference

Credits 3

spring only

A minimum of 17 additional credits

A minimum of 17 additional credits selected from GEOG, GTECH, and PGEOG courses.*

3. A maximum of 12 credits

A maximum of 12 credits selected from other than GEOG, GTECH, and PGEOG courses as approved by the graduate adviser.**

4. A passing grade on the comprehensive examination

A passing grade on the comprehensive examination conducted by the student's graduate committee.

5. A research paper of publishable quality

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.

Additional Information

Students who are accepted into the program, who have already earned credits with a grade of B or higher as nonmatriculated students, may transfer only two (2) courses or eight (8) credits, whichever is greater, from nonmatriculated status to matriculated status. In exceptional situations, up to 12 credits earned as a nonmatriculated student may be transferred to matriculated status.

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.

Students who are accepted into the Geography MA program and register for courses may transfer up to a maximum of 9 credits of relevant graduate coursework from regionally accredited institutions, including courses taken at Hunter College while enrolled in another degree program, whether a master's degree was awarded or not. Transfer of credits is subject to review and approval by the Graduate Adviser. Applicants to this program should be aware that there is no promise of automatic transfer of credit on the graduate level. With the approval of the Graduate Adviser, students may include up to 9 credits of graduate-level courses taken outside the Department of Geography at Hunter College toward completion of their degree, including transferred courses and courses taken in other CUNY graduate programs. (Exception: students who have received their B.A. in Geography or Environmental Studies from Hunter College may, with the approval of the Graduate Adviser, include up to twelve credits taken outside the department.)

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

The School of Arts and Sciences allows four years to complete a MA degree. A petition to the Dean is required to exceed the limit. Most full-time students are able to complete the MA requirements in 4 semesters or fewer. To accommodate all students, many courses are offered during the evening.

Assistantships

A limited number of teaching and research assistantships are available from the department. Students seeking assistantships should state so in their statement of purpose included with the application. They should also indicate what skills and qualifications they have for research or teaching assistance.

Note(s)

** 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.*

**** Students must submit to their committee the proposal for thesis research no later than the end of the semester in which they finish their 20th credit in the program.*

Return to: Geography Department

Undergraduate Major/Graduate Masters

BA/MA in Environmental Studies and Adolescent Education.

The Geography Department together with the School of Education also offers a 5-year combined BA/MA Program in Environmental Studies and Adolescent Education. This program is designed for highly qualified Environmental Studies majors who, during the course of their sophomore year, decide to pursue a career in secondary school teaching. For more information please contact the Department of Geography.

Human Geography, Nature/Society and Regional Geography

GEOG 50100 - Principles of Geography

Introduction to human and physical geography.

prereq: graduate standing, member of the Teacher Education Program, and department permission

Hours 45 hrs including conference,

Credits 3 cr

Open to students who have never had a college level geography course. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 62100 - Geography of the United States

A regional analysis of the major features of the natural and cultural environment of the United States.

prereq: graduate standing, member of the Teacher Education Program, and department permission

Hours 45 hrs including conference,

Credits 3 cr

Not open to students who have had a similar college-level course. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 62151 - Geography of New York State

An analysis of the major features of the natural and cultural environment of New York State. Topics include sequence settlement, land use, economic and social interrelationships with the natural environment, and environmental problems.

prereq: graduate standing, member of the Teacher Education Program, and department permission

Hours 45 hrs including conference,

Credits 3 cr

Not open to students who have had a similar college-level course. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70100 - Geographic Thought and Theory

Principal people and themes in American geography and its historical antecedents. Emphasis on change in geographical technology, philosophy, methods, and the nature of the discipline to the present day.

Hours 45 hrs including conference,

Credits 3 cr

fall only This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70154 - Geographic Research Design

Topics include conceptualization and operationalization of a research design with specific focus on data specification and data gathering techniques. Quantitative and qualitative methods are reviewed. A key product is the development of a detailed research proposal.

Hours 45 hrs including conference

Credits 3

spring only

GEOG 70200 - Research Topics in Geography

Introduction to central research themes in geography and the current research being undertaken by department faculty.

Hours 15 hrs including conference,

Credits 1 cr

fall only GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 70500 - Cultural and Social Geography

Review of recent work in cultural and social geography; emphasis on literature, critiques.

prereq: GEOG 34700 and 34100 or permission of instructor

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70528 - Introduction to Environmental Ethics

Do animals have rights? Do ecosystems have interests? Are humans separate from the environment? How have the answers to these questions been shaped by scientific understanding and religious belief? How should they be? The development of environmental philosophies and ethics, and how they have interacted with controversial environmental issues, will be explored. Reading assignments include canonical and contemporary philosophers as well as environmentalists. In addition to theory, we will discuss the applications of these ideas in local to global environmental problems. The course will focus on ethical philosophies from the western world, but non-western philosophies might also be discussed.

prereq: none

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 70562 - Post-Socialist Geographies

For graduate students in geography, anthropology, economics, sociology, environmental psychology and other related fields. This course examines major political, economic, and social theories that aim to explain the current transformations in post-socialist countries. The neo-liberal theories and policies of transition to capitalism and their consequences are critically examined. The devastating effects of capitalism uncontrolled by democratic governments and labor are discussed.

prereq: GEOG278 or permission of the instructor

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 70592 - Ethnic Geography of Hawaii

Lecture and field examination of historical and contemporary ethnic geographies of Hawaii, particularly in relation to land tenure, land use, immigration, the sugar plantation economy, annexation, and statehood. Ethnic landscapes and ethnic economies of the Honolulu metropolitan area.

prereq: permission from the department

Credits 3

winter session Acceptance into Hunter College Study Abroad Program and fee for transportation, accommodations required.

GEOG 70600 - Latin Americanist Geography

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

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70800 - The Geographies of Urban Space

Critical geographic perspectives on urban development and internal urban space. Latest literature in urban political economy, feminist, and post-structuralist geography with a focus on class, gender and ethnicity in urban space.

prereq: graduate standing and GEOG70100 or GEOG 74300 or equivalent or permission of the instructor

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 70900 - 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.)

prereq: permission of the graduate adviser

Hours 45 hrs including conference

Credits 3 cr

Field courses may be offered during intersession periods. GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70957 - Geography of The New York Metropolitan Area

An historical and contemporary geography of the New York Metropolitan area structured around the New York State Social Studies Core Curriculum and the National Geography Standards. The course will address the relationship between the physical and social geographies of the five boroughs and the surrounding areas of the Hudson and Long Island; the impacts of significant historical and political events on the region's social and economic geography; and the impacts of changing transportation modes in the evolution of the region.

*Hours 45 hrs,
Credits 3 cr*

GEOG 70957 - Regional 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.

*Hours 45 hrs including conference,
Credits 3 cr*

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 71000 - Economic Geography

Interactions between people and the natural environment on economic, political and cultural endeavors. Formation of labor markets and their segmentation by class, gender, and ethnicity/ race. Change in production systems and economic globalization. Interconnections between economic systems across local, regional, national, and international scales.

*Hours 45 hrs including conference,
Credits 3 cr*

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 71156 - Coastal Zone Management

The increasing pressure on the coast is demonstrated with competing demand that leads to conflicts with respect to the carrying capacity of our most precious resource area. The course addresses critical issues related to environmental constraints, the carrying capacity of coastal areas and the need for coastal zone management.

*Hours 45 hrs including conference,
Credits 3 cr*

Course pending Senate approval. Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 71200 - Geography of Sustainable Development in Developing Countries

Analysis of factors that influence sustainable development, e.g., available resources, environment, population, food production, water supply in developing countries.

prereq: graduate standing and one course focusing on development of a developing region, or permission of instructor
Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 71300 - Rural Water Supply in Developing Regions

Quality, problems, management, and sustainability of rural water supply and sanitation in developing countries.

prereq: graduate standing and one course focusing on development of a developing area, or permission of instructor
Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 71500 - 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 transboundary air and water pollution.

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 74100 - Population Geography

Theoretical and empirical analyses of spatial distribution of population. Particular emphasis is on processes and impacts of migration, residential mobility, and immigration.

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 74200 - International Migration and Ethnicity

Asynchronous online seminar. 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.

Hours 45 hrs including conference,

Credits 3 cr

GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the

middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 74300 - Urban Geographic Theory

Spatial analysis of contemporary and theoretical issues concerning the economic growth, transportation, land use, social segregation, and urban governance in metropolitan areas.

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GEOG 79100 - Independent Research in Geography

Intensive individual research in geography under supervision of a member of the graduate faculty.

prereq: permission of the instructor or the graduate adviser

Credits 1, 2 or 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. May be repeated for a maximum of 6 credits with permission of the graduate adviser.

GEOG 79200 - Independent Research in Geography

Intensive individual research in geography under supervision of a member of the graduate faculty.

prereq: permission of the instructor or the graduate adviser

Credits 1, 2 or 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. May be repeated for a maximum of 6 credits with permission of the graduate adviser.

GEOG 79300 - Independent Research in Geography

Intensive individual research in geography under supervision of a member of the graduate faculty.

prereq: permission of the instructor or the graduate adviser

Credits 1, 2 or 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. May be repeated for a maximum of 6 credits with permission of the graduate adviser.

GEOG 79900 - Thesis Research in Geography

Open to students electing the thesis option only.

prereq: GEOG 701 and permission of the department

1-6cr may be repeated for credit but only one credit may be applied to satisfy degree requirements. Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Geographic Methods and Techniques

GTECH 785xx - GIS Applications

Selected topics in GIS applications to human and physical geographic problems

prereq: GTECH 71000 or equivalent or permission of the department

Hours 3

Credits 3

GTECH 785xx - GIS Applications

Selected topics in GIS applications to human and physical geographic problems.

prereq: GTECH 71000 or permission of the department

Hours 45 including conference

Credits 3

GTECH 785XX - GIS Applications

Selected topics in GIS applications to human and physical geographic problems.

prereq: GTECH 71000 or equivalent and permission of the department

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 785XX - GIS Applications: Modeling the Urban Environment

Development of GIS data models for all thematic dimensions of the urban environment with an eye for interoperability.

prereq: GTECH 71000 or equivalent and permission of the department

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 70200 - Multivariate Statistics in Geography

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

prereq: Introductory Statistics or equivalent or permission of the instructor

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 70356 - Applied Statistics in Hydrology

This course is designed as an applied, group research project for graduate students. It will be given on an irregular basis, and will be a research project based on a current problem. The goal of the course is to write an article of publishable quality.

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. The prerequisites will vary depending on the problem being studied, but will usually include two courses: (1) either hydrology, climatology, or a similar course; and (2) multivariate statistics in geography, or a similar course.

GTECH 70400 - Seminar in Spatial Modeling

Development of advanced spatial models; indepth consideration of specific topics; statistical modeling, mathematical modeling, computer modeling, and simulation.

prereq: GTECH 70100 or equivalent or permission of the instructor

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 70452 - Introduction to Environmental Modeling

Introduction to the techniques and vocabulary of numerical modeling of environmental systems using differential equations. Focus on systems dynamics.

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 70500 - Spatial Data Analysis

Methods for analyzing environmental and social spatial data sets. Topics include point pattern analysis, spatial clustering methods, spatial autocorrelation, and kriging.

prereq: one course in statistics and permission of the instructor

Hours 60 hrs including conference (2 lectures, 2 labs),

Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 71000 - Introduction to GIS

Thorough introduction to geographic information systems with an emphasis on spatial data handling and project management.

Hours 60 hrs including conference (2 lectures, 2 labs),

Credits 3 cr

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 71100 - Earth from Above

Use and interpretation of air photos and satellite remote sensing images as applied to agriculture, forestry, urbanization, oceanography and atmosphere; lab exercises.

Hours 60 (2 lecture and 2 hour labs weekly),

Credits 3

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 71200 - Remote Sensing of Environment

Fundamental concepts of remote sensing of environment, satellite sensor systems and their applications, and basic concepts of image analysis.

prereq: GTECH 71100 or permission of the instructor

Hours 60 hours (2 lecture and 2 hour labs weekly),

Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 71300 - Digital Image Processing

Quantitative processing of digital imagery; enhancement, information extraction, classification; algorithms, registration, rectification; lab exercises.

prereq: GTECH 71200 multivariate stat, elem linear algebra

Hours 90 hrs including conference (2 lectures, 4 labs weekly),

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 71400 - Special Topics in Remote Sensing

Advanced work on topics in remote sensing; may be repeated for credit; lab work.

Hours 45 hrs-90 hrs including conference,

Credits '2-4 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. Prereq and lecture/lab mix to vary with topic.

GTECH 71500 - Seminar in Remote Sensing

Examination and discussion of current published research work in remote sensing. Topics to vary with instructor and student interest.

prereq: GTECH 712. GTECH 713 recommended

Hours 45 hrs including conference,

Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 72200 - Automated Cartography

Computer and other automated applications; theory and algorithms; production of computer-generated maps; lab exercises.

prereq: GTECH 71000 or equivalent

Hours 75 hrs including conference (1 lecture 4 labs weekly),

Credits 3 cr

GTECH courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 72300 - Seminar in Cartographic Research

Development of cartographic research methods by participation in research projects; reviews of current cartographic literature; library research techniques.

prereq: GTECH 721

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 73100 - Computer Programming for Geographic Applications

Object-oriented programming methods specific to geographic and cartographic applications; programming assignments; graphics. A programming language helpful but not required.

prereq: GTECH 71000 or equivalent

Hours 90 hrs including conference (2 lectures, 4 labs weekly),

Credits 4 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 73200 - Advanced GIS

Expansion of GTECH 71000 concentrating on advanced GIS functionality, data models, and algorithms.

prereq: GTECH 71000

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 73300 - GIS: Modeling and Problem Solving

Theory and applications of geographic information science (GIS). Data models and advanced spatial and temporal modeling techniques are discussed and implemented in an object-based paradigm.

prereq: GTECH 73100 or equivalent, and GTECH 73200 and permission of the graduate adviser

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 75100 - Field Techniques in Geography

Observation and analysis of the physical geography, biogeography and geomorphology of selected areas. Field geographic techniques such as data collection and recording, ground-truthing of remotely sensed images, and the use of maps, compasses and GPS to navigate. Additional fee for transportation, room and food allowance required.

prereq: GTECH 71000 or equivalent, any two additional GEOG, GEOL, PGEOG or GTECH courses, and permission of the instructor

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 78501 - Urban Applications of GIS

Discussion of data, methodology, and examples of using GIS to solve urban problems in economic, social, planning, and political settings. Students are expected to conduct small research projects addressing real world issues.

prereq: GTECH 71000 or equivalent and permission of the department

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

GTECH 78502 - GIS Applications in Social Geography

Data representation and analysis of socio-spatial processes and environmental problems. The course is oriented to problem solving and independent data analysis. Students will fulfill an independent GIS project from data collection and database design to analysis and interpretation of results.

prereq: GTECH 710 or equivalent or permission of the instructor

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

GTECH 79100 - Independent Research in Geographic Information Science

Intensive individual research in GIScience under the supervision of a member of the graduate faculty.

prereq: permission of the instructor or the graduate adviser

Credits 1

A maximum of 6 credits in GTECH 79100, 79200 and 79300 maybe taken with permission of the graduate adviser.

GTECH 79200 - Independent Research in Geographic Information Science

Intensive individual research in GIScience under the supervision of a member of the graduate faculty.
May be repeated for a maximum of 6 credits with permission of the graduate adviser.

prereq: permission of the instructor or the graduate adviser

Credits 2

A maximum of 6 credits in GTECH 79100, 79200 and 79300 maybe taken with permission of the graduate adviser.

GTECH 79300 - Independent Research in Geographic Information Science

Intensive individual research in GIScience under the supervision of a member of the graduate faculty.

prereq: permission of the instructor or the graduate adviser

Credits 3

A maximum of 6 credits in GTECH 79100, 79200 and 79300 maybe taken with permission of the graduate adviser.

Physical Geography

PGEOG 63000 - 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.

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 66000 - 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.

Hours 45 hrs, including conferences,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 70100 - Special Topics in Physical Geography

Examination of one physical geography topic such as hydrology, climatology, soils; lab exercises.

Hours 45 hrs-75 hrs including conference,

Credits '2-4 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70152 - Hydrology

Provides students an understanding of the hydrologic cycle - the most fundamental principle of hydrology and emphasizes an understanding of the complete hydrological cycle processes at global, regional and watershed scales.

prereq: PGEOG 130 or permission from the instructor

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70160 - Biogeography

This course provides an understanding of the geographic distribution and temporal variability of species, communities, and other organizing units over the face of the Earth and the biotic and abiotic factors and processes underlying these patterns and dynamics.

prereq: PGEOG 13000 or GEOG 10100 or BIO 10000/10200 or permission from the instructor

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70179 - Geology of NYC and Vicinity

Focus on the complexity of the geology of the New York Metro area and its vicinity. Using urban public transportation, walking, and hiking, students will directly observe natural exposures of the large variety of rock outcroppings in the area. Course consists of lectures, laboratory exercise, and geologic field trips. Recommended for students in the Teachers of Earth Science (7-12) MA program.

prereq: GEOL 10100 or an equivalent course in introductory geology

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70180 - Geology of New York State

Links fundamental knowledge about the earth materials and earth processes to the complex geology of New York State. Covers the latest information about the geologic ages of rock formations in New York State, plate tectonics, bedrock geology, including metamorphic, igneous, and sedimentary rocks, fossils, and ancient environments. The course consists of lecture, laboratory exercises, and field trips to the Catskill Mountains, Hudson Highlands, the Manhattan Prong, and Montauk Point. Recommended for students enrolled in the Teachers of Earth Science (7-12) MA program. There will be an additional charge for transportation.

prereq: GEOL 10100 or an equivalent course in introductory geology.

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70300 - Coastal Dynamics

Quantitative focus on the dynamic processes affecting the coast and the resulting varied geomorphology. In particular, this course will focus on waves, beaches, barrier island evolution, storm systems and coastal erosion, using the Atlantic coast of New York as a case study. Research and field work expected.

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70400 - Urban and Metropolitan Coasts

Physical and quantitative rationale for planning coastal constructions with emphasis on urban coasts. Lectures will focus on natural and anthropogenic influences on coastal environments, and problems facing seaside communities.

Hours 45 hrs including conference,

Credits 3 cr

spring only Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70563 - Earth Science Today

A survey of the primary topics included in an earth science curriculum (grades 7-12). Laboratory methodology and demonstration techniques used to convey information about the earth's lithosphere, hydrosphere and atmosphere, as well as its place in the solar system, will be introduced.

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 70564 - Introducing Earth Science at the Museum of Natural History

This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 70567 - Science of Rocks – Petrology

Composition, distribution, and origin of rocks, their scientific description and systematic classification with the focus on the rocks of the New York Metro area. Topics include rock microscopy; field observations of rocks and the relation to the principles of geology; interpretation of geologic maps; lithospheric rock cycle in the context of plate tectonics and earth evolution; and the geology of New York City and its relationship to urban issues. Recommended for earth science students and others interested in the study and uses of rock. There will be an additional charge for local transportation.

prereq: GEOL 10100 or an equivalent course in introductory geology.

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 70568 - Earth Materials Research

Collection, preparation, identification, and preservation of earth materials-rocks, minerals, and fossils using earth materials from the collection of the Department of Geography. Observations will be based on direct research, measurement, microscopy, and microchemistry. Trips to the American Museum of Natural History, Franklin and Sterling mines (NJ) and the St. Claire and Deer Lake fossil sites (PA) for specimen collection. Recommended for earth science students and others interested in the study of earth materials. There will be an additional charge for transportation.

prereq: GEOL 10100 or an equivalent course in introductory geology.

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 71000 - Introduction to GIS

This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 73200 - Global Climatic Change

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.

prereq: a course in atmospheric, geological or environmental science.

Hours 45 hrs including conference,

Credits 3 cr

spring only Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

PGEOG 79100 - Independent Research in Physical Geography

Intensive, individual research in physical geography under the supervision of a member of the graduate faculty.

prereq or coreq: GEOG 70100 and 70200, and permission of the instructor or the graduate adviser

Credits 1, 2 or 3

May be repeated for a maximum of 6 credits with the permission of the graduate adviser

PGEOG 79200 - Independent Research in Physical Geography

Intensive, individual research in physical geography under the supervision of a member of the graduate faculty.

prereq or coreq: GEOG 70100 and 70200 and permission of the instructor or graduate adviser

Credits 1, 2 or 3

May be repeated for a maximum of 6 credits with the permission of the graduate adviser

PGEOG 79300 - Independent Research in Physical Geography

Intensive, individual research in physical geography under the supervision of a member of the graduate faculty.

prereq or coreq: GEOG 70100 and 70200 and permission of the instructor or the graduate adviser

Credits 1, 2 or 3

May be repeated for a maximum of 6 credits with permission of the graduate adviser.

Geography: Courses offered if demand is sufficient

GEOG 70300 - Location Theory and Spatial Analysis

GEOG 70400 - Topics in Human Geography

This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70572 - GIS Law

GEOG 71100 - Environmental Conservation

GEOG 72100 - Transportation Geography

GEOG 77200 - Field Work in Peru

Credits 3 cr

GTECH 72100 - Advanced Cartography

Material Fee:\$ 15

PGEOG 70200 - Seminar in Physical Geography

PGEOG 70500 - Topics in Earth Science

Programs and Courses in History

History

About the Department

The department offers two graduate level programs in history. The first is a master's degree through a joint program with the School of Education. This degree prepares students for New York State certification, which will enable them to teach social studies at the adolescent level (grades 7 – 12). The second leads to an MA in History with a concentration selected by the student in consultation with the faculty. This degree serves as either a terminal degree or as preparation for historical study on the doctoral level, which students can undertake at other institutions.

Programs and Courses

Programs and Courses in History

Program for Teachers of Adolescent Education (Grades 7-12) — Social Studies Master of Arts

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

- Adolescent Social Studies - MA / Advanced Certificate

Administration and Faculty

Department Office:

1512 West
(212) 772-5480
email: history@hunter.cuny.edu
Website: <http://www.hunter.cuny.edu/history>

Chair:

Mary Roldán (acting)
1515 West
(212) 772-5488
mrol@hunter.cuny.edu

Graduate Adviser:

Jonathan Rosenberg
1519 West
(212) 772-5546
JRosen8637@aol.com

Education Adviser Social Studies

Terrie Epstein
1108 West
(212) 772-4675
tepstein@hunter.cuny.edu

Faculty

Angelo Angelis, Assistant Professor; PhD, CUNY; American colonial history, US Constitution

Richard Belsky, Associate Professor; PhD, Harvard; East Asian history, social and political history of Modern China

Manu Bhagavan, Associate Professor; PhD, Texas at Austin; modern South Asia, comparative colonialism and nationalism

Eduardo Contreras, Assistant Professor; PhD, Chicago: Twentieth-century US, US Latinos, urban politics, race and ethnicity, feminist/queer communities, liberalism and conservatism.

Devin Fergus, Assistant Professor; PhD Columbia: Twentieth-century US with emphasis on politics and society, race

Donna T. Haverty-Stacke, Associate Professor; PhD, Cornell; US labor history, urban history, cultural history

Thomas Head, Professor; PhD, Harvard; medieval history, history of pre-modern Christianity

Benjamin Hett, Professor; PhD, Harvard; German history, US legal history

Daniel Hurewitz, Assistant Professor; PhD, California at Los Angeles; Twentieth century US History; Queer History; politics of sexuality

Karen Kern, Associate Professor; PhD, Columbia; history of the Middle East, comparative imperialism and nationalism

Michael M. Luther, Associate Professor; PhD, Columbia; European history, history of Russia and Soviet Union, international relations, Soviet foreign policy, Russian intellectual history

Daniel Margocsy, Assistant Professor, PhD, Harvard: the scientific revolution, the Dutch Golden Age, material and visual culture

Bernadette McCauley, Associate Professor; PhD, Columbia; Twentieth-century US, immigration, ethnicity, health care, American Catholicism, history of medicine

Marta Petruszewicz, Professor; Laurea (dottorato), University of Bologna; modern European history, European economic history

Mary Roldán, Dorothy Epstein Professor of Latin American History and acting chair; PhD, Harvard; history of Latin America, history of Colombia

Jonathan Rosenberg, Associate Professor; PhD, Harvard; Twentieth-century US international history, civil rights

Robert M. Seltzer, Professor; PhD, Columbia; Jewish history, historiography, intellectual history

Laura Schor, Professor; PhD, Rochester; modern France, modern European Jewish History, European women's history

J. Michael Turner, Associate Professor; PhD, Boston; Nineteenth and Twentieth-century Latin American history, African history

Barbara Welter, Professor; PhD, Wisconsin; US History to Twentieth-century, American women, American religion

Graduate Masters

History - MA

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 Center. <http://web.gc.cuny.edu/History/>

Advanced doctoral seminars and university colloquia are offered at the CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016.

Requirements for Admission

General admission requirements to the graduate programs in the arts and sciences are observed. Eighteen undergraduate credits in History, a 3.0 average, and satisfactory GRE scores are required, as well as two letters of recommendation.

Requirements for the Degree

Each candidate must complete an approved program of study of at least 30 credits, including the thesis seminar, with a B average. Students will be strongly encouraged to take the following two courses: HIST 78000 - History Colloquium for First-Year MA Students and HIST 79000 - Research Methods for First-Year MA Students, a colloquium and a research methods course. Courses other than those in the Department of History at Hunter College may be credited toward the 30 credits with the approval of the graduate adviser, but they may in no case exceed 9 credits.

A reading knowledge of one foreign language is required, to be determined by a written examination offered twice per year. The choice of language must have the approval of the graduate adviser.

After completion of all other requirements, the candidate for the degree must present a satisfactory master's thesis prepared in conjunction with the thesis seminar (HIST 77900), approved by two faculty scholars in the appropriate field of history and the graduate adviser. Guidelines for the writing of the master's thesis are available from the graduate adviser online and in the History Department office.

American History

HIST 74151 - Era of American Revolution

The development of the English-American colonies from early settlement through 1763.

*Hours 3 including conference,
Credits 3*

HIST 74250 - Nineteenth-century United States: Early Republic

Economic, social, and political aspects of American history from 1789 to 1828.

Hours 45 hrs including conference,

Credits 3 cr

HIST 74400 - Twentieth-century United States

Study of reform movements and of political, economic, and social developments in U.S. in the 20th century.

Hours 3 including conference,

Credits 3

HIST 74500 - Twentieth-century United States: United States as a World Power

This course considers America's impact on the world in the twentieth-century and, at the same time looks at the way the world influenced life in twentieth-century America.

Hours 3 including conference,

Credits 3

HIST 75000 - History of the American Labor Movement

The history of the American labor movement from the late-nineteenth through the late-twentieth centuries, with a focus on the various ways American laborers organized themselves and struggled for control over their work and their daily lives.

Hours 3 including conference,

Credits 3

HIST 75500 - 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.

Hours 45 hrs including conference,

Credits 3 cr

HIST 75650 - U.S. Constitutional History

The development of American constitutionalism from its English origins to the implementation of the U.S. Constitution

Hours 3

Credits 3

HIST 77207 - Race and Racism in U.S. History

Examines the centrality of racial politics and racism in U.S. history. Considers the social experiences produced by racialization and various political movements for racial equality.

Hours 3 including conference

Credits 3

HIST 77409 - Gender and Sexuality in the U.S.

Examines recent work in the twentieth-century history of gender and sexuality in the United States.

Hours 3

Credits 3

HIST 77427 - United States Since 1865

Considers the history of the U.S. from 1865 to the Vietnam war. Focuses on political, social and international developments.

Hours 3 including conference

Credits 3

Asian History

HIST 76802 - East Asia: 1600 - Present

Coming of West to Asia and resulting processes of revolution and modernization after 1600 AD.

Hours 3 including conference

Credits 3

HIST 76804 - East Asia: Ancient Times to 1600

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Hours 3 including conference

Credits 3

HIST 76805 - China Since 1800

Internal and external challenges to China's traditional order; the collapse of the imperial system and the establishment of a republic; the warlord period; the war against Japan; the civil war between Communist and Nationalist forces; China since the rise of the Communist Party to state power in 1949.

Hours 3

Credits 3

HIST 77461 - Rise and Fall of Chinese Communism

Examines the intellectual, political and international context of the origin of the Chinese Communist Party, explores debates and factional struggles between party leaders and inquires into the challenges posed from without the party. Introduces contending explanations of the Communist Party's rise to state power and its shifting policies and ideological justifications since that time.

Hours 3

Credits 3

History Advanced Research

HIST 77800 - Individual Tutorial Research

Hours 45 hrs including conference,

Credits 3 cr

HIST 77900 - Thesis Seminar: Independent Research

Required of all candidates for MA in history.

Hours 45 hrs including conference,

Credits 3 cr

HIST 78000 - History Colloquium for First-Year MA Students

This team-taught course, which MA students will be strongly encouraged to take, is designed to help incoming students gain greater understanding of different geographic and thematic fields of historical study.

Hours 3

Credits 3

Fall semester discussion-based seminar; grading is Pass-Fail

HIST 79000 - Research Methods for First-Year MA Students

This course, which MA students will be strongly encouraged to take, is designed to help first-year students develop their skill as researchers and writers, as they prepare to begin working on their theses in the second year of the program.

Hours 3

Credits 3

Spring semester

History Internship

HIST 79800 - Internship

Fieldwork in organizations engaged in historical research.

prereq: perm grad adviser

Hours 45 hrs including conference,

Credits 3 cr

Jewish History

HIST 74000 - 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.

*Hours 45 hrs including conference,
Credits 3 cr*

HIST 74800 - American Jewish History

Jewish life, 17th century to present: immigration, distribution, community structure, leaders, cultural creativity, economic and social integration, minority/majority relations.

*Hours 3 including conference,
Credits 3*

Latin American History

HIST 76600 - Colloquium in Latin American History

*Hours 3 hrs
Credits 3 cr.*

HIST 77411 - Colonial Latin America

Provides an overview of the early political, economic, cultural and social history of Latin America (1400s – 1820s) from the immediate pre-Hispanic era until the wars of independence in the 1820s.

*Hours 3
Credits 3*

Middle Eastern History

HIST 76801 - Middle East, 1500 – Present

Introduces Middle East history from the sixteenth century, during the period of the time of the great Ottoman and Persian empires, to the present.

*Hours 3
Credits 3*

HIST 76804 - Middle East to 1800

Introduces the origins and development of the history and civilization of the Middle East since the advent of Islam in the Arabian peninsula until 1800.

Hours 3

Credits 3

HIST 77444 - Women and Gender in Islam

Examines, through translated works, the various roles that Muslim women have assumed, and the wide variety of their experiences since the beginning of Islam in the sixth century to the modern period.

Hours 3

Credits 3

Russian, Soviet and Eastern European History

HIST 72900 - 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.

Hours 3 including conference,

Credits 3

Global and Transnational History

HIST 77472 - Human Rights and the Non-Western World

Focuses on the idea of human rights as it has been understood and propagated in the non-Western world. The primary focus is on the twentieth century.

Hours 3

Credits 3

History: Courses offered only with sufficient student demand

HIST 71252 - Modern Intellectual History 18th – 20th Centuries

Hours 45 hrs including conference,

Credits 3 cr

HIST 72700 - History of African Americans in the United States

Hours 45 hrs including conference,

Credits 3 cr

HIST 74150 - Colonial America

HIST 74300 - History of Civil War and Reconstruction Era in United States

Hours 45 hrs including conference,

Credits 3 cr

HIST 74700 - Nineteenth-century American Reform Movements

*Hours 45 hrs including conference,
Credits 3 cr*

HIST 75400 - Contemporary Europe

*Hours 45 hrs including conference,
Credits 3 cr*

HIST 76803 - Gandhi

*Hours 3
Credits 3*

HIST 77301 - The Long Nineteenth Century: Comparative History

*Hours 3
Credits 3*

HIST 77302 - Making the Nation in Nineteenth-Century Europe

*Hours 3
Credits 3*

HIST 77303 - Britain's Long Century: 1688 – 1830

*Hours 3
Credits 3*

HIST 77412 - Topics and Themes: Debating the Rise of the West

*Hours 3
Credits 3*

HIST 77414 - Revolutionary England 1603-1714

*Hours 3
Credits 3*

HIST 77414 - Women in Modern Europe

Hours 3
Credits 3

HIST 77429 - Concepts in Jewish History

Hours 3
Credits 3

HIST 77434 - Reformation and Wars of Religion

Hours 3
Credits 3

HIST 77440 - Modern European History: Fact and Fiction

Hours 3
Credits 3

HIST 77450 - Hitler and National Socialism, 1919 - 1945

Hours 3
Credits 3

HIST 77453 - Biography and Autobiography in U.S. History

HIST 77457 - Immigration and Ethnicity in the United States

Hours 3
Credits 3

HIST 77462 - Women and Family in the United States

Hours 3
Credits 3

HIST 77471 - History of Judaism

Hours 3
Credits 3

HIST 77497 - Major Works and Themes in US History

Hours 3
Credits 3

Programs and Courses in Integrated Media Arts

Film and Media Studies

About the Department

With a world class faculty and up-to-date production facilities, Hunter College's Department of Film & Media Studies offers two undergraduate programs of study. One program leads toward a major in Film, combining film history and theory with film production. The other leads toward a major in Media Studies, combining critical media analysis with creative practice using a mix of contemporary media forms (video, print, digital graphics and the Internet).

The department's graduate degree, and MFA in Integrated Media Arts, focuses on politically and socially engaged creative work and the social role of media and technology. Our program educates multi-disciplinary media professionals, socially aware and competent in the diverse range media skills that are being brought together in a digital media environment.

Integrated Media Arts Programs and Courses

Integrated Media Arts - MFA

Administration and Faculty

Department Office:

433 North
(212) 772-4949
email: integrated.media.arts@hunter.cuny.edu

Chair:

Jay Roman
501B North
(212) 772-4270
drj5647@optonline.net

MFA Program Director:

Andrew Lund
402C North
(212) 772-4556
alund@hunter.cuny.edu

Website: <http://ima.hunter.cuny.edu>

Graduate Faculty

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

Stuart Ewen, Distinguished Professor; PhD, SUNY; Social and Cultural History, Visual Culture, Graphics

Michael Gitlin Assistant Professor; BA Indiana, MFA Bard, Film and Video Production

Tami Gold, Professor; BA, Friends World College; Documentary and Dramatic Video Production, Video Art

Steve Gorelick, Professor: PhD, CUNY; Media Studies, media and violence

William Herman, Assistant Professor; Ph.D, .Penn, Media Policy, Copyright & digital rights, Media and Culture

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

Martin Lucas, Lecturer; BFA, NYU; Film & Video Production, New Media, Digital Culture.

Andrew Lund, Associate Professor; MFA, JD Columbia; Directing, Screenwriting, Film and Video Production, Entertainment Law

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

Peter Parisi, Professor; PhD, Indiana; Literary Journalism, News Narrative, Criticism

Isabel Pinedo, Professor; PhD, CUNY; Media and the Public Sphere; Media and Society

Tim Portlock, Associate Professor; MFA University of Chicago; MFA University of Illinois at Chicago; Digital Imaging; Real Time Graphics; 3D Modeling

Bernard L. Stein, Professor; BA, Columbia; Journalism

Shanti Thakur, Assistant Professor: MFA Temple; Film Production, Film Theory and Aesthetics.

Ricardo Zuniga, Assistant Professor, MFA, Carnegie Mellon; Interactive Media Production, Digital Cultural Studies.

Programs and Courses in Mathematics and Statistics

Mathematics and Statistics

About the Department

The Department of Mathematics and Statistics offers a choice of master's programs. The MA in Pure Math is a 30-credit degree. The course work largely mirrors the first two years of a doctoral program in Mathematics. Achievement of the degree includes a comprehensive examination. In addition students must show reading competency in a foreign language.

The MA Program in Statistics and Applied Mathematics is intended for students interested in applications to business, science, engineering, industry, biology, and medicine, as well as teaching and research. This is a 30-credit degree. There are three tracks.

Statistics is Track I, Applied Mathematics is Track II, and Bioinformatics is Track III. Achievement of the degree requires a final project as well as working knowledge of two computer languages. The final projects provide the student with the opportunity to investigate a problem whose outcome is not previously known. Our faculty mentor the projects.

The department also has combined BA/MA programs in Mathematics or Statistics and Applied Mathematics. In addition, the department offers, jointly with the School of Education, an MA in Adolescent Mathematics Education Grades 7-12, and a combined BA/MA in Adolescent Mathematics Education. The MA in Mathematics Education 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 statistics and applied mathematics or the new Professional Certification Master's Program.

Programs and Courses in Mathematics and Statistics

Programs and Courses in Mathematics and Statistics

Program for Teachers of Adolescent Education (Grades 7-12) – Mathematics MA

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

- Adolescent Mathematics - MA / Advanced Certificate

Administration and Faculty

Department Office:

919 East
(212) 772-5300
Website: <http://math.hunter.cuny.edu>

Chair:

Robert Thompson
919 East
(212) 772-5300
robert.thompson@hunter.cuny.edu

Graduate Advisers:

John Loustau, Mathematics
913 East
(212) 772-4600
jloustau@msn.com

Edward Binkowski, Statistics
942 East
(212) 772-4715
edward.binkowski@hunter.cuny.edu

Patrick Burke, Mathematics Education

927 East

(212) 396-6043

pburke@hunter.cuny.edu

Faculty

Alberto Baider, Professor; PhD, MIT; Differential Algebra, Dynamical Systems

Ara Basmajian, Professor; PhD, SUNY Stony Brook; Hyperbolic Geometry, Discrete Groups

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

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

Patrick Burke, Lecturer; PhD, Columbia; Mathematics Education

Barry M. Cherkas, Professor; PhD, Georgetown; Partial Differential Equations, Collegiate Mathematics Education

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

Richard C. Churchill, Professor; PhD, Wisconsin; Differential Algebra, Dynamical Systems

Sandra P. Clarkson, Professor; EdD, Georgia; Mathematics and Statistics Education

Lucille Croom, Professor; PhD, Columbia; Mathematics Education

Scott Gentile, Lecturer; MA, Boston College; Mathematics Education

Thomas F. Jambois, Associate Professor; PhD, California (Berkeley); Riemann Surfaces, Algebraic Geometry

John Loustau, Professor; PhD, California (Santa Barbara); Non-associative Algebras, Computer Graphics

Ron Neath, Assistant Professor; PhD, Minnesota; Markov chain Monte Carlo, Bayesian statistical methods

Clayton Petsche, Assistant Professor; PhD, University of Texas at Austin; Theory of Numbers

Roger S. Pinkham, Visiting Professor; PhD, Harvard; Statistics, Probability, Numerical analysis, Analysis

Joseph Roitberg, Professor; PhD, NYU; Algebraic Topology

Michael Samra, Lecturer; M.Phil., CUNY; Mathematics

Verna Segarra, Lecturer; MA, City College; Mathematics Education

Brian Shay, Associate Professor; PhD, CUNY; Algebraic Topology, Reasoning Under Uncertainty (AI), Mathematics of Financial Economics

Lev Shneerson, Professor; PhD, Ural State University; Combinatorial Semigroup Theory

Dana Sylvan, Associate Professor; PhD, EPFL, Lausanne, Switzerland; Non-stationary Processes, Quantile Inference

Robert D. Thompson, Professor and Chair; PhD, Washington; Algebraic Topology

William H. Williams, Professor; PhD, Iowa State; Sampling Theory, Time Series, Econometrics

Mathematics Grades 7-12 Adolescent Education - BA/MA

Students interested in secondary school teaching may pursue a combined BA/MA program in teaching. This program requires a minimum of 141 credits.

Admission Requirements for the BA/MA in Teaching

1. Completion of at least 45 credits with a GPA of 2.8
2. Completion of at least 10 credits in mathematics, including a year of calculus (**MATH 150** and **155** or the equivalent), with an average of 2.7 in these major courses.
3. Admission to the School of Education

Degree Requirements for the BA/MA in Teaching

BA in Mathematics or Statistics

The 33 credits required for the BA in Mathematics **OR** the 32 credits required for the BA in Statistics, as described in the Undergraduate Catalog

Graduate Courses in Mathematics and Statistics

The following 15 graduate credits:

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

prereq: Calculus II and a course in linear or matrix algebra

Hours 45 hrs,

Credits 3 cr

Open only to Teacher Education Program students.

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

Hours 45

Credits 3

Open only to Teacher Education Program students.

STAT 61400 - Data Analysis Using Statistical Software

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.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

Comprehensive Examination in Mathematics

Also required is a comprehensive examination in mathematics. A student can take the comprehensive exam in mathematics twice; after that, a committee formed by the Mathematics/Statistics Chairperson and consisting of members from the Department of Mathematics and Statistics and the School of Education will decide if the student can take the exam a third and final time.

School of Education Courses

The student should consult the School of Education section of the graduate college catalog for the sequence of teacher education courses

Mathematics or Statistics and Applied Mathematics - BA/MA

The BA/MA program offers promising students the opportunity to complete both the bachelor's and master's degree requirements with a minimum of 120 credits. Requirements are the same as those for a major in the department, plus 30 credits at the graduate level. Interested students should contact the departmental graduate adviser for further information regarding eligibility and curriculum requirements.

Option 1: Accelerated BA/MA Program in Mathematics

Students complete the BA in pure mathematics with 30 additional credits at the graduate level in pure mathematics approved by the departmental graduate adviser.

Option 2: Accelerated BA/MA Program in Statistics and Applied Mathematics

Students complete the BA in statistics or mathematics with 30 additional credits at the graduate level in applied mathematics, statistics and computer science approved by the departmental graduate adviser.

Mathematics: Pure Mathematics - MA

Students in the MA program in Pure Mathematics want to investigate mathematics beyond the undergraduate level. Most have a bachelor's degree in math. But there are always several with an undergraduate degree in a related topic and a few students, whose undergraduate background is completely unrelated. In both of these cases the students filled out their math background prior to applying for admissions.

Students use this program for various purposes. Many use their added math background as part of a competitive application to a doctoral program. In-service teachers gain permanent certification via their MA. Others use their degree to seek employment or advancement to positions that require an advanced degree. Several seek positions as instructors at local area colleges. Others are in areas unrelated to education.

Admission Requirements for the MA in Pure Mathematics

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. The Department's requirements are flexible. They are intended to encourage students without a prior specialization in mathematics to pursue a degree in mathematics.

Degree Requirements for the MA in Pure Mathematics

Thirty credits (10 courses) from courses chosen as follows:

1. Algebra Requirement

MATH 72100 - Modern Algebra I

Group theory including symmetric groups, Sylow theorems, fundamental structure theorem for finite Abelian groups and the canonical forms for linear transformations.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3

Credits 3

Offered every other fall semester in even numbered years The group theory portion of a three-semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course is required for the MA in Pure Mathematics.

and at least one of

MATH 72200 - Modern Algebra II

Extension fields to the fundamental theorem of Galois Theory and solvability by radicals. Commutative rings to the Hilbert basis theorem and elements of algebraic varieties.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3

Credits 3

Offered every other fall semester in odd numbered years The ring and field theory portion of a three semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics.

or

MATH 72500 - Advanced Linear Algebra

Topics in advanced linear algebra and multilinear algebra.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3

Credits 3

Offered every spring semester

The linear algebra portion of a three-semester group of abstract algebra courses including MATH 72100, 72200, and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. It is intended for both Pure and Applied MA students. An undergraduate course in abstract algebra is preferred, but not required.

2. Analysis Requirement

MATH 74600 - Theory of Functions of a Real Variable I

Real numbers, Lebesgue measure, metric and L_p spaces, general measure and integration theory.

prereq: 1 year of advanced calculus

Hours 45

Credits 3

and at least one of

MATH 74200 - Analytic Functions

Theoretical treatment of the properties of a function of a complex variable including Cauchy's Theorem, the special functions, power series, and the Riemann Mapping theorem.

prereq: MATH 35300 or equivalent and departmental permission

Hours 3

Credits 3

Offered every other spring semester in even numbered years.

A stand-alone course in functions of a complex variable presented at a higher level than MATH 35300 or MATH 64200. The course is intended for both Pure and Applied Math students and optionally a required course for the MA in Pure Math. An undergraduate course in complex variables is preferred, but not required.

or

MATH 74700 - Theory of Functions of a Real Variable II

L_p spaces, Hilbert spaces, Banach spaces, the Hahn-Banach Theorem, the Riesz presentation theorem.

prereq: MATH 35200 or equivalent and departmental permission

Hours 3

Credits 3

Offered in alternate years during the summer session. The functional analysis portion of a three-semester group of analysis courses including MATH 74200, 74700, and 74700. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. This course is recommended to applied math students interest in theoretical foundation for numerical analysis.

3. Geometry and Topology Requirement

at least one of

MATH 75100 - General Topology

Topology of plane sets, continuous functions, separation axioms, compact and metric spaces.

prereq: advanced calculus or permission of Department

Hours 45

Credits 3

or

MATH 75000 - Calculus on Manifolds

The derivative as a linear map; the Riemann integral, including Fubini's Theorem and the Change of Variable formula; tensor and exterior algebras; differential forms and integrals thereof; Stokes' Theorem.

prereq: MATH 26000 and MATH 35200 or permission of the instructor.

4. Elective Course Requirement (15 credits)

Fifteen credits (5 courses) from MATH 70000 and/or STAT 70000-level courses approved by the graduate mathematics adviser are required. The department's course rotation schedule may make it necessary to substitute a limited number of courses at the MATH 60000 level with permission of the adviser.

5. Written comprehensive examination

Written comprehensive examinations are required in algebra and analysis (see 1 and 2 above) and in two additional areas to be chosen by the student with the adviser's approval. The comprehensive examinations must be completed in the student's final semester. Students who fail an examination may repeat the examination. If a student fails an examination twice, the department chair will appoint a committee to review the student's case. The student may be allowed to repeat the examination for a final time or may be required to leave the program.

6. Reading knowledge

Students must exhibit a reading knowledge of French, German, Russian or another language with a sufficiently rich mathematical literature.

Note

For further information on the MA in Pure Mathematics, please contact Professor John Loustau: jloustau@msn.com.

Statistics and Applied Mathematics - MA

Three program sequences are available for the MA in Statistics and Applied Mathematics, Track I: Statistics and Track II: Applied Mathematics, Track III: Bioinformatics.

- Statistics and Applied Mathematics - Track I: Statistics
- Statistics and Applied Mathematics - Track II: Applied Mathematics
- Statistics and Applied Mathematics Track III: Bioinformatics

Statistics and Applied Mathematics - Track I: Statistics

[Return to: Programs and Courses in Mathematics and Statistics](#)

Admission Requirements for Track I: Statistics

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. In addition, the department requires one semester of Linear Algebra (Math 260) and one semester of Multivariate Calculus (Math 250). The department's requirements are minimal. They are intended to encourage students without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics.

Degree Requirements for the MA Track in Statistics

Thirty credits (10 courses)* from courses chosen as follows:

Core Curriculum** (15 credits, 5 courses)

STAT 70100 - Advanced Probability Theory I

Non-measure theoretic probability. Combinatorics, random variables, distributions. Moment generation functions. Limit laws.

prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department

Hours 45

Credits 3

STAT 70200 - Advanced Probability Theory II

Continuation of STAT 70100. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

prereq: STAT 70100 or permission of the department

Hours 45 hrs,

Credits 3 cr

STAT 70300 - Mathematical Statistics

Bernoulli, binomial, Poisson and other discrete density functions. Continuous distributions: the normal, t, chi square and F distributions. Order Statistics. Point and interval estimation, maximum likelihood and Bayes' estimation. Testing hypotheses, the Neyman-Pearson lemma, likelihood ratio tests. An introduction to linear models and the design of laboratory experiments. The analysis of variance.

prereq: permission of the department

Hours 45

Credits 3

STAT 70600 - General Linear Models I

The multivariate linear model. Model building. Indicator variables. Variable screening. Residual analysis. Weighted regression. Correlated errors. Multi-collinearity. Polynomial regression. The principles of experimental design. The analysis of variance. Computer lab sessions.

prereq: STAT 70100 and 70300 or equivalent or permission of department

Hours 45 hrs,

Credits 3 cr

STAT 70700 - General Linear Models II

A review of multivariate linear model and maximum likelihood estimation. Nonlinear regression models. Logistic and Poisson regression models. Family of generalized linear models. Multidimensional tables. Odds ratio. Model selection and evaluation. Computer-based exploratory data analysis. Examples from the life sciences.

prereq: STAT 70600 or equivalent

Hours 45

Credits 3

Electives (12 credits, 4 courses)

Twelve 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. Electives must be approved by the Graduate Statistics and Applied Math Adviser.

Project (3 credits, 1 course)

The student, guided by a member of the faculty, prepares a project in statistics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement.

STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department

Hours 45

Credits 3

Note(s)

*For further information on the MA in Statistics, please contact Professor Edward Binkowski;
ed.binkowski@gmail.com*

**The 30 credits (10 courses) must be approved by an adviser and constitute a concentration.*

***Courses already taken as an undergraduate will satisfy specific course requirements but are not included in the 30 credit (10 course) total.*

Return to: Programs and Courses in Mathematics and Statistics

Statistics and Applied Mathematics - Track II: Applied Mathematics

Return to: Programs and Courses in Mathematics and Statistics

Most students in Track II do their project in differential equations. The context may be engineering or finance. The techniques may be from numerical analysis or statistics or a combination of these.

Admission Requirements - Track II: Applied Mathematics

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. In addition, the department requires one semester of Linear Algebra (Math 260) and one semester of Multivariate Calculus (Math 250). The department's requirements are minimal. They are intended to encourage students without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics.

Degree Requirements for the MA Track in Applied Mathematics

Thirty credits (10 courses)* from courses chosen as follows:

Core Curriculum (15 credits, 5 courses)**

MATH 60100 - Mathematical Methods for the Physical Sciences

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.

prereq: a course in ordinary differential equations

Hours 45 hrs,

Credits 3 cr

MATH 74600 - Theory of Functions of a Real Variable I

Real numbers, Lebesgue measure, metric and L_p spaces, general measure and integration theory.

prereq: 1 year of advanced calculus

Hours 45

Credits 3

STAT 70100 - Advanced Probability Theory I

Non-measure theoretic probability. Combinatorics, random variables, distributions. Moment generation functions. Limit laws.

prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department

Hours 45

Credits 3

STAT 70200 - Advanced Probability Theory II

Continuation of STAT 70100. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

prereq: STAT 70100 or permission of the department

Hours 45 hrs,

Credits 3 cr

STAT 70600 - General Linear Models I

The multivariate linear model. Model building. Indicator variables. Variable screening. Residual analysis. Weighted regression. Correlated errors. Multi-collinearity. Polynomial regression. The principles of experimental design. The analysis of variance. Computer lab sessions.

prereq: STAT 70100 and 70300 or equivalent or permission of department

Hours 45 hrs,

Credits 3 cr

Electives (12 credits, 4 courses)

Twelve 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. Electives must be approved by the Graduate Statistics and Applied Math Adviser.

Suggested electives are:

MATH 64200 - Introduction to Theory of Functions of a Complex Variable

Complex numbers, analytic functions, elementary functions, contour integrals, Cauchy integral theory, series.

prereq: a course in advanced calculus

Hours 45

Credits 3

MATH 68500 - Numerical Methods

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.

prereq: a course in ordinary differential equations

Hours 45

Credits 3

MATH 78500 - Advanced Numerical Analysis, Finite Differences and Collocation

Advanced topics in numerical analysis, Finite difference method, von Neumann stability, Lax equivalence. Polynomial interpolation, numerical integration and collocation method.

prereq: MATH 38500 and departmental permission

Hours 3

Credits 3

Offered alternate years during the summer session One of a two-semester group of courses presenting numerical analysis at the graduate level. This course is primarily for students in the applied math MA program.

MATH 65400 - Dynamical Systems and Chaos

Topics include: flows in one and two dimensions; phase portraits; limit cycles; bifurcations; iterated maps on the interval; introduction to chaos and fractals; the Mandelbrot set and its significance.

prereq: a course in multivariate calculus and a course in linear algebra

Hours 45

Credits 3

Familiarity with MAPLE or MATHEMATICA encouraged

MATH 74700 - Theory of Functions of a Real Variable II

L-p spaces, Hilbert spaces, Banach spaces, the Hahn-Banach Theorem, the Riesz presentation theorem.

prereq: MATH 35200 or equivalent and departmental permission

Hours 3

Credits 3

Offered in alternate years during the summer session. The functional analysis portion of a three-semester group of analysis courses including MATH 74200, 74700, and 74700. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. This course is recommended to applied math students interest in theoretical foundation for numerical analysis.

STAT 70300 - Mathematical Statistics

Bernoulli, binomial, Poisson and other discrete density functions. Continuous distributions: the normal, t, chi square and F distributions. Order Statistics. Point and interval estimation, maximum likelihood and Bayes' estimation. Testing hypotheses, the Neyman-Pearson lemma, likelihood ratio tests. An introduction to linear models and the design of laboratory experiments. The analysis of variance.

prereq: permission of the department

Hours 45

Credits 3

STAT 70700 - General Linear Models II

A review of multivariate linear model and maximum likelihood estimation. Nonlinear regression models. Logistic and Poisson regression models. Family of generalized linear models. Multidimensional tables. Odds ratio. Model selection and evaluation. Computer-based exploratory data analysis. Examples from the life sciences.

prereq: STAT 70600 or equivalent

Hours 45

Credits 3

STAT 71500 - Time Series Analysis

Introduction to univariate Box-Jenkins (difference equation) time-series modeling. Topics include ARIMA models; stationarity; forecasting; diagnostics; and seasonal modeling. Extensive use of process control and economic time series. Transfer function models.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

STAT 72200 - Theory of Games

Utility, zero-sum two-person games, minimax theorem or rectangular games. Relation to linear programming; applications to problems in economics and other fields.

prereq: a course in linear algebra and a course in probability

Hours 45

Credits 3

STAT 72600 - The Theory and Methods of Sampling

The techniques of modern sampling with applications to human population studies. Structured sampling designs. Unequal probability sampling. Efficient sampling. Accuracy, precision and the sources of bias. Longitudinal panel study design. The study of available Federal data bases relating to the health and welfare of US residents.

prereq: STAT 70100 or equivalent, or permission of the department

Hours 45

Credits 3

STAT 73900 - Bayesian Statistics

Conditional probability. Normal prior and likelihood. Conjugate and improper prior distributions. Bayesian statistical paradigm and inference using sample-based numerical methods (e.g., EM, MCMC). Markov chains and Hidden Markov Models. Computer lab sessions.

prereq: prereq: C or better in STAT 61400, or permission of instructor. Adequate preparation in calculus and matrix algebra is assumed. Familiarity with a computing environment is encouraged.

Hours 45

Credits 3

STAT 78600 - Visualization for Statistics and Applied Mathematics

The structure and purpose of visualization systems, including fully developed examples from statistics and applied mathematics. Final project using advanced analysis techniques required.

prereq: STAT 61400 or MATH 68500 or permission of the instructor

Hours 45

Credits 3

STAT 78700 - Statistical Models for Spatial Data

Spatial data and spatial models, intrinsic stationarity, large and small sample variation, the variogram, estimation of the variogram, prediction and kriging, spatial models on lattices, spatial point patterns.

prereq: STAT 70100 and STAT 70300 (theory); STAT 71600 or STAT 78600 (data analysis, programming); or permission of the instructor

Hours 45

Credits 3

Project

The student, guided by a member of the faculty, prepares a project in applied mathematics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement.

STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department

Hours 45

Credits 3

MATH 77700 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department

Hours 45

Credits 3

Note(s)

**The 30 credits (10 courses) must be approved by an adviser and constitute a concentration.*

***Courses already taken as an undergraduate will satisfy specific course requirements but are not included in the 30 credit (10 course) total.*

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Statistics and Applied Mathematics Track III: Bioinformatics

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Admission Requirements for Track III: Bioinformatics

The general college admission requirements must be satisfied. These include the Graduate Record Examination and two letters of recommendation. In addition, the department requires one semester of Linear Algebra (Math 260) and one semester of Multivariate Calculus (Math 250). The department's requirements are minimal. They are intended to encourage students without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics.

The Bioinformatics track allows students with career plans in the biomedical sciences and without a previous specialization in mathematics to pursue a degree in statistics and applied mathematics. In addition to the above departmental requirements for admission to the MA program in Statistics and Applied Mathematics, it is required that the student have an adequate undergraduate training in biological sciences, chemistry, or related fields, as well as strong computer programming skills. The following track requirements, or their equivalents, are the minimal requirements that the student must meet in order to enter the Bioinformatics track:

1. One semester of introductory biology (BIOL 100 or equivalent)
2. One year of general chemistry (CHEM 102-105 or equivalent)
3. One semester of organic chemistry (CHEM 222 or equivalent)
4. One semester of biological chemistry (BIOL 300 or equivalent)
5. Familiarity with UNIX and database programming (CSCI 132-232 or equivalent)

Degree Requirements for Track III: Bioinformatics

*Thirty credits (10 courses) chosen as follows:

Core Curriculum (15 credits, 5 courses)**

STAT 70100 - Advanced Probability Theory I

Non-measure theoretic probability. Combinatorics, random variables, distributions. Moment generation functions. Limit laws.

prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department

Hours 45

Credits 3

STAT 70300 - Mathematical Statistics

Bernoulli, binomial, Poisson and other discrete density functions. Continuous distributions: the normal, t, chi square and F distributions. Order Statistics. Point and interval estimation, maximum likelihood and Bayes' estimation. Testing hypotheses, the Neyman-Pearson lemma, likelihood ratio tests. An introduction to linear models and the design of laboratory experiments. The analysis of variance.

prereq: permission of the department

Hours 45

Credits 3

STAT 70600 - General Linear Models I

The multivariate linear model. Model building. Indicator variables. Variable screening. Residual analysis. Weighted regression. Correlated errors. Multi-collinearity. Polynomial regression. The principles of experimental design. The analysis of variance. Computer lab sessions.

prereq: STAT 70100 and 70300 or equivalent or permission of department

Hours 45 hrs,

Credits 3 cr

STAT 71600 - Data Analysis

Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics selected from: data summaries; transformations; the jackknife and re sampling schemes; robust estimation; and robust regression methods.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

This course is cross-listed with BIOS 75600

STAT 71700 - Multivariate Analysis

An introduction to multivariate methods. Topics selected from: factor analysis; discriminant analysis; clustering; multidimensional scaling; MANOVA; canonical correlation; and projection- pursuit.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course; familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

STAT 73900 - Bayesian Statistics

Conditional probability. Normal prior and likelihood. Conjugate and improper prior distributions. Bayesian statistical paradigm and inference using sample-based numerical methods (e.g., EM, MCMC). Markov chains and Hidden Markov Models. Computer lab sessions.

prereq: prereq: C or better in STAT 61400, or permission of instructor. Adequate preparation in calculus and matrix algebra is assumed. Familiarity with a computing environment is encouraged.

Hours 45

Credits 3

Electives (12 credits, 4 courses)

Four graduate courses in biology, chemistry, or related fields. These must constitute a cohesive curriculum in bioinformatics, and must be approved by the Graduate Bioinformatics Adviser.

Suggested electives in the natural sciences are:

ANTH 79000 - Biological Anthropology (Core Course)

An introduction to the biology and evolutionary history of humans, including evolutionary theory, genetics, morphology, primate behavior, sociobiology, and paleontology.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

ANTH 79300 - Human Evolutionary Genetics

Analysis of distribution of contemporary human populations and microevolutionary processes that underlie human variability.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,

Credits 4 cr

fall only

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr

fall only

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,

Credits 4 cr

Spring only

BIOL 79049 - Computational Molecular Biology

An introduction to bioinformatics theories and practices. Topics include database searching, sequence alignment, molecular phylogenetics, structure predication, and microarray analysis. The course is held in a UNIX-based instructional lab specifically configured for bioinformatics applications. Each session consists of instruction on bioinformatics theories and hands-on exercises.

This course is designed for upper-level undergraduates and graduate students. Prior experiences in the UNIX Operating System and at least one programming language are required.

prereq: CSCL132 (Practical Unix and Perl Programming) and BIOL 300 (Biochemistry), or permission by the instructor.

spring only

CHEM 69803 - Chemical Genomics

The advent of high-throughput technologies and powerful computational tools is transforming the manner new drugs are developed. This course (bioinformatics) is designed to introduce students to two emerging areas of drug development, namely (1) computer-assisted drug design and (2) personalized medicine. Computer-assisted drug design is an approach to design drugs based on three dimensional structures of macromolecules. Personalized medicine, on the other hand, aims at tailoring patient treatments based on individual genetic information (biomarkers). In this course, students will be first equipped with fundamental theoretical and experimental concepts related to these topics. Then, they will learn how to acquire new knowledge in these exciting fields of drug development through critical analysis of literature.

Hours 3

Credits 3

Project (3 credits, 1 course)

The student, guided by a member of the faculty, prepares a project in bioinformatics. The student presents the results to faculty and students in a seminar during the student's final semester. This replaces the comprehensive examination requirement.

The student must exhibit a working knowledge of two useful computer languages or data analysis packages. This replaces the foreign language requirement.

STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department

Hours 45

Credits 3

Notes

For further information on the MA in Bioinformatics, please contact Professor Ronald Neath:rneath@hunter.cuny.edu.

*The 30 credits (10 courses) must be approved by an advisor and constitute a concentration.

***Courses already taken as an undergraduate will satisfy specific course requirements but are not included in the 30 credit (10 course) total.*

Mathematics

MATH 60100 - Mathematical Methods for the Physical Sciences

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.

prereq: a course in ordinary differential equations

Hours 45 hrs,

Credits 3 cr

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

prereq: Calculus II and a course in linear or matrix algebra

Hours 45 hrs,

Credits 3 cr

Open only to Teacher Education Program students.

MATH 62100 - Introduction to Abstract Algebra

Introduction to the theory of groups and rings.

prereq: a course in linear algebra

Hours 45 hrs,

Credits 3 cr

MATH 62200 - Further Topics in Advanced Abstract Algebra

Elements of Galois theory, construction with ruler and compass, advanced topics in ring theory and linear algebra.

prereq: a course in introductory abstract algebra

Hours 45 hrs,

Credits 3 cr

MATH 62300 - Theory of Numbers

Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.

prereq: a course in linear algebra

Hours 45 hrs,

Credits 3 cr

MATH 62800 - Number Systems

Postulational construction of the positive integers. Development of the rational integers, the rational numbers, the real numbers, the complex numbers, together with binary operations and order relations. Topics from hypercomplex number systems or the theory of transfinite numbers.

Hours 45

Credits 3

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

Hours 45

Credits 3

Open only to Teacher Education Program students.

MATH 63300 - Axiomatic Geometry

The development of geometry from the point of view of axiom systems. The course includes axiomatic systems for Euclidean geometry from the classical period to the Hilbert axioms of the early 20th century, and the development of non-Euclidean hyperbolic geometry.

prereq: MATH 63000

Hours 3

Credits 3

MATH 63400 - Geometries I

Topics in affine and projective geometry and/or topics in differential geometry.

prereq: a course in linear algebra

Hours 45

Credits 3

MATH 63500 - Problem Solving Explorations in Mathematics

A study of the heuristics of problem solving through intensive work with non-routine problems chosen from many areas of mathematics.

Hours 3

Credits 3

MATH 64000 - 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.

prereq: MATH 63000

Hours 45

Credits 3

Open only to Teacher Education Program students

MATH 64100 - Mathematical Analysis I

Mature consideration of theory and processes of calculus, including the Heine-Borel and Bolzano-Weierstrass Theorems.

prereq: MATH 26000 and either MATH 25400 or 25500

Hours 45 hrs,

Credits 3 cr

MATH 64200 - Introduction to Theory of Functions of a Complex Variable

Complex numbers, analytic functions, elementary functions, contour integrals, Cauchy integral theory, series.

prereq: a course in advanced calculus

Hours 45

Credits 3

MATH 64500 - Mathematical Analysis II

Continuation of MATH 64100 with an emphasis on functions of several variables.

prereq: MATH 64100

Hours 45

Credits 3

MATH 65400 - Dynamical Systems and Chaos

Topics include: flows in one and two dimensions; phase portraits; limit cycles; bifurcations; iterated maps on the interval; introduction to chaos and fractals; the Mandelbrot set and its significance.

prereq: a course in multivariate calculus and a course in linear algebra

Hours 45

Credits 3

Familiarity with MAPLE or MATHEMATICA encouraged

MATH 66100 - 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.

Hours 45

Credits 3

MATH 67100 - Fundamental Concepts of Modern Mathematics

An axiomatic approach to theory of sets; axiom of choice, Zorn's Lemma, transfinite arithmetic.

prereq: any 2 courses chosen from linear algebra, modern algebra, or advanced calculus I and II

Hours 45

Credits 3

MATH 67200 - Mathematical Logic

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.

prereq: a course in linear algebra or permission of instructor

Hours 45

Credits 3

MATH 68500 - Numerical Methods

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.

prereq: a course in ordinary differential equations

Hours 45

Credits 3

MATH 69000 - Advanced Topics in Mathematics for Teachers

Topics to be studied in any given term will be announced prior to registration.

prereq: MATH 62000 or 63000; additional prereqs vary with specific topics and will be announced at time of course offering

Hours 45

Credits 3

May be repeated as topics vary, but not more than twice.

MATH 72100 - Modern Algebra I

Group theory including symmetric groups, Sylow theorems, fundamental structure theorem for finite Abelian groups and the canonical forms for linear transformations.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3

Credits 3

Offered every other fall semester in even numbered years The group theory portion of a three-semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course is required for the MA in Pure Mathematics.

MATH 72200 - Modern Algebra II

Extension fields to the fundamental theorem of Galois Theory and solvability by radicals. Commutative rings to the Hilbert basis theorem and elements of algebraic varieties.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3

Credits 3

Offered every other fall semester in odd numbered years The ring and field theory portion of a three semester group of abstract algebra courses including MATH 72100, 72200 and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics.

MATH 72500 - Advanced Linear Algebra

Topics in advanced linear algebra and multilinear algebra.

prereq: MATH 31100 or equivalent and departmental permission

Hours 3

Credits 3

Offered every spring semester

The linear algebra portion of a three-semester group of abstract algebra courses including MATH 72100, 72200, and 72500. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. It is intended for both Pure and Applied MA students. An undergraduate course in abstract algebra is preferred, but not required.

MATH 74200 - Analytic Functions

Theoretical treatment of the properties of a function of a complex variable including Cauchy's Theorem, the special functions, power series, and the Riemann Mapping theorem.

prereq: MATH 35300 or equivalent and departmental permission

Hours 3

Credits 3

Offered every other spring semester in even numbered years.

A stand-alone course in functions of a complex variable presented at a higher level than MATH 35300 or MATH 64200. The course is intended for both Pure and Applied Math students and optionally a required course for the MA in Pure Math. An undergraduate course in complex variables is preferred, but not required.

MATH 74600 - Theory of Functions of a Real Variable I

Real numbers, Lebesgue measure, metric and L_p spaces, general measure and integration theory.

prereq: 1 year of advanced calculus

Hours 45

Credits 3

MATH 74700 - Theory of Functions of a Real Variable II

L_p spaces, Hilbert spaces, Banach spaces, the Hahn-Banach Theorem, the Riesz representation theorem.

prereq: MATH 35200 or equivalent and departmental permission

Hours 3

Credits 3

Offered in alternate years during the summer session. The functional analysis portion of a three-semester group of analysis courses including MATH 74200, 74700, and 74700. This course may be used to satisfy the course requirement for the MA in Pure Mathematics. This course is recommended to applied math students interest in theoretical foundation for numerical analysis.

MATH 75000 - Calculus on Manifolds

The derivative as a linear map; the Riemann integral, including Fubini's Theorem and the Change of Variable formula; tensor and exterior algebras; differential forms and integrals thereof; Stokes' Theorem.

prereq: MATH 26000 and MATH 35200 or permission of the instructor.

MATH 75100 - General Topology

Topology of plane sets, continuous functions, separation axioms, compact and metric spaces.

prereq: advanced calculus or permission of Department

Hours 45

Credits 3

MATH 75200 - Algebraic Topology

An introduction to algebraic topology including homotopy and the fundamental group of a space. Classification of spaces via their fundamental group. Applications to algebra and differential geometry.

prereq: MATH 35200 or equivalent and departmental permission

Hours 3

Credits 3

Offered alternate years during spring semester

MATH 77200 - Seminar

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department

Hours 45

Credits 3

MATH 77300 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department

Hours 45

Credits 1

MATH 77400 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department

Hours 45

Credits 1

MATH 77500 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department

Hours 45

Credits 2

MATH 77600 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department

Hours 45

Credits 2

MATH 77700 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department

Hours 45

Credits 3

MATH 77800 - Independent Study

Introduction to methods and literature of mathematical research at master's level.

prereq: permission of the department

Hours 45

Credits 3

MATH 78500 - Advanced Numerical Analysis, Finite Differences and Collocation

Advanced topics in numerical analysis, Finite difference method, von Neumann stability, Lax equivalence. Polynomial interpolation, numerical integration and collocation method.

prereq: MATH 38500 and departmental permission

Hours 3

Credits 3

Offered alternate years during the summer session One of a two-semester group of courses presenting numerical analysis at the graduate level. This course is primarily for students in the applied math MA program.

MATH 78700 - Advanced Numerical Analysis, Finite Elements

Finite element method, von Neumann stability, Lax equivalence. Polynomial interpolation, numerical integration and collocation method.

prereq: MATH 38500 or equivalent and departmental permission

Hours 3

Credits 3

Offered alternate years during the summer session

MATH 79500 - Advanced Topics in Mathematics

Topics to be studied in any given term will be announced prior to registration.

prereq: varies with specific topics and will be announced at the time of course offering

Hours 45

Credits 3

May be repeated as topics vary, but not more than twice.

Statistics

STAT 61200 - Discrete Probability

Hours 3

Credits 3

STAT 61400 - Data Analysis Using Statistical Software

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.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

STAT 70100 - Advanced Probability Theory I

Non-measure theoretic probability. Combinatorics, random variables, distributions. Moment generation functions. Limit laws.

prereq: a course in multivariate calculus (MATH 25000 or equivalent) or permission of department

Hours 45

Credits 3

STAT 70200 - Advanced Probability Theory II

Continuation of STAT 70100. Recurrent events, Markov chains, diffusion. Introduction to stochastic processes.

prereq: STAT 70100 or permission of the department

Hours 45 hrs,

Credits 3 cr

STAT 70300 - Mathematical Statistics

Bernoulli, binomial, Poisson and other discrete density functions. Continuous distributions: the normal, t, chi square and F distributions. Order Statistics. Point and interval estimation, maximum likelihood and Bayes' estimation. Testing hypotheses, the Neyman-Pearson lemma, likelihood ratio tests. An introduction to linear models and the design of laboratory experiments. The analysis of variance.

prereq: permission of the department

Hours 45

Credits 3

STAT 70600 - General Linear Models I

The multivariate linear model. Model building. Indicator variables. Variable screening. Residual analysis. Weighted regression. Correlated errors. Multi-collinearity. Polynomial regression. The principles of experimental design. The analysis of variance. Computer lab sessions.

prereq: STAT 70100 and 70300 or equivalent or permission of department

Hours 45 hrs,

Credits 3 cr

STAT 70700 - General Linear Models II

A review of multivariate linear model and maximum likelihood estimation. Nonlinear regression models. Logistic and Poisson regression models. Family of generalized linear models. Multidimensional tables. Odds ratio. Model selection and evaluation. Computer-based exploratory data analysis. Examples from the life sciences.

prereq: STAT 70600 or equivalent

Hours 45

Credits 3

STAT 71400 - Topics in Statistical Inference

Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics.

Hours 45

Credits 3

STAT 71500 - Time Series Analysis

Introduction to univariate Box-Jenkins (difference equation) time-series modeling. Topics include ARIMA models; stationarity; forecasting; diagnostics; and seasonal modeling. Extensive use of process control and economic time series. Transfer function models.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

STAT 71600 - Data Analysis

Probability-free alternatives to classical statistics, concentrating on graphical and robust methods. Topics selected from: data summaries; transformations; the jackknife and re sampling schemes; robust estimation; and robust regression methods.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

This course is cross-listed with BIOS 75600

STAT 71700 - Multivariate Analysis

An introduction to multivariate methods. Topics selected from: factor analysis; discriminant analysis; clustering; multidimensional scaling; MANOVA; canonical correlation; and projection- pursuit.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course; familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

STAT 71800 - Analysis of Variance

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-affects models; repeated measures; contrasts; multiple comparisons; and robust analogs.

prereq: C or better in STAT 61400, or an equivalent introductory statistics course; familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

This course is cross-listed with BIOS 75800

STAT 72200 - Theory of Games

Utility, zero-sum two-person games, minimax theorem or rectangular games. Relation to linear programming; applications to problems in economics and other fields.

prereq: a course in linear algebra and a course in probability

Hours 45

Credits 3

STAT 72400 - Topics in Applied Mathematics I

Selected topics. Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics.

prereq: permission of the department

Hours 45

Credits 3

STAT 72500 - Topics in Applied Mathematics II

Selected topics. Topics vary but may be selected from multivariate analysis, regression, experimental design, time series, biostatistics.

prereq: permission of the department

Hours 45

Credits 3

STAT 72600 - The Theory and Methods of Sampling

The techniques of modern sampling with applications to human population studies. Structured sampling designs. Unequal probability sampling. Efficient sampling. Accuracy, precision and the sources of bias. Longitudinal panel study design. The study of available Federal data bases relating to the health and welfare of US residents.

prereq: STAT 70100 or equivalent, or permission of the department

Hours 45

Credits 3

STAT 73900 - Bayesian Statistics

Conditional probability. Normal prior and likelihood. Conjugate and improper prior distributions. Bayesian statistical paradigm and inference using sample-based numerical methods (e.g., EM, MCMC). Markov chains and Hidden Markov Models. Computer lab sessions.

prereq: prereq: C or better in STAT 61400, or permission of instructor. Adequate preparation in calculus and matrix algebra is assumed. Familiarity with a computing environment is encouraged.

Hours 45

Credits 3

STAT 75000 - Applied Biostatistics I

A first course in biostatistics for public health research. Topics include: simple and multiple linear regression; one-way and two-way analysis of variance; nonparametric tests. Focus on practical applications, utilizing statistical software.

prereq: C or better in STAT 21300 or an equivalent introductory statistics course. Not open to students who have taken STAT 21400 or STAT 61400. The prerequisites are also satisfied with the combination of PH 70000 and PH 70300.

STAT 75100 - Applied Biostatistics II

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.

prereq: STAT 75000 or BIOS 75000 or an equivalent biostatistics course.

Hours 45

Credits 3

STAT 75200 - Analysis of Categorical Data

An introduction to statistical models for analyzing categorical data, with emphasis on examples from the health sciences. Topics include: contingency tables and corresponding tests such as chi-square, CMH and trend test, count data, logistic regression, and log-linear models.

Cross-listed BIOS 75200 Analysis of Categorical Data

prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.

Hours 45

Credits 3

STAT 75300 - Analysis of Longitudinal Data

An introduction to statistical models and methods for analyzing longitudinal data in public health. Topics include: longitudinal designs and cohort sampling, general linear models for longitudinal data, marginal and random effects models, time-dependent covariates, missing values.

Cross-listed BIOS 75300

prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.

Hours 45

Credits 3

STAT 75400 - Design and Analysis of Complex Surveys

An introduction to statistical issues in the design and analysis of complex surveys, with a particular emphasis on public health research. Topics include: basic sampling techniques, stratified and cluster sampling, non-sampling errors, and case studies.

prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.

Hours 45

Credits 3

STAT 75500 - Survival Analysis

An introduction to regression modeling used in the analysis of time-to-event data in epidemiological, biostatistical, and other health-related research. Topics include: survival functions, proportional-hazards, parametric and competing-risks models, missing data and case studies.

Cross-listed BIOS 75500

prereq: C or better in STAT 61400 or STAT 75000 or BIOS 75000, or an equivalent statistics course.

Hours 45

Credits 3

STAT 76100 - Advanced Concepts in Financial Markets

Study of the essential techniques of pricing financial derivatives, including the Black-Scholes formula, binomial trees, and risk-neutral valuation methods. Discussion of trading strategies associated with the use of financial derivatives for different purposes such as hedging and speculation, and potential problems that can arise in the application of financial derivatives.

prereq: permission of the department

Hours 45

Credits 3

STAT 78600 - Visualization for Statistics and Applied Mathematics

The structure and purpose of visualization systems, including fully developed examples from statistics and applied mathematics. Final project using advanced analysis techniques required.

prereq: STAT 61400 or MATH 68500 or permission of the instructor

Hours 45

Credits 3

STAT 78700 - Statistical Models for Spatial Data

Spatial data and spatial models, intrinsic stationarity, large and small sample variation, the variogram, estimation of the variogram, prediction and kriging, spatial models on lattices, spatial point patterns.

prereq: STAT 70100 and STAT 70300 (theory); STAT 71600 or STAT 78600 (data analysis, programming); or permission of the instructor

Hours 45

Credits 3

STAT 79000 - Case Seminar

Students register for this course in the semester of their project presentation, but may attend throughout their tenure as graduate students. Designed to develop the student's ability to apply methods from statistics, probability or operations research to complex real problems.

prereq: permission of the department

Hours 45

Credits 3

STAT 79100 - Independent Study

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.

Credits 1 cr, 2 cr, or 3 cr

STAT 79200 - Independent Study

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.

Credits 1 cr, 2 cr, or 3 cr

STAT 79300 - Independent Study

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.

Credits 1 cr, 2 cr, or 3 cr

Mathematics and Statistics: Courses offered only if student demand is sufficient

MATH 74100 - Functional Analysis

Hours 45

Credits 3

STAT 63800 - Special Topics in Applied Statistics

Hours 45

Credits 3

Programs and Courses in Medical Laboratory Sciences

Medical Laboratory Sciences

Programs and Courses in Medical Laboratory Sciences

Certificate in Medical Laboratory Technology

Biomedical Laboratory Management-MS

Biomedical Laboratory Management-MS

The MS in Biomedical Laboratory Management (BLM) is a collaborative offering of the Medical Laboratory Sciences (MLS) program of Hunter College and the School of Professional Studies, CUNY (SPS/CUNY). The purpose of this degree is to provide a career ladder for laboratory staff. It will focus on the knowledge and skills needed for clinical technologists, research assistants and other technical professionals in biomedical laboratories to move into positions of leadership. This degree does not provide NYS clinical licensure. Full details can be found at <http://www.hunter.cuny.edu/mls/graduate/ms-in-biomedical-laboratory-management>.

HEGIS CODE 0499.00 NYSED 33447 (Articulating with CUNY School of Professional Studies Advanced Certificate in Management, **HEGIS 0506.00, NYSED 31789**)

Admission Requirements

See general graduate admission requirements for Hunter programs.

Additional Requirements:

- Bachelor's degree in clinical laboratory science, biology, chemistry or other related discipline with a GPA of at least 3.0 (on a 4.0 scale).
- Official score report of the Graduate Record Exam (GRE).
- At least one year of bench experience employed in a biomedical laboratory.
- Two references (one preferably from current place of employment) .

Curriculum

The required 30 credits are divided between Hunter College, offering science and biomedicine classes, and the School of Professional Studies, CUNY, offering business and management classes. The MS degree will be granted by Hunter College following transfer of courses making up the Advanced Certificate in Management from SPS/CUNY.

Required courses from Hunter College are:

- Concepts of Disease: Diagnostic Strategies (MLS 70000)
- Emerging Laboratory Technologies (MLS 70100)
- Topics: Biohazards and Emergency Response (MLS 40066/EOHS 77025)
- Management Practicum (MLS 71000)
- Risk Management for the Biomedical Laboratory (TBA)

Courses from Hunter that may be used to fulfill the 6 credit elective requirement are:

- Graduate Independent study (TBA)
- Principles of Epidemiology (PH 75300)
- Introduction to Biostatistics (PH 75000)

The SPS certificate requires 9 credits (the required courses are shown below).

- Financial Management (MGT 681)
- Organizational Behavior (ORG 680)
- Human Resource Management (MGT 680)

In addition, the following courses from SPS may be used to fulfill the 6 credit elective requirement:

- Health Care Administration (HCA 600)
- Evaluation of Healthcare Policy (HCA 603)
- Labor-Management Relations (LABR 603)

Medical Laboratory Technology: Post-Baccalaureate Certificate

The Post-baccalaureate Certificate in Medical Technology 15-credit course of study was developed within the Medical Laboratory Sciences (MLS) program to help meet the increasing demand for qualified, licensed medical technologists. It provides an opportunity for students with degrees in chemistry, biology, or the physical sciences to meet licensing standards without having to acquire a second baccalaureate degree. An accelerated path, this certificate can be completed in as little as 13 months, and, if followed by successful completion of the licensure examination, allows immediate entry to the profession. For more information go to: <http://www.hunter.cuny.edu/mls/graduate/advanced-certificate-in-medical-technology>.

Admission Requirements

- A baccalaureate degree in the biological, chemical, or physical sciences.
- Completion of certain pre-requisite courses: general biology (or anatomy and physiology), general chemistry
- Achievement of a minimum GPA of 3.0 in the degree and the pre-requisite courses

Requirements for the Certificate

Students enrolled in the certificate program will be assigned for training to a clinical affiliate following successful completion of MLS 60000. The curriculum is as follows:

Required Courses

After the completion of MLS 60000, the practicum courses provide approximately 10 months of clinical training in 2-month rotations, consistent with the clinical structure of training sites.

MLS 60000 - Fundamental Concepts and Techniques in the Medical Laboratory

Function of the medical laboratory, data analysis and operation of basic laboratory equipment. Approximately 1-2 informal laboratory hours are required to practice the use of equipment. Mastery of additional content and an independent project are required of graduate students.

This course is cross-listed with MLS 30000.

prereq: BIOL 10000, 10200, CHEM 10200, 10300, 10400, 10500 or equiv. and admission to the post-baccalaureate certificate program in Medical Laboratory Technology

Hours 3 (2 lecture, 1 lab)

Credits 3

MLS 61000 - Clinical Practicum in Medical Laboratory Technology I

This course (and MLS 62000) comprise the 6 clinical practice areas (3 per course) needed to complete the post-baccalaureate certificate in Medical Laboratory Technology.

prereq: Admission to the Post-baccalaureate Certificate Program in Medical Laboratory Technology

Credits 6

MLS 62000 - Clinical Practicum in Medical Laboratory Technology II

This course (with MLS 61000) provides training in the 6 clinical practice areas (3 per course) needed to complete the post-baccalaureate certificate in Medical Laboratory Technology

prereq: Admission to the Post-baccalaureate Certificate Program in Medical Laboratory Technology

Credits 6

Contact

Robert Raffaniello, Ph.D

or Regina Linder, Ph.D.

Associate Professor and
Graduate Coordinator

Professor Emerita

Medical Laboratory Sciences

Medical Laboratory Sciences

rraffani@hunter.cuny.edu

rlinder@hunter.cuny.edu

(212) 481-7582

(212) 481-5114

Programs and Courses in Music

Music

About the Department

The Department of Music at Hunter College offers a variety of courses and degree programs catering to the needs of a diverse student body. Undergraduate degree programs include Bachelor of Arts with major in Music and Bachelor of

Music with concentration in performance. Graduate degree programs include Master of Arts with a variety of concentrations and Master of Arts in Teacher Education. Courses include topics in music performance, theory, history, ethnomusicology, and music education. Private lessons are available on all instruments and voice, either with Hunter faculty members or with expert teachers outside the College. There are approximately 150 undergraduate music majors and 80 graduate students in the department. In addition to academic courses and private lessons, the Music Department sponsors activities such as concerts, lectures, master classes, and social events.

Programs and Courses

- Music - MA
- Music Dual - BA/MA
- Music Teacher Education - BA/MA

Admission requirements and other information about the Music Education (Pre-K-12) MA program is available through the School of Education.

- Music Education: Pre-K-12 – MA

Administration and Faculty

Department Office:

416 North
(212) 772-5020
Website: <http://www.hunter.cuny.edu/~music/>

Chair:

Ruth DeFord
417 North
(212) 772-5020
music@hunter.cuny.edu

Director of Graduate Studies:

L. Poundie Burstein
400D North
(212) 772-5152
gradmus@hunter.cuny.edu

Director of Music Education Program:

Victor Bobetsky
400A North
(212) 650-3574
victor.bobetsky@hunter.cuny.edu

Educational Sequence Adviser:

Carla Asher
1000 West

(212) 772-4621
carla.asher@hunter.cuny.edu

Faculty

Reuben Blundell, Assistant Professor; DMA, Eastman School of Music; Performance

Victor Bobetsky, Associate Professor; DMA, University of Miami; Music Education

Richard Burke, Associate Professor; PhD, CUNY; Music History

Geoffrey Burlson, Associate Professor; DMA, Stony Brook; Performance

L. Poundie Burstein, Professor; PhD, CUNY; Music Theory

Michele Cabrini, Assistant Professor; PhD Princeton; Music History

Catherine Coppola, Lecturer; PhD, CUNY; Music History

Ruth DeFord, Professor and Department Chair; PhD, Harvard; Music History

Philip Ewell, Assistant Professor; PhD, Yale; Music Theory

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

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

Ryan Keberle, Lecturer; Artist Diploma, Juilliard; Jazz Studies

Shafer Mahoney, Associate Professor; PhD, Eastman School of Music; Composition

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

Mark Spicer, Associate Professor; PhD, Yale; Music Theory

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

Graduate Masters

Music - MA

Return to: Music Department

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 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 credits with a Hunter College faculty member or one of the instructors who serve as performance associates on the faculty (see <http://www.hunter.cuny.edu/music/grad-students/courseinfo/lessons> for details). Students may also study with an outside teacher of their choice, pending approval by the Music Department.

The Department of Music offers courses of study leading to the MA degree, with concentrations in composition, ethnomusicology, music history, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

Requirements for the Degree

The following programs are required for students concentrating in composition, ethnomusicology, music history, music theory, and performance. Modifications to these programs may be made in consultation with the graduate adviser.

Core courses required of all students:

MUS 70000 - Music Bibliography and Research Techniques

Study of sources and bibliographical methods as applied to musical material.

*Hours 45 hrs,
Credits 3 cr*

MUS 72400 - Advanced Studies in Music Theory 1

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

*prereq: 4 sem. of undergraduate music theory courses
Hours 45 hrs,
Credits 3 cr*

MUS 72500 - Advanced Studies in Music Theory 2

Analysis and theory of compositional styles from 1900 to the present.

*prereq: 4 sem. of undergraduate music theory courses
Hours 45
Credits 3*

-OR-

MUS 75300 - Transcription and Analysis in Ethnomusicology

Critical examination and application of contemporary techniques to selected examples from various cultures.

*Hours 45
Credits 3*

MUS 75100 - 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.

Hours 45

Credits 3

MUS 75200 - 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.

Hours 45

Credits 3

MUS 77500 - Seminar in Ethnomusicology 1

A history of the discipline; the development of theories and methods; selected problems.

Hours 45

Credits 3

-OR-

MUS 77600 - 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.

Hours 45

Credits 3

-OR-

MUS 77900 - 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.

Hours 45

Credits 3

Required courses for each concentration (may be modified with permission of the graduate adviser):

Composition: 9 cr

MUS 73100 - Composition 1

Fundamental musical materials and compositional techniques of the 20th century. Students will complete weekly compositional exercises, each emphasizing a specific technique.

Hours 45

Credits 3

MUS 73200 - 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.

Hours 45

Credits 3

MUS 79900 - Thesis in Composition

Individual study of composition under supervision.

Credits 3

Ethnomusicology: 9 cr

MUS 77600 - 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.

Hours 45

Credits 3

ANTH 70100 - Ethnology (Core Course)

Surveys history, methods, theory, and basic findings of cultural and social anthropology.

Hours 45 hrs, including conferences,

Credits 3 cr

All students must consult with the graduate adviser before registering for any course.

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3

Note(s)

MUS 75300 and MUS 77500 must be included in core.

History: 9 cr

MUS 76000 - Seminar in Music History

Problems in research and analysis in selected areas of music history.

*Hours 45 hrs,
Credits 3 cr
May be taken twice for credit.
Must be taken twice*

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3

Theory: 9 cr

MUS 74000 - Seminar in Music Theory and Analysis

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

*Hours 45
Credits 3
May be taken 3 times for credit.
Must be taken twice*

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3

Note

MUS 72500 must be included in core.

Performance: 9 cr

MUS 78100 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3

MUS 78200 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3 cr

MUS 78300 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3

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, 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.

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3

MUS 79900 - Thesis in Composition

Individual study of composition under supervision.

Credits 3

Undergraduate Major/Graduate Masters

Music Dual - BA/MA

Return to: Music Department

The department offers unusually gifted undergraduate students the opportunity to obtain a master's degree in four years with a minimum of 120 credits. Requirements are the same as those for the 42-credit BA, plus 30 credits at the graduate level. Matriculation is open only to those who are currently undergraduate students at Hunter College. Interested

students should consult with the undergraduate adviser to set up a curriculum appropriate to their individual backgrounds. In addition, the graduate adviser must be consulted about the MA requirements; see <http://www.hunter.cuny.edu/music/grad-students/admissions/ba-ma/?searchterm=ba/ma> for details.

Music Teacher Education - BA/MA

Return to: Music Department

Exceptionally qualified undergraduate students may obtain a master's degree in teacher education in 5-6 years with a minimum of 140 credits. Requirements are the same as those for the 42-credit BA plus those for the MA in teacher education (45 credits at the graduate level). Matriculation is open to undergraduates with at least 60 credits who have a cumulative grade point average of 2.8 or better and a major subject index of at least 3.0. Students must have completed at least 24 credits of course work in music, including at least two semesters of music history, four semesters of music theory, and two semesters of performance techniques. At least 12 credits, including at least 6 credits in music major courses, must have been taken at Hunter College. Students must have passed the music department's piano proficiency examination, and they must demonstrate reasonable mastery on an instrument (which may be a keyboard instrument) or voice. They must be admitted to the program by both the music department and the School of Education. They must maintain the grade point averages required for admission at all times in order to remain in the program; see

<http://www.hunter.cuny.edu/music/grad-students/admissions/ba-ma/?searchterm=ba/ma> for details.

Education: Music Education

MUSED 67700 - 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.

prereq or coreq: SEDF 70400

Hours 45 hrs plus 18 hrs of fieldwork

Credits 2

MUSED 67800 - 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.

prereq: MUSED 67700

prereq or coreq: SEDF 70500

Hours 45 hrs plus 18 hrs fieldwork,

Credits 2

Music

MUS 68100 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

*Hours 15 hrs,
Credits 1 cr*

MUS 68200 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

*Hours 15 hrs,
Credits 1 cr*

MUS 68300 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

*Hours 15 hrs,
Credits 1 cr*

MUS 68400 - Private Instruction in Instrument or Voice

For students not concentrating in performance.

*Hours 15 hrs,
Credits 1 cr*

MUS 70000 - Music Bibliography and Research Techniques

Study of sources and bibliographical methods as applied to musical material.

*Hours 45 hrs,
Credits 3 cr*

MUS 71000 - Hunter Symphony

Rehearsal and performance of orchestral works.

*prereq: audition and perm instr.
Hours 30 hrs,
Credits 1 cr
May be taken four times for credit.*

MUS 71100 - Hunter College Choir

Rehearsal and public performance of major choral Works.

Hours 30

Credits 1

May be taken four times for credit.

MUS 71300 - Chamber Music

Rehearsal and public performance of instrumental chamber works.

Hours 30 hrs,

Credits 1 cr

May be taken four times for credit.

MUS 71400 - Collegium Musicum

Study and public performance of chamber chorus works from the medieval, Renaissance, and Baroque periods.

prereq: audition and perm instr.

Hours 30

Credits 1

May be taken four times for credit.

MUS 71500 - Jazz Ensemble

Open to all instrumentalists by audition. Study and performance of popular forms of music, including dance, jazz and musical comedy. One public performance per semester.

Hours 30 hrs,

Credits 1 cr

May be taken four times for credit.

MUS 71600 - Jazz Vocal Workshop Ensemble

Open to all vocalists and rhythm section instrumentalists by audition. Jazz performance and improvisation. One public performance per semester.

Hours 30 hrs,

Credits 1 cr

May be taken four times for credit.

MUS 71700 - Piano Performance Class

Seminar in performance for advanced piano students. Study and performance of representative works of piano repertoire. Individual attention to problems of public performance.

Hours 30 hrs,

Credits 1 cr

May be taken four times for credit.

MUS 71800 - Vocal Performance Class

Course in seminar/workshop format concentrating on the literature for solo voice, both classical and popular (musical theater, jazz, gospel); but also including ensemble repertory from opera and musical theater. Singers are coached in performance technique and interpretation, while working with an accompanist to prepare the semester's repertoire.

Hours 30 hrs,

Credits 1 cr

May be taken four times for credit.

MUS 71900 - Special Topics in Music Performance

Number of works are studied, rehearsed, and performed. Topics to be announced.

Hours 30

Credits 1

May be taken four times for credit.

MUS 72000 - Opera Performance

Preparation and performance of a fully staged opera.

prereq: prereq. audition and graduate adviser's permission.

May be taken two times for credit.

MUS 72400 - Advanced Studies in Music Theory 1

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

prereq: 4 sem. of undergraduate music theory courses

Hours 45 hrs,

Credits 3 cr

MUS 72500 - Advanced Studies in Music Theory 2

Analysis and theory of compositional styles from 1900 to the present.

prereq: 4 sem. of undergraduate music theory courses

Hours 45

Credits 3

MUS 73100 - Composition 1

Fundamental musical materials and compositional techniques of the 20th century. Students will complete weekly compositional exercises, each emphasizing a specific technique.

Hours 45

Credits 3

MUS 73200 - 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.

Hours 45

Credits 3

MUS 73500 - Orchestration

Study of the capabilities of musical instruments; analysis of orchestration techniques; arranging compositions for various instrumental combinations.

prereq: 2 semesters of undergraduate music theory and permission of the instructor

Hours 45

Credits 3

MUS 73600 - Computer Music

Making music with computers using technologies such as MIDI sequencing, hardware synthesis, and digital audio. Promises and limitations of these tools.

prereq: permission of the instructor

Hours 45

Credits 3

MUS 73800 - Jazz Techniques and Arranging

Study of jazz harmony and rhythm, jazz composition, and jazz arranging and its application to commercial music.

prereq: permission of department

Hours 3

Credits 3

MUS 73900 - Jazz Improvisation

Study and performance of jazz improvisational techniques.

prereq: MUS 73800 or permission of department.

Hours 3

Credits 3

MUS 74000 - Seminar in Music Theory and Analysis

Speculative theory, aesthetics, and scientific dimensions of music; detailed analysis of works relevant to theoretical problems under investigation. Topics to be announced.

Hours 45

Credits 3

May be taken 3 times for credit.

MUS 74200 - Seminar in Style Criticism

Intensive study of a small number of closely related works of music. Topics to be announced.

Hours 45

Credits 3

May be taken twice for credit.

MUS 75100 - 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.

Hours 45

Credits 3

MUS 75200 - 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.

Hours 45

Credits 3

MUS 75300 - Transcription and Analysis in Ethnomusicology

Critical examination and application of contemporary techniques to selected examples from various cultures.

Hours 45

Credits 3

MUS 76000 - Seminar in Music History

Problems in research and analysis in selected areas of music history.

Hours 45 hrs,

Credits 3 cr

May be taken twice for credit.

MUS 77500 - Seminar in Ethnomusicology 1

A history of the discipline; the development of theories and methods; selected problems.

Hours 45

Credits 3

MUS 77600 - 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.

Hours 45

Credits 3

MUS 77700 - Seminar in Urban Ethnomusicology

Major concepts and areas of research in urban ethnomusicology. Application of ethnomusicological methods to individual field studies in New York City.

Hours 45

Credits 3

MUS 77800 - 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.

Hours 45

Credits 3

MUS 78100 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3

MUS 78200 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3 cr

MUS 78300 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3

MUS 78400 - Private Study in Instrument or Voice

For performance concentrators.

Credits 3

MUS 78500 - Private Lessons in Composition

Advanced individualized training in original music composition.

prereq: MUS 73100, 73200, and permission of the instructor

MUS 78900 - 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 79100 - Independent Study

Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

prereq: perm Graduate Faculty Committee, obtained by announced deadline during previous semester.

Hours 15 hrs,

Credits 1 cr

May be taken 4 times for credit. 8 cr maximum

MUS 79200 - Independent Study

Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

prereq: perm Graduate Faculty Committee, obtained by announced deadline during previous semester.

Hours 30 hrs,

Credits 2 cr

May be taken 4 times for credit. 8 cr maximum

MUS 79300 - Independent Study

Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

prereq: perm Graduate Faculty Committee, obtained by announced deadline during previous semester.

Hours 45 hrs,

Credits 3 cr

May be taken 4 times for credit. 8 cr maximum

MUS 79400 - Independent Study

Special projects in performance, music history, ethnomusicology, music theory, or composition under approved professional guidance.

prereq: perm Graduate Faculty Committee, obtained by announced deadline during previous semester.

Hours 60 hrs,

Credits 4 cr

May be taken 4 times for credit. 8 cr maximum

MUS 79800 - MA Thesis in Music (History, Theory or Ethnomusicology)

Individual research under supervision.

Credits 3

MUS 79900 - Thesis in Composition

Individual study of composition under supervision.

Credits 3

Music Courses for Music Education

MUS 61900 - Vocal Pedagogy

Fundamentals of teaching posture, breath control, and tonal production. Emphasis on physiological and acoustical nature of the voice. Vocalises and songs.

Hours 225 hrs,

Credits 1 cr

MUS 64100 - 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.

Hours 225

Credits 1

MUS 64300 - 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.

Hours 225

Credits 1

MUS 64500 - 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.

Hours 225

Credits 1

MUS 64700 - Percussion Skills

The teaching of fundamental techniques of playing percussion instruments: rudiments, stick control, coordination of hands and feet, syncopation, ensemble playing; acoustical principles of percussion; thorough review of percussion technique; basic pedagogical methods.

MUS 64900 - Piano Skills for Music Teachers

Introduction to piano skills including scales, chord progressions, keyboard harmony and sightreading. The activities and materials used will reflect the needs of music education students.

MUS 65100 - Conducting

The teaching of technique and proficiency in basic conducting skills including conducting patterns, baton technique, expressive gestures, score study, and philosophical and psychological approaches to ensemble management.

MUS 77900 - 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.

Hours 45

Credits 3

Programs and Courses in Nursing

Hunter-Bellevue School of Nursing

About the School

The Hunter-Bellevue School of Nursing offers accredited programs leading to the master of science degree, the MS as part of a dual degree and advanced certificates, and the Doctor of Nursing Practice (DNP) degree. Each program provides an advanced body of nursing knowledge that builds on the knowledge and competencies acquired through a baccalaureate education in nursing. Graduates are prepared to assume leadership positions and make significant contributions to the quality of health care through roles such as nurse practitioners, clinical nurse specialists, clinical nurse leaders, nursing administrators, advanced public health nurses, and nursing educators.

The MS degree can be earned in clinical specializations of community/public health nursing, adult health (medical-surgical nursing), primary care and psychiatric/mental health. Dual degrees are available in nursing administration (MS/MPA program with Baruch) and public health (MS /MPH in public health with the CUNY School of Public Health at Hunter. Graduates of these programs meet the educational requirement for certification by the American Nurses Credentialing Center.

The MS degree can be earned in nurse practitioner (NP) programs for gerontological/adult health nurse practitioner and psychiatric nurse practitioner. Graduates of these programs are eligible to apply for New York State Certification as NPs. They can also apply to specialty organizations for national certification after passing a national certification examination.

Each specialization provides the opportunity for interested students to complete a sub-specialization in the care of HIV/AIDS clients, integrative modalities, or nursing education.

The School of Nursing offers two post-master's certificate programs: nursing education and psychiatric nursing (nurse practitioner).

The School of Nursing has been approved to offer four post-BSN DNP programs; in the fall of 2011 the ANP/GNP DNP opened, with the Psych-Mental Health DNP, Community/PH DNP and the FNP DNP expected to open in the near future.

All students must have an annual physical examination and submit the necessary clearance forms including malpractice and health insurance in order to progress through the clinical courses. Some clinical placements might have additional requirements.

Please note: Hunter College, Lehman, and The College of Staten Island, City University of New York, offer a Doctor of Philosophy (PhD) in nursing through the Graduate Center. For information, please go to www.gc.cuny.edu/Academics-Research/Degree-Programs/Doctoral-Programs and access the link to the PhD in nursing site.

Nursing Laboratory

The Nursing Laboratory provides space for graduate and undergraduate students to learn and practice basic skills and more advanced nursing interventions in simulated outpatient and hospital settings using a mix of anatomical models, high-fidelity simulators and some paid, trained "patients." Use of the laboratory is built into most clinical courses; individual appointments for practice or special project work can be arranged.

Programs and Courses in Nursing

Programs and Courses in Nursing

Administration and Faculty

The Hunter-Bellevue School of Nursing

425 East 25th Street

New York, NY 10010

Website: <http://www.hunter.cuny.edu/nursing/>

Joan Hansen Grabe Dean:

Gail C. McCain

530W, Brookdale Campus

(212) 481-7596

Director of Graduate Program:

David Keepnews

506 HB West

(212) 481-5101

(212) 481-4427 fax

dkeepnew@hunter.cuny.edu

Community/Public Health Nursing, Community/Public Health Nursing/ Urban Public Health Coordinator:

Judith Aponte

411 HB West

(212) 481-7568

jap@hunter.cuny.edu

**Gerontological/Adult Nurse
Practitioner Coordinator:**

Kenya Beard

416 HB West
(212) 481-5164
kbeard@hunter.cuny.edu

**Psychiatric Nurse Practitioner/
Post Master's Certificate Coordinator:**

Kunsook Bernstein

524 HB West
(212) 481-4346
kbernst@hunter.cuny.edu

**Nursing Administration/Public
Administration Coordinator:**

Joan Arnold

412 HB West
(212) 481-5101
jar0004@hunter.cuny.edu

Advanced Certificate/Nursing Education Coordinator:

David Keepnews

506 HB West
(212) 481-5101
(212) 481-4427 fax
dkeepnew@hunter.cuny.edu

Adult Health/Med-Surg Coordinator:

Christine Cutugno

424 HB West
(212) 481-3512
ccutugno@hunter.cuny.edu

Clinical Nurse Leader

Vidette Todaro-Franceschi

513 HB West
(212) 481-4449

Doctor of Nursing Practice (DNP)

Steven Baumann

514 HB West
(212) 481-4457
sbaumann@hunter.cuny.edu

Nursing Laboratory Manager:

Anne Woodstock-Wallace
BC 225 HB West
(212) 481-5162
awoodsto@hunter.cuny.edu

Faculty

Judith Aponte, Associate Professor; AA NYC Technical College; BSN, MSN, Hunter; DNSc, School of Nursing, Columbia; Community/Public Health

Joan Arnold, Professor; BSN, Columbia; MA Nursing Ed, NYU; PhD, NYU; Community/Public Health

Steven L. Baumann, Professor; BSN, Molloy; MSN, Catholic; PhD, Adelphi; Geriatric and Psychiatric Mental Health Nurse Practitioner

Kenya Beard, Assistant Professor; BSN, Excelsior College; MSN, Stony Brook University; EdD, Dowling College; Adult Nurse Practitioner

Kunsook S. Bernstein, Associate Professor; BSN, Seoul National University; MA, NYU; PhD., Adelphi; PMHNP, Adelphi University; Psychiatric Mental Health Nurse Practitioner

Mark Canning, Instructor II; MSN, Univ. Med. & Den. NJ; Adult and Psychiatric Mental Health Nurse Practitioner

Christine Anne Ganzer, Assistant Professor; BS Nursing Syracuse U, MA NYU, MS Nursing SUNY Stony Brook, PhD U Arizona

Lori Smith Goshin, Assistant Professor; BA MSN U Texas Austin, PhD Columbia

Christine Cutugno, Assistant Professor; BSN, Cornell; MEd, Columbia; PhD, NYU; Adult Health

Joyce Griffin-Sobel, Professor; BSN, Lehman; MSN, Hunter; PhD, NYU; Adult Health (Oncology)

David Keepnews, Associate Professor; BSN, University of San Francisco; MS, Excelsior College; MS, University of California School of Public Health, JPhD, University of California Hastings College of the Law, PhD, Brandeis; Nursing Administration

Pamela Mahon, Associate Professor; BSN, Downstate (SUNY); MA Nursing/ PhD, NYU; Adult Health

Diana Mason, Rudin Professor of Nursing; BSN, West Virginia University; MSN, St. Louis University; PhD, NYU; Community/Public Health

Gail C. McCain, Professor and Dean; BA, Baldwin Wallace College; MA, Kent State University, MS (Nursing) SUNY Buffalo,; PhD, Case Western Reserve University; Neonatal/Child Health

Claudia Mitzeliotis, Instructor; AAS, Kingsborough CC; BS, Long Island University; MSN, Pace U; Hunter College, Post Masters Certificate PMHNP

Donna M. Nickitas, Professor; BSN, SUNY (Stony Brook); MA, NYU; RN, CNAA, BC; PhD, Adelphi; Nursing Administration

Anita Nirenberg, W.R. Hearst Professor; BSN, Skidmore College; MS, Columbia; DNSC, Columbia; Pediatric Nurse Practitioner, Advanced Oncology Certified Nurse Practitioner

Kathleen A. Nokes, Professor; BSN, Hunter; MA, Teachers College, Columbia; PhD, NYU; Community Health Nursing (HIV/AIDS)

Alexandra Plavskin, Lecturer; BA, BSN University of Rochester; MSN Columbia; Adult Nurse Practitioner

Carol F. Roye, Professor; BA, NYU; MEd, Oklahoma; MS, Pace; MS, Columbia; EdD, Teachers College, Columbia; Pediatric Nurse Practitioner (Adolescent Health)

Joseph Saladino, Lecturer; BA, Queens College, CUNY; AAS Nursing, Pace ; MSN/N.P.P., SUNY (Stony Brook); Psychiatric Mental Health Nurse Practitioner

Lorraine Sanders, Associate Professor; BS, Regents College; MS, SUNY (Stony Brook); Midwifery Certificate, SUNY (Downstate); Post Masters Certificate, SUNY (Stony Brook); DNS, Columbia; Certified Nurse Midwife, Family Nurse Practitioner

Leighsa Sharoff, Associate Professor; BSN, Adelphi; MSN, Hunter; EdD, Columbia; Psychiatric Mental Health

Donald Smith, Assistant Professor; BSN, Indiana University of Pennsylvania; MA, PhD, NYU; Adult Health (Critical Care)

Vidette Todaro-Franceschi, Associate Professor; BS, CSI; MS, Hunter; PhD, NYU; Adult Health (End-of-Life Care)

Terri Yannaco, Assistant Professor; AAS Helene Fuld School of Registered Nurses, BS, Mercy College, EdD Columbia; Adult Health, Certified Clinical Nurse Leader

Doctor of Nursing Practice (DNP)

The program leading to the Doctor of Nursing Practice (DNP) at Hunter College is part of a national trend to require that all advanced practice nurses be educated at the doctoral level and that this education be clinical rather than research in focus. According to the leading nursing organizations, the DNP is designed to address the problems and shortfalls in the current health care system, in particular questions about the quality of health care, the lack of primary care providers, and cost. This DNP program is designed to complement the Doctor of Nursing Science (DNS) degree by preparing primary care clinicians who are well prepared to translate basic science to the bedside or community. The DNP program at Hunter College consists of four tracks: the Family Nurse Practitioner (FNP) DNP, the Adult/Gerontological (ANP/GNP) DNP, the Psychiatric-Mental Health (PMH) DNP, and the Public Health (PH) DNP. The Master's of Nursing Science advanced practice programs remain open, and the DNP program utilizes many of the same graduate nursing courses. The DNP program is designed as a post-baccalaureate program that requires 90 graduate credits and 1000 hours of clinical practice. This program meets all the requirements of the New York State Department of Education and of the leading nursing organizations for a doctorally prepared advanced practice nurse.

Admission Requirements

Applicants must meet the general university requirements for doctoral study stated in the Graduate Center Catalog as well as the following additional requirements:

- Current RN licensure in New York State
- Satisfactory score on the Graduate Record Exam (at or above 1200 on Math and English combined)
- Bachelor's degree in nursing from an accredited program
- Superior academic record (GPA of 3.5 or above in both the major and the cumulative GPA)
- Completion of an undergraduate statistics course

- Completion of a discrete undergraduate nursing research course

Curriculum

The curriculum consists of a total 90 credits and 1000 clinical hours at the post-baccalaureate nursing degree level.

Core Courses Completed by All DNP Students

The courses listed below are completed by all DNP students for a total of 48 credits in nursing science, economics and healthcare policy, and translational research and leadership.

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45

Credits 3

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies.

prereq: NURS 74900

Hours 45 hrs practicum,

Credits 3 cr

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400

Hours 45

Credits 3

NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000

Hours 45

Credits 3

NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200

Hours 45

Credits 3

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

Hours 45

Credits 3

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000

Hours 45

Credits 3

PH 75000 - Introduction to Biostatistics

This course is designed to enable students to analyze, present and interpret population health data.

prereq: Elementary statistics or calculus or equivalent.

PH 75200 - Introduction to Epidemiology

An introduction to epidemiologic principles, methods and measures commonly used in public health. T

prereq: PH 75000

Second Component

The second component consists of the advanced practice core content specific to one of the population tracks.

Family/Individual Across the Lifespan

NURS 80400 - Finance and Management Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing

practice.

prereq: NURS 80200

coreq: NURS 71600

Hours 45

Credits 3

NURS 81100 - Advanced DNP Procedures

Students will perform clinical procedures that assist in the diagnosis and treatment of acute and chronic conditions encountered in the primary care setting. Students are expected to draw on knowledge from pathophysiology and advanced assessment in order to demonstrate competence in performing advanced procedures.

prereq or coreq: NURS 75100

Hours 3, 15 lab

Credits 3

Adult/Gerontology

NURS 80400 - Finance and Management Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200

coreq: NURS 71600

Hours 45

Credits 3

NURS 81100 - Advanced DNP Procedures

Students will perform clinical procedures that assist in the diagnosis and treatment of acute and chronic conditions encountered in the primary care setting. Students are expected to draw on knowledge from pathophysiology and advanced assessment in order to demonstrate competence in performing advanced procedures.

prereq or coreq: NURS 75100

Hours 3, 15 lab

Credits 3

Psychiatric-Mental Health

NURS 71900 - Psychopharmacology

Course provides evidence-based guidelines of pharmacology in treating mentally ill individuals. Neuro-biology and psychopharmacology theories, current clinical practice of pharmacology for major psychiatric diagnoses, and practical clinical application of relevant pharmacotherapy will be explored.

NURS 69903 - Therapeutic Modalities in Counseling and Advanced Nursing Practice

Exploration of evidence-based guidelines for treating individuals with psychological health issues of therapeutic modalities including Cognitive Behavioral Therapy, Dialectic Behavioral Therapy, Interpersonal Therapy and Play Therapy with children.

Hours 45

Credits 3

Community/Public Health

PH 75400 - Environmental Health and Safety

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation and noise hazards; hazardous substances; solid wastes; food protection; natural and human-made disasters; and specific hazards such as lead, asbestos, mold and pesticides.

Hours 3

Credits 3

PH 75600 - Public Health and Health Care Policy and Management

This course examines the organization, delivery and financing of health care in the United States with an understanding of the health policy-making process and a focus on issues related to the management of public health agencies.

Hours 3

Credits 3

Third Component

The third component consists of the courses with clinical experiences that are required in one of the four population options: Family Nurse Practitioner (FNP), Adult/Gerontological Nurse Practitioner (ANP/GNP), Psychiatric-Mental Health Practitioner (PMHNP), and Community/Public Health Nurse Practitioner (Advanced Practice Public Health Nurse, APPHN).

Specialization tracks, role, populations, and clinical courses:

Family/Individual Across the Lifespan

NURS 75500 - Primary Care Nursing I

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are introduced.

prereq: NURS 70000, NURS 70200, NURS 71700, NURS 74900, NURS 75100

prereq or coreq: NURS 75000

Hours 30 hrs. theory, 15 hrs seminar, 210 hrs practicum
Credits 5 cr

NURS 75700 - Primary Care Nursing II

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are developed.

prereq: NURS 75500
prereq or coreq: NURS 70400
Hours 30 hrs theory, 15 hrs seminar, 210 hrs practicum,
Credits 5

NURS 76900 - Gerontological Nurse Practitioner Practicum

Preceptored practicum in gerontological nurse practitioner practice with seminar discussion of current theories, research and strategies for primary care of older adults with complex multisystem health problems are analyzed and applied.

coreq: NURS 755
Hours 15 hrs seminar, 105 hrs practicum,
Credits 3 cr

NURS 82600 - Assessment and Primary Care of Newborns to Age 5 Years

This course examines primary health care as a DNP practice role with infants and young children with emphasis on decision-making and clinical management to promote health, prevent illness/injury, and restore health.

prereq: NURS 71700, NURS 75000 and NURS 75100
Hours 15 lecture, 15 seminar and 125 clinical
Credits 3

NURS 82700 - Assessment and Primary Care of Children and Adolescents

Application of DNP practice strategies for primary care nursing of children and adolescents, with emphasis on decision-making and clinical management to promote health, prevent illness/injury and restore health.

prereq: NURS 71700, NURS 75000, NURS 75100
Hours 15 lecture, 15 seminar, 125 clinical
Credits 3

NURS 85100 - Advanced Physical Assessment Practicum

Application of multidimensional assessment strategies for primary care nursing of persons aged 16 and above, as well as their families and communities. Evidence-based assessment strategies are to be practiced in a college lab and clinical setting. Electronic documentation will be used to record a comprehensive assessment and improve access to information.

prereq: NURS 74900
coreq: NURS 75100

*Hours 5 seminar, 40 clinical
Credits 1*

NURS 85500 - DNP Practice with Adults/Older Adults I

Application of advanced practice strategies for primary care nursing of adults and older adults and their families and the health care organizations that provide services for them. Evidence-based practice guidelines are reviewed and practiced in the college lab and clinical setting, with the use of information systems/technology and patient care technology to improve the quality of care for adult and older patients and their families and the health care systems that care for them.

*prereq: NURS 75100
Hours 5 seminar, 40 clinical
Credits 1*

NURS 85700 - DNP Practice with Women

Application of advanced practice strategies for primary care nursing of women and their families. Evidence-based practice guidelines are reviewed and applied in the simulation lab and clinical setting. Information systems/technology and patient care technology to improve the quality of care for women and their families will be utilized in the clinical setting.

*prereq or coreq: NURS 75700
Hours 5 seminar, 40 clinical
Credits 1*

NURS 86900 - DNP Practice with Older Adults

Application of advanced practice strategies for primary care nursing of older adults and their families and communities. Evidence-based practice guidelines are reviewed and practiced in the college lab and clinical setting, with the use of information systems/technology and patient care technology to improve the quality of care to older adult patients and their families and communities, as well as the health care systems that care for them.

*prereq or coreq: NURS 76900
Hours 15 seminar, 105 clinical
Credits 3*

Adult/Gerontology

NURS 75500 - Primary Care Nursing I

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are introduced.

*prereq: NURS 70000, NURS 70200, NURS 71700, NURS 74900, NURS 75100
prereq or coreq: NURS 75000
Hours 30 hrs. theory, 15 hrs seminar, 210 hrs practicum
Credits 5 cr*

NURS 75700 - Primary Care Nursing II

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are developed.

prereq: NURS 75500

prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 210 hrs practicum,

Credits 5

NURS 76900 - Gerontological Nurse Practitioner Practicum

Preceptored practicum in gerontological nurse practitioner practice with seminar discussion of current theories, research and strategies for primary care of older adults with complex multisystem health problems are analyzed and applied.

coreq: NURS 755

Hours 15 hrs seminar, 105 hrs practicum,

Credits 3 cr

NURS 85100 - Advanced Physical Assessment Practicum

Application of multidimensional assessment strategies for primary care nursing of persons aged 16 and above, as well as their families and communities. Evidence-based assessment strategies are to be practiced in a college lab and clinical setting. Electronic documentation will be used to record a comprehensive assessment and improve access to information.

prereq: NURS 74900

coreq: NURS 75100

Hours 5 seminar, 40 clinical

Credits 1

NURS 85500 - DNP Practice with Adults/Older Adults I

Application of advanced practice strategies for primary care nursing of adults and older adults and their families and the health care organizations that provide services for them. Evidence-based practice guidelines are reviewed and practiced in the college lab and clinical setting, with the use of information systems/technology and patient care technology to improve the quality of care for adult and older patients and their families and the health care systems that care for them.

prereq: NURS 75100

Hours 5 seminar, 40 clinical

Credits 1

NURS 85700 - DNP Practice with Women

Application of advanced practice strategies for primary care nursing of women and their families. Evidence-based practice guidelines are reviewed and applied in the simulation lab and clinical setting. Information systems/technology and patient care technology to improve the quality of care for women and their families will be utilized in the clinical setting.

prereq or coreq: NURS 75700

Hours 5 seminar, 40 clinical
Credits 1

NURS 86900 - DNP Practice with Older Adults

Application of advanced practice strategies for primary care nursing of older adults and their families and communities. Evidence-based practice guidelines are reviewed and practiced in the college lab and clinical setting, with the use of information systems/technology and patient care technology to improve the quality of care to older adult patients and their families and communities, as well as the health care systems that care for them.

prereq or coreq: NURS 76900
Hours 15 seminar, 105 clinical
Credits 3

NURS 87000 - Acute Care DNP Practice

This course provides students with specialized knowledge and clinical experience in applying evidence-based national standards and treatment guidelines in the care of adolescents, adults, and older adults with acute and complex health problems. Leadership role expectations of doctorate-prepared nurse practitioners are explored and synthesized throughout the course content.

prereq: NURS 75100
Hours 30 theory, 15 seminar, 250 clinical
Credits 6

Psychiatric-Mental Health

NURS 74200 - Advanced Practice Psychiatric-Mental Health Nursing I

Exploration of mental health problems, recovery-oriented services and promotion of mental health in individuals. Students learn to provide primary mental health care for individuals experiencing a range of complex problems.

prereq: NURS 70000
prereq or coreq: NURS 70200, NURS 71700, NURS 74900, NURS 75000, NURS 75100
Hours 30 hrs lecture, 15 hrs seminar, 166 hrs clinical,
Credits 5 cr

NURS 74300 - Advanced Practice Psychiatric-Mental Health Nursing II

Exploration of mental health of families. Students learn to provide primary mental healthcare for families experiencing a range of complex problems.

prereq: NURS 742
prereq or coreq: NURS 704
Hours 30 lecture hours, 15 hrs seminar, 167 hrs clinical,
Credits 5 cr

NURS 74400 - Advanced Practice Psychiatric-Mental Health Nursing III

An exploration of contemporary mental health issues from group and community perspectives. Students learn to develop advanced practice group and community interventions that reduce risk, promote resilience, and enhance mental

health.

prereq: NURS 74300

Hours 30 hrs lecture, 15 hrs seminar, 167 hrs of clinical practicum,

Credits 5 cr

NURS 84200 - DNP PMHNP Practice I

Clinical practicum in mental and behavioral health care delivery system and with current mental health policy makers, with seminar discussions of current mental health policy and politics in relation to the role of advanced practice nursing in the field of mental health systems.

prereq: NURS 85100

coreq: NURS 74200

Hours 5 seminar, 50 clinical

Credits 1

NURS 84300 - DNP PMHNP Practice II

Clinical practicum in advanced practice geriatric-mental health with seminar discussions of current gerontological and geriatric mental health theories, research and strategies for primary care nursing of older adults who need psychiatric or mental health services.

prereq or coreq: NURS 74300

Hours 5 seminar, 50 clinical

Credits 1

NURS 84400 - DNP PMHNP III

Clinical practicum in addictions nursing practice with seminar discussions of current addictions theories, research and strategies for the clients with substance abuse and dependence diagnosis.

prereq or coreq: NURS 74400

Hours 5 seminar, 50 clinical

Credits 1

NURS 84500 - DNP PMHNP Practice IV

This course provides a framework for DNP psychiatric mental health nurse practitioner (PMHNP) students in how to synthesize theoretical, scientific, and clinical knowledge for the assessment and management of both mental health and illness states of child- and adolescent-specific populations.

prereq: NURS 74400

Hours 30 lecture, 15 seminar, 210 clinical

Credits 6

NURS 85100 - Advanced Physical Assessment Practicum

Application of multidimensional assessment strategies for primary care nursing of persons aged 16 and above, as well as their families and communities. Evidence-based assessment strategies are to be practiced in a college lab and clinical setting. Electronic documentation will be used to record a comprehensive assessment and improve access to

information.

prereq: NURS 74900

coreq: NURS 75100

Hours 5 seminar, 40 clinical

Credits 1

Community/Public Health

NURS 77100 - Community/Public Health Nursing I

Analysis of how clinical specialists in community/public health nursing conduct a community health assessment and participate on multidisciplinary teams that work in partnership with culturally diverse communities.

prereq: NURS 700, PH 700

prereq or coreq: NURS 702, NURS 749

Hours 30 hrs theory, 166 hrs practicum, 15 hrs seminar,

Credits 5 cr

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100

prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,

Credits 5 cr

NURS 77300 - Community/Public Health Nursing III

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772

Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,

Credits 5 cr

NURS 85100 - Advanced Physical Assessment Practicum

Application of multidimensional assessment strategies for primary care nursing of persons aged 16 and above, as well as their families and communities. Evidence-based assessment strategies are to be practiced in a college lab and clinical setting. Electronic documentation will be used to record a comprehensive assessment and improve access to information.

prereq: NURS 74900

coreq: NURS 75100

Hours 5 seminar, 40 clinical

Credits 1

NURS 87100 - Advanced Practice Public Health Nursing I

Analysis of the Advanced Practice Public Health Nurses (AAPHN) role in the use of technology to promote population health in order to achieve the DNP Competency Areas: Technology & Information Literacy Analysis and Quality of Practice.

prereq or coreq: NURS 77100, NURS 85000

Hours 15 seminar, 86 clinical

Credits 1

NURS 87200 - DNP in Public Health Nursing II

Analysis of the role of Advanced Practice Public Health Nurses (AAPHN) related to providing population health through partnerships and coalitions with the goal to achieve the DNP Competency Areas: Leadership in Practice, Independent Practice, and Health Delivery System.

prereq or coreq: NURS 77200, NURS 87100

Hours 15 seminar, 87 clinical

Credits 1

NURS 87300 - DNP in Public Health Nursing III

Analysis of evidence-based practice in the role of Advanced Practice Public Health Nurses (AAPHN) through community-based participatory research (CBPR), in order to achieve the DNP Competency Areas: Scientific Foundation for Practice, Healthcare Policy, and Practice Inquiry in Area Associated with Population Health.

prereq or coreq: NURS 77300, NURS 87200

Hours 15 seminar, 87 clinical

Credits 1

NURS 87400 - DNP in Public Health Nursing IV

Advanced Practice Public Health Nurses (APPHN) translate research into practice in a culturally competent manner by piloting their intervention using community-based research principles.

prereq or coreq: NURS 77300, NURS 87300

Hours 30, 15 seminar, 200 clinical

Credits 6

Nursing Education Advanced Certificate

Specialization Coordinator: Joan Arnold, jar0004@hunter.cuny.edu

This specialization is for registered nurses who hold a master's degree in nursing from an accredited school preparing nurses for beginning positions as educators in both academic settings and in health care agencies. The 13 credit program consists of four courses, one of which is a 4 credit practicum including 135 hours of preceptored practice teaching. Graduates are eligible for to sit for certification as a Nursing Educator by the National League for Nursing.

Specialization Courses: 13 credits

NURS 70100 - Assessment, Measurement, and Evaluation in Nursing Education

Various methods of assessment and evaluation of learning will be addressed within a nursing context.

NURS 73000 - Instructional Design in Nursing Education

Examination of theoretical models and empirical factors that affect teaching-learning process in educational settings in nursing.

prereq: NURS 70000 or equivalent course

NURS 75200 - Advanced Concepts in Nursing Education

Advanced concepts in nursing education that allow for the construction of nursing education programs will be explored. Issues critical to academic and institutional education will be examined.

prereq: NURS 73000

NURS 73100 - Practicum in Nursing Education

Preceptored-supervised practicum emphasizing utilization of practice-related role of nurse educator and application of theoretical formulations in educational settings in nursing.

prereq: NURS 730

Hours 15 hrs seminar, 135 hrs practice,

Credits 4 cr

Nursing: Adult Health/Med-Surg Nursing MS

(42 Credits)

Specialization Coordinator Dr. Christine Cutugno

ccutugno@hunter.cuny.edu

The program prepares nurses to assume an advanced practice nursing role as a Clinical Nurse Specialist in a variety of health care settings, from acute care to home care. Nurses who earn this degree are preparing themselves for advanced practice positions in medical-surgical specialties within acute care or community-based nursing services.

Through course work, practicums (500 hours), and carefully selected electives, students develop expertise in such specialties as cardiovascular nursing, oncology, rehabilitation, and critical care. The advanced practicums are offered in a variety of medical-surgical specialties. Students also have an opportunity to participate in community-based programs aimed at serving a selected target population and promoting policy changes in the health care delivery system.

Graduates of the program meet educational requirements for specialty certification by the American Nurses Credentialing Center (ANCC).

Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

Advanced Practice Core: 9 credits

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies.

prereq: NURS 74900
Hours 45 hrs practicum,
Credits 3 cr

Advanced Practice Specialization Courses: 15 credits

NURS 76100 - Clinical Leadership in Nursing I

Principles of leadership, teaching and learning, health communication, clinical outcomes, resource and information management, and evidence-based nursing practice are applied to promote health, decrease risk, and eliminate health disparities in specific clinical settings.

prereq: NURS 70000; NURS 70200, NURS 70400, NURS 74900
prereq or coreq: NURS 71700, NURS 75000, NURS 75100
Hours 30 hrs theory; 165 hrs clinical practicum, including 15 hrs clinical seminars,
Credits 5

NURS 76600 - Advanced Medical Surgical Nursing I

Provides specialized knowledge and clinical experience in order to implement the diverse roles of the clinical nurse specialist (CNS) in a variety of settings and with patients of different age groups.

prereq: NURS 76100
Hours 30 hours theory, 15 hours seminar, 167 hours clinical practicum
Credits 5

NURS 76700 - Advanced Medical Surgical Nursing II

Builds on specialized knowledge and clinical experience in order to implement the diverse roles of the clinical nurse specialist (CNS) in a variety of settings and with patients of different age groups.

prereq: NURS 76600
Hours 30 hours theory, 15 hours seminar, 167 hours clinical practicum
Credits 5

Electives: 6 credits

Nursing: Clinical Nurse Leader MS

(42 Credits)

Specialization Coordinator Mattia Gilmartin

mgilmar@hunter.cuny.edu

The program prepares nurses to assume a Clinical Nurse Leader™ role 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 practica for a total of 500 hours. Nurses who earn this degree are preparing themselves for practice as advanced generalists with competence in providing clinical outcomes management, care environment management, and clinical leadership for setting specific practice throughout the healthcare delivery system. Graduates of the program meet educational requirements for specialty certification by the American Association of Colleges of Nursing (AACN).

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

Advanced Practice Core: 9 credits

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies.

prereq: NURS 74900

Hours 45 hrs practicum,

Credits 3 cr

Specialization Courses: 15 credits

NURS 76100 - Clinical Leadership in Nursing I

Principles of leadership, teaching and learning, health communication, clinical outcomes, resource and information management, and evidence-based nursing practice are applied to promote health, decrease risk, and eliminate health disparities in specific clinical settings.

prereq: NURS 70000; NURS 70200, NURS 70400, NURS 74900

prereq or coreq: NURS 71700, NURS 75000, NURS 75100

Hours 30 hrs theory; 165 hrs clinical practicum, including 15 hrs clinical seminars,

Credits 5

NURS 76200 - Clinical Leadership in Nursing II

Synthesis of all aspects of leadership, care, and information management. Guided learning opportunities and clinical immersion in a unit or setting specific area; facilitates the integration of the multiple CNL functions into a professional model of CNL practice.

prereq: NURS 76100

Hours 60 hrs theory; 335 hrs clinical practicum (immersion), including 30 hrs clinical seminars

Credits 10

Electives: 6 credits

Nursing: Community/Public Health Nursing MS

(42 credits)

Specialization Coordinator: Judith Aponte, jap@hunter.cuny.edu

The program prepares nurses as advanced public health nurses to assume leadership roles in community/public 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 for a total of 500 hours. Graduates of the program meet additional requirements for specialty certification by the American Nurses Credentialing Center.

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45
Credits 3

Public Health Core Courses: 9 credits

PH 75000 - Introduction to Biostatistics

This course is designed to enable students to analyze, present and interpret population health data.

prereq: Elementary statistics or calculus or equivalent.

PH 75200 - Introduction to Epidemiology

An introduction to epidemiologic principles, methods and measures commonly used in public health. T

prereq: PH 75000

PH 75400 - Environmental Health and Safety

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation and noise hazards; hazardous substances; solid wastes; food protection; natural and human-made disasters; and specific hazards such as lead, asbestos, mold and pesticides.

Hours 3
Credits 3

Specialization Courses: 15 credits

NURS 77100 - Community/Public Health Nursing I

Analysis of how clinical specialists in community/public health nursing conduct a community health assessment and participate on multidisciplinary teams that work in partnership with culturally diverse communities.

prereq: NURS 700, PH 700

prereq or coreq: NURS 702, NURS 749

Hours 30 hrs theory, 166 hrs practicum, 15 hrs seminar,

Credits 5 cr

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100
prereq or coreq: NURS 70400
Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,
Credits 5 cr

NURS 77300 - Community/Public Health Nursing III

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772
Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,
Credits 5 cr

Electives: 6 credits

Nursing: Community/Public Health Nursing/Urban Public Health MS/MPH Dual Degree

57 credits

Specialization Coordinator: Judith Aponte, jap@hunter.cuny.edu

The program prepares nurses as advanced public health nurses to assume leadership roles in community/public 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 for a total of 500 hours. Students who select the dual degree option attain additional knowledge of public health sciences with the option of either environmental and occupational health or community health education. Graduates of the program meet educational requirements for specialty certification by the American Nurses Credentialing Center.

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45
Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course
Hours 45
Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

Advanced Practice Core: 9 credits

PH 75000 - Introduction to Biostatistics

This course is designed to enable students to analyze, present and interpret population health data.

prereq: Elementary statistics or calculus or equivalent.

PH 75200 - Introduction to Epidemiology

An introduction to epidemiologic principles, methods and measures commonly used in public health. T

prereq: PH 75000

PH 75400 - Environmental Health and Safety

Survey of chemical, physical and biological factors influencing quality of ambient, workplace and home environments. Topics include: air and water pollution; radiation and noise hazards; hazardous substances; solid wastes; food protection; natural and human-made disasters; and specific hazards such as lead, asbestos, mold and pesticides.

Hours 3

Credits 3

Specialization Courses: 15 credits

NURS 77100 - Community/Public Health Nursing I

Analysis of how clinical specialists in community/public health nursing conduct a community health assessment and participate on multidisciplinary teams that work in partnership with culturally diverse communities.

prereq: NURS 700, PH 700

prereq or coreq: NURS 702, NURS 749

Hours 30 hrs theory, 166 hrs practicum, 15 hrs seminar,

Credits 5 cr

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100

prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,

Credits 5 cr

NURS 77300 - Community/Public Health Nursing III

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772

Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,

Credits 5 cr

Public Health Core Courses: 9 credits

PH 75500 - Urban Health and Society

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.

Hours 3

Credits 3

PH 75600 - Public Health and Health Care Policy and Management

This course examines the organization, delivery and financing of health care in the United States with an understanding of the health policy-making process and a focus on issues related to the management of public health agencies.

Hours 3

Credits 3

Choice of:

Community Health Education Courses: 9 credits

COMHE 75100 - Community Health Interventions

An introduction to community-level interventions as explained by theories of individual, organizational and community change from the disciplines of psychology, sociology and health education.

prereq: PH 75500, COMHE 75000

Credits 3

COMHE 75300 - Health Program Planning and Funding

This course will engage students in identifying or designing a health program, finding funding sources, and developing a proposal covering program need, program objectives, a management and quality assurance plan, preliminary work, evaluation, budget, and a plan for funding support.

prereq: completion of 15 cr incl PH 75000 or 75100, PH 75500 and either COMHE 75000, COMHE 75100, COMHE 75200 or COMHE 75000 and NUTR 71000 or NURS 77100, COMHE 75100 and COMHE 75200.

Credits 3 cr

COMHE 75200 - Community Organizing and Development for Health

Prepares students to work in communities by presenting the theory and practice of organizing for social justice, skills for promoting leadership development within communities, and the tools to create and sustain healthy organizations.

prereq: PH 75500, COMHE 75000, COMHE 75100

Credits 3

-or-

Environmental and Occupational Health Sciences Courses: 9 credits

EOHS 70200 - 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.

Credits 3

EOHS 75700 - Principles of Industrial Hygiene

Recognition, evaluation, and control of industrial hazards due to chemical and physical agents. Topics include occupational health standards, regulatory agency activities, effects of contaminants on human health, sampling and control of hazards, current issues.

prereq: EOHS 70200 and 70500

Credits 3

EOHS 75400 - Environment and Occupational Toxicology

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.

prereq: PH 75400 and EOHS 70500

Credits 3

Electives: 3 credits

Nursing: Gerontological/Adult Health Nurse Practitioner Program MS

42 credits

Specialization Coordinator: Steven Baumann, sbaumann@hunter.cuny.edu

This specialization prepares nurses to assume a leadership role in primary care for adults and older adults in the community and in a variety of health care settings. Students learn to apply select theories and research in 735 hours of preceptored practicums. Graduates of the program will be eligible for certification as adult nurse practitioners and gerontological nurse practitioners by the New York State Education Department and by the American Nurses Credentialing Center after passing the national certification examination.

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

Advanced Practice Core: 9 credits

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies.

prereq: NURS 74900

Hours 45 hrs practicum,

Credits 3 cr

Specialization Courses: 18 credits

NURS 75500 - Primary Care Nursing I

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are introduced.

prereq: NURS 70000, NURS 70200, NURS 71700, NURS 74900, NURS 75100

prereq or coreq: NURS 75000

Hours 30 hrs. theory, 15 hrs seminar, 210 hrs practicum

Credits 5 cr

NURS 75700 - Primary Care Nursing II

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are developed.

prereq: NURS 75500

prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 210 hrs practicum,

Credits 5

NURS 76800 - Primary Care Nursing III

Theories, research and strategies for primary care nursing of adolescent, adult, and older adults with complex multisystem health problems are analyzed and applied; role expectations of nurse practitioners are synthesized. Capstone project is finalized.

prereq: NURS 75700

Hours 30 hrs theory, 15 hrs seminar, 210 hrs practicum,

Credits 5 cr

NURS 76900 - Gerontological Nurse Practitioner Practicum

Preceptored practicum in gerontological nurse practitioner practice with seminar discussion of current theories, research and strategies for primary care of older adults with complex multisystem health problems are analyzed and applied.

coreq: NURS 755

Hours 15 hrs seminar, 105 hrs practicum,

Credits 3 cr

Electives: 3 credits

Select courses such as NURS 75400 - Psychosocial Behavioral Patterns of Older Adults

Nursing: Nursing Administration/Public Administration MS/MPA Dual Degree with Baruch College

57 credits

Specialization Coordinator: David Keepnews, dkeepnew@hunter.cuny.edu

This specialization prepares nurses to assume positions of leadership in nursing in a variety of health care settings, systems and agencies. The program emphasizes multidisciplinary approaches to management and policy in nursing and health care including practicum experiences (500 hours). Graduates of the program meet the educational requirements for specialty certification by the American Nurses Credentialing Center.

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

Advanced Core Courses: 18 credits

PAF 91000 - Introduction to Public Affairs

Systematic study of the institutions Americans have developed to pursue the public interest; government, markets, nonprofit organizations, the family. Overview of political economy, institutions, and culture; the policy process; role of values and ethics.

PAF 91720 - Applying Information, Research, and Analysis II

This course is the second in a two-course sequence that provides an introduction to research and analytical methods as applied to public policy and management. Students will develop expertise as consumers of research findings and learn methods for designing and conducting research.

PAF 91200 - Managing Organizations in the Public and Not-for-Profit Sectors

Fundamental concepts and techniques for managing government and not-for-profit agencies, including schools. This course focuses on structural models, individual behavior, including group dynamics and leadership, and political and cultural frameworks. Questions of effectiveness, responsibility, and professional relations are considered.

PAF 91300 - Economic Analysis and Public Policy

Introduction to concepts and analytic tools necessary to economic examination of individual and firm behavior; analysis of causes and consequences of public sector intervention in the economy.

PAF 91400 - Budgeting, Accounting and Financial Analysis

Introduction to budgeting, accounting and financial analysis. Overview of the context of budgeting in the government decision process and analysis of the fiscal cycle through budget development, implementation, and review. Incorporates basic accounting concepts and information presentation and retrieval skills.

PAF 91030 - Communication in Public Settings

Introduces students to communication in public settings and provides extensive opportunities for practice with basic written and oral forms. Interrelationships among communicative activities and organizational goals. Internal and external messages are given equal weight. Argumentative structures necessary for constructing sound policy and persuasive techniques relevant to funding, regulation, client, and public constituencies. Topics will vary somewhat from semester to semester depending on the instructor's and students' interests. The course follows a workshop/laboratory format with intensive attention to student work as a fulcrum for the application of theory and refinement of skills.

Specialization Courses: 15 credits

NURS 73500 - Leadership and Management in Health Care I

Analyses of how nurse leaders and other health professionals in integrated managed care networks and community-based organizations understand and apply leadership and management theories and principles.

prereq: NURS 70000, NURS 70200, NURS 74900

coreq: PAF 91000, PAF 91030

Hours 30 hours theory, 15 hours seminar, 166 hours practicum,

Credits 5 cr

NURS 74000 - Leadership and Management in Health Care II

Analysis of how nurse leaders and other professional in health care agencies interact at local, regional, and national levels, conduct policy assessment, identify health needs of culturally diverse aggregates, and develop culturally focused

policies and programs to address the needs.

prereq: NURS 70400, NURS 73500, PAF 91200, PAF 91720

coreq: PAF 91400, PAF 91300

Hours 30 hours theory, 15 hours seminar, 167 hours practicum,

Credits 5 cr

NURS 74500 - Capstone Seminar for the MS/MPA in Nursing Administration

An integrative experience in the field of public affairs as it relates to health care generally and nursing specifically. Students will prepare a professional work in policy analysis or an organizational assessment.

Cross-listed (Cross-listed with PAF 97930)

prereq: NURS 74000

Hours 30 hours theory, 15 hours seminar, 167 hours practicum,

Credits 5 cr

Nursing Electives: 3 credits

Public Affairs Electives: 9 credits

PAF 91700 - Research and Analysis I

The first course in a two-course sequence (the second course is PAF 91720) that provides an introduction to research and analytical methods as applied to public policy and management. Students will develop expertise as consumers of research findings and learn methods for designing and conducting research. This first course provides an introduction to data analysis and statistical inference, with an emphasis on policy and management applications. Topics include graphing and numerical summaries, normal distributions, descriptive correlation and regression, basic probability and sampling distributions, confidence intervals, significance tests, chi-square tests, and inference for regression. Students learn these techniques through hands-on work with real data and statistical software.

Plus two additional electives, including (for example)

PAF 91800 - Policy Analysis

Overview of the use of analytic techniques in solving public sector problems and designing government programs. Topics include agenda setting, approaches to problem solving, the role of values in policy making and policy analysis, policy-relevant data collection and analysis, principles of benefit-cost analysis, techniques of policy analysis (e.g., queuing, simulations, formal modeling), strategies for policy adoption and implementation, and the politics of policy analysis.

Hours 2 hours plus conference

Credits 3

PAF 97350 - Health Politics and Policymaking

This course examines the evolution of the major governmental programs involved with health insurance and health care in the United States. The goal is an understanding of the political dynamics that lead to successes and failures in health

policymaking, and the development of strategies that can be used by governmental and non-governmental actors to accomplish policy change.

Hours 3

Credits 3

PAF 91230 - Program Evaluation

Examination of the process and techniques of program evaluation and the assessment of effectiveness of public sector policies. Various performance assessment criteria, problems of evaluation research, and the politics of program evaluation are reviewed.

Hours 2 hours plus conference

Credits 3

Nursing: Psychiatric Nurse Practitioner Advanced Certificate

Specialization Coordinators: Anna Acee, Kunsook Bernstein, aacee@hunter.cuny.edu, kbernst@hunter.cuny.edu

This specialization for registered nurses who hold a master's degree in nursing from an accredited school, prepares nurses to assume an advanced practice nursing role in a variety of community as well as institutional settings, in private practice, and in such fields as liaison nursing and hospice care. Faculty and preceptor supervised clinical experiences of a total of 600 clinical hours are in hospitals, private practice office, OPD, clinics, and community settings. Graduates of the program are eligible for certification as psychiatric/mental health nurse practitioners by New York State and meet educational requirements for application to the national certification examination by the American Nurses Credentialing Center.

Advanced Practice Core: 9 credits

(May be waived)

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies.

prereq: NURS 74900

Hours 45 hrs practicum,

Credits 3 cr

Advanced Practice Specialization Courses: 15 credits

NURS 74200 - Advanced Practice Psychiatric-Mental Health Nursing I

Exploration of mental health problems, recovery-oriented services and promotion of mental health in individuals. Students learn to provide primary mental health care for individuals experiencing a range of complex problems.

prereq: NURS 70000

prereq or coreq: NURS 70200, NURS 71700, NURS 74900, NURS 75000, NURS 75100

Hours 30 hrs lecture, 15 hrs seminar, 166 hrs clinical,

Credits 5 cr

NURS 74300 - Advanced Practice Psychiatric-Mental Health Nursing II

Exploration of mental health of families. Students learn to provide primary mental healthcare for families experiencing a range of complex problems.

prereq: NURS 742

prereq or coreq: NURS 704

Hours 30 lecture hours, 15 hrs seminar, 167 hrs clinical,

Credits 5 cr

NURS 74400 - Advanced Practice Psychiatric-Mental Health Nursing III

An exploration of contemporary mental health issues from group and community perspectives. Students learn to develop advanced practice group and community interventions that reduce risk, promote resilience, and enhance mental health.

prereq: NURS 74300

Hours 30 hrs lecture, 15 hrs seminar, 167 hrs of clinical practicum,

Credits 5 cr

Highly Recommended Elective: 3 credits

NURS 71900 - Psychopharmacology

Course provides evidence-based guidelines of pharmacology in treating mentally ill individuals. Neuro-biology and psychopharmacology theories, current clinical practice of pharmacology for major psychiatric diagnoses, and practical clinical application of relevant pharmacotherapy will be explored.

Nursing: Psychiatric Nurse Practitioner MS

42 credits

Specialization Coordinators: Anna Acee/Kunsook Bernstein, aacee@hunter.cuny.edu,
kbernst@hunter.cuny.edu

This specialization prepares nurses to assume an independent and autonomous role in psychiatric nursing and primary care for the mentally ill population in the community and in a variety of health care settings. 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. Specialization courses provide advanced nursing content and guided learning experiences in a variety of settings and roles completing a total of 600 clinical hours. Graduates of the program are eligible for certification as psychiatric/mental health nurse practitioners by New York State Education Department, and meet educational requirements for specialty certification by the American Nurses Credentialing Center.

Nursing Core Courses: 12 credits

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

Advanced Practice Core: 9 credits

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies.

prereq: NURS 74900
Hours 45 hrs practicum,
Credits 3 cr

Specialization Courses: 15 credits

NURS 74200 - Advanced Practice Psychiatric-Mental Health Nursing I

Exploration of mental health problems, recovery-oriented services and promotion of mental health in individuals. Students learn to provide primary mental health care for individuals experiencing a range of complex problems.

prereq: NURS 70000
prereq or coreq: NURS 70200, NURS 71700, NURS 74900, NURS 75000, NURS 75100
Hours 30 hrs lecture, 15 hrs seminar, 166 hrs clinical,
Credits 5 cr

NURS 74300 - Advanced Practice Psychiatric-Mental Health Nursing II

Exploration of mental health of families. Students learn to provide primary mental healthcare for families experiencing a range of complex problems.

prereq: NURS 742
prereq or coreq: NURS 704
Hours 30 lecture hours, 15 hrs seminar, 167 hrs clinical,
Credits 5 cr

NURS 74400 - Advanced Practice Psychiatric-Mental Health Nursing III

An exploration of contemporary mental health issues from group and community perspectives. Students learn to develop advanced practice group and community interventions that reduce risk, promote resilience, and enhance mental health.

prereq: NURS 74300

Hours 30 hrs lecture, 15 hrs seminar, 167 hrs of clinical practicum,

Credits 5 cr

Electives: 6 credits

Selections may be from graduate offerings in nursing, health science or other disciplines as applicable.

Highly recommended elective 3 credits

NURS 71900 - Psychopharmacology

Course provides evidence-based guidelines of pharmacology in treating mentally ill individuals. Neuro-biology and psychopharmacology theories, current clinical practice of pharmacology for major psychiatric diagnoses, and practical clinical application of relevant pharmacotherapy will be explored.

NURS 66400 - Legal Issues in Nursing

The purpose of this course is to examine the multiple relationships between nursing and the law, with a particular focus on accountability for advanced and specialty practice. The course examines sources of law and the role of the courts in the continuing development and application of law to health care and the health professions. Specific legal issues, such as malpractice and informed consent, are analyzed. Distinctions between civil and criminal liability are explored, along with the roles of licensing boards and other government agencies. The course also examines relationships between law, ethics, policy and global health.

Hours 3 hrs

Credits 3 cr.

NURS 69903 - Therapeutic Modalities in Counseling and Advanced Nursing Practice

Exploration of evidence-based guidelines for treating individuals with psychological health issues of therapeutic modalities including Cognitive Behavioral Therapy, Dialectic Behavioral Therapy, Interpersonal Therapy and Play Therapy with children.

Hours 45

Credits 3

NURS 69984 - Therapeutic Touch, Meditation and Imagery: Health Patterning Across the Life Span

Presents Therapeutic Touch, meditation, and imagery as modalities in health patterning for nursing using Rogers' Science of Unitary Human Beings as the theoretical framework.

Hours 45 hrs,

Credits 3 cr

Lecture plus practice.

NURS 69986 - 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 69995 - Transforming Death in Health Care

This course prepares graduate students to oversee and provide quality care to those who are dying and their loved ones. Concepts, theories and practices associated with death, dying and end-of-life care will be discussed along with exploration of the multiplicity of issues surrounding societal needs at the end-of-life will be discussed. At the completion of the course and with full attendance on the dates that ELNEC (end-of-life education consortium curriculum) modules are taught, students will be designated “ELNEC trained”.

NURS 69997 - Interdisciplinary Approach on Diabetes Management

Analysis of interdisciplinary approaches in providing diabetes management to people with diabetes in a culturally competent manner.

NURS 69998 - Diabetes Prevention: Interdisciplinary Perspectives

This course will review existing approaches to diabetes prevention. Also covers prevention strategies, the impact of food and culture on lifestyle behaviors, the social and behavioral causes of diabetes, and the development of public health diabetes prevention interventions.

NURS 70000 - Theoretical Foundations of Nursing Science

Discussion of nursing science, metaparadigm concepts, and worldviews through the perspective of selected nursing theories. Exploration of the interrelationships of nursing theory, research, and practice. Discussion of advanced nursing roles.

Hours 45

Credits 3

NURS 70100 - Assessment, Measurement, and Evaluation in Nursing Education

Various methods of assessment and evaluation of learning will be addressed within a nursing context.

NURS 70200 - Advanced Nursing Research

Analysis of research and research utilization processes that have relevance for evidence-based advanced practice nursing in various roles.

prereq: NURS 70000, undergraduate statistics, undergraduate research course

Hours 45

Credits 3

NURS 70400 - Healthcare Systems and Policy

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

Hours 45

Credits 3

NURS 70700 - 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.

NURS 70800 - 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.

NURS 71600 - Informatics for Evidence-based Practice

This course provides students with the knowledge of how information systems and technology can support scholarly modes of advanced practice to improve and transform health care.

Hours 45

Credits 3

NURS 71700 - Advanced Pathophysiology for Nursing Practice

Pathophysiology of acute and chronic diseases or conditions commonly seen in clients aged adolescence through older adult are analyzed; integrates knowledge from physiology.

NURS 71900 - Psychopharmacology

Course provides evidence-based guidelines of pharmacology in treating mentally ill individuals. Neuro-biology and psychopharmacology theories, current clinical practice of pharmacology for major psychiatric diagnoses, and practical clinical application of relevant pharmacotherapy will be explored.

NURS 73000 - Instructional Design in Nursing Education

Examination of theoretical models and empirical factors that affect teaching-learning process in educational settings in nursing.

prereq: NURS 70000 or equivalent course

NURS 73100 - Practicum in Nursing Education

Preceptored-supervised practicum emphasizing utilization of practice-related role of nurse educator and application of theoretical formulations in educational settings in nursing.

prereq: NURS 730

Hours 15 hrs seminar, 135 hrs practice,

Credits 4 cr

NURS 73500 - Leadership and Management in Health Care I

Analyses of how nurse leaders and other health professionals in integrated managed care networks and community-based organizations understand and apply leadership and management theories and principles.

prereq: NURS 70000, NURS 70200, NURS 74900

coreq: PAF 91000, PAF 91030

Hours 30 hours theory, 15 hours seminar, 166 hours practicum,

Credits 5 cr

NURS 74000 - Leadership and Management in Health Care II

Analysis of how nurse leaders and other professional in health care agencies interact at local, regional, and national levels, conduct policy assessment, identify health needs of culturally diverse aggregates, and develop culturally focused policies and programs to address the needs.

prereq: NURS 70400, NURS 73500, PAF 91200, PAF 91720

coreq: PAF 91400, PAF 91300

Hours 30 hours theory, 15 hours seminar, 167 hours practicum,

Credits 5 cr

NURS 74200 - Advanced Practice Psychiatric-Mental Health Nursing I

Exploration of mental health problems, recovery-oriented services and promotion of mental health in individuals. Students learn to provide primary mental health care for individuals experiencing a range of complex problems.

prereq: NURS 70000

prereq or coreq: NURS 70200, NURS 71700, NURS 74900, NURS 75000, NURS 75100

Hours 30 hrs lecture, 15 hrs seminar, 166 hrs clinical,

Credits 5 cr

NURS 74300 - Advanced Practice Psychiatric-Mental Health Nursing II

Exploration of mental health of families. Students learn to provide primary mental healthcare for families experiencing a range of complex problems.

prereq: NURS 742

prereq or coreq: NURS 704

Hours 30 lecture hours, 15 hrs seminar, 167 hrs clinical,

Credits 5 cr

NURS 74400 - Advanced Practice Psychiatric-Mental Health Nursing III

An exploration of contemporary mental health issues from group and community perspectives. Students learn to develop advanced practice group and community interventions that reduce risk, promote resilience, and enhance mental health.

prereq: NURS 74300

Hours 30 hrs lecture, 15 hrs seminar, 167 hrs of clinical practicum,

Credits 5 cr

NURS 74500 - Capstone Seminar for the MS/MPA in Nursing Administration

An integrative experience in the field of public affairs as it relates to health care generally and nursing specifically. Students will prepare a professional work in policy analysis or an organizational assessment.

Cross-listed (Cross-listed with PAF 97930)

prereq: NURS 74000

Hours 30 hours theory, 15 hours seminar, 167 hours practicum,

Credits 5 cr

NURS 74900 - Health Promotion and Disease Prevention in Diverse Populations

Hours 45

Credits 3

NURS 75000 - Advanced Pharmacotherapeutics

Theories and pharmacotherapeutics of medications including over-the-counter, complementary, folk remedies, and herbal products are analyzed; integrates knowledge from nursing science. Meets NYS prescription writing requirements.

NURS 75100 - Advanced Health Assessment

Application of evidence-based clinical practice guidelines to direct screening activities and multidimensional assessment strategies.

prereq: NURS 74900

Hours 45 hrs practicum,

Credits 3 cr

NURS 75200 - Advanced Concepts in Nursing Education

Advanced concepts in nursing education that allow for the construction of nursing education programs will be explored. Issues critical to academic and institutional education will be examined.

prereq: NURS 73000

NURS 75400 - Psychosocial Behavioral Patterns of Older Adults

Integration of the theoretical foundations of biological, psychological, social, and cultural patterns of aging that form the assessment data base for the case management of older adults, families, and communities

prereq: NURS 70000

NURS 75500 - Primary Care Nursing I

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are introduced.

prereq: NURS 70000, NURS 70200, NURS 71700, NURS 74900, NURS 75100

prereq or coreq: NURS 75000

Hours 30 hrs. theory, 15 hrs seminar, 210 hrs practicum

Credits 5 cr

NURS 75700 - Primary Care Nursing II

Theories, research and strategies for primary care nursing of clients aged adolescence through older adult with selected health and illness states are analyzed and applied. Role expectations of nurse practitioners are developed.

prereq: NURS 75500

prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 210 hrs practicum,

Credits 5

NURS 76100 - Clinical Leadership in Nursing I

Principles of leadership, teaching and learning, health communication, clinical outcomes, resource and information management, and evidence-based nursing practice are applied to promote health, decrease risk, and eliminate health disparities in specific clinical settings.

prereq: NURS 70000; NURS 70200, NURS 70400, NURS 74900

prereq or coreq: NURS 71700, NURS 75000, NURS 75100

Hours 30 hrs theory; 165 hrs clinical practicum, including 15 hrs clinical seminars,

Credits 5

NURS 76200 - Clinical Leadership in Nursing II

Synthesis of all aspects of leadership, care, and information management. Guided learning opportunities and clinical immersion in a unit or setting specific area; facilitates the integration of the multiple CNL functions into a professional model of CNL practice.

prereq: NURS 76100

Hours 60 hrs theory; 335 hrs clinical practicum (immersion), including 30 hrs clinical seminars

Credits 10

NURS 76600 - Advanced Medical Surgical Nursing I

Provides specialized knowledge and clinical experience in order to implement the diverse roles of the clinical nurse specialist (CNS) in a variety of settings and with patients of different age groups.

prereq: NURS 76100

Hours 30 hours theory, 15 hours seminar, 167 hours clinical practicum

Credits 5

NURS 76700 - Advanced Medical Surgical Nursing II

Builds on specialized knowledge and clinical experience in order to implement the diverse roles of the clinical nurse specialist (CNS) in a variety of settings and with patients of different age groups.

prereq: NURS 76600

Hours 30 hours theory, 15 hours seminar, 167 hours clinical practicum

Credits 5

NURS 76800 - Primary Care Nursing III

Theories, research and strategies for primary care nursing of adolescent, adult, and older adults with complex multisystem health problems are analyzed and applied; role expectations of nurse practitioners are synthesized. Capstone project is finalized.

prereq: NURS 75700

Hours 30 hrs theory, 15 hrs seminar, 210 hrs practicum,

Credits 5 cr

NURS 76900 - Gerontological Nurse Practitioner Practicum

Preceptored practicum in gerontological nurse practitioner practice with seminar discussion of current theories, research and strategies for primary care of older adults with complex multisystem health problems are analyzed and applied.

coreq: NURS 755

Hours 15 hrs seminar, 105 hrs practicum,

Credits 3 cr

NURS 77100 - Community/Public Health Nursing I

Analysis of how clinical specialists in community/public health nursing conduct a community health assessment and participate on multidisciplinary teams that work in partnership with culturally diverse communities.

prereq: NURS 700, PH 700

prereq or coreq: NURS 702, NURS 749

Hours 30 hrs theory, 166 hrs practicum, 15 hrs seminar,

Credits 5 cr

NURS 77200 - Community/Public Health Nursing II

Analysis of how clinical specialists in community/public health nursing conduct a needs assessment, identify health needs of culturally diverse aggregates, and develop culturally competent programs to address the needs.

prereq: PH 75200, NURS 77100

prereq or coreq: NURS 70400

Hours 30 hrs theory, 15 hrs seminar, 167 hrs clinical,

Credits 5 cr

NURS 77300 - Community/Public Health Nursing III

Analysis of how clinical specialists in community/public health nursing secure external funding for programs and use culturally competent evaluation strategies to ensure that culturally diverse population needs are addressed.

prereq: NURS 772

Hours 30 hrs theory, 15 hrs seminar, 167 hrs practicum,

Credits 5 cr

NURS 77600 - Interdisciplinary Approaches to Diabetes Management

This course will provide an overview of the field of diabetes and diabetes management. It will examine and analyze the interdisciplinary approaches in providing diabetes management in an effective and culturally competent manner.

Cross-listed PH 77013

Hours 45

Credits 3

NURS 78000 - Health Care Ethics in the Life Span

Ethical and legal issues related to health care and nursing practices and policy viewed from the perspective of human development.

NURS 79100 - Independent Study in Nursing

Supervised study of an area of interest for matriculated students.

Hours 15 hrs,

Credits 1 cr

A total of 6 credits of independent study may be applied toward the degree. Permission of specialization coordinator.

NURS 79200 - Independent Study in Nursing

Supervised study of an area of interest for matriculated students.

Hours 30 hrs,

Credits 2 cr

A total of 6 credits of independent study may be applied toward the degree. Permission of specialization coordinator.

NURS 79300 - Independent Study in Nursing

Supervised study of an area of interest for matriculated students.

Hours 45 hrs,

Credits 3 cr

A total of 6 credits of independent study may be applied toward the degree. Permission of specialization coordinator.

NURS 80000 - Leading Systems and Organizations

This course provides students with understanding of systems theory as a framework for understanding how systems and organizations are structured to enhance clinical practice.

coreq: NURS 70400

Hours 45

Credits 3

NURS 80100 - Leadership for Quality Improvement

This course provides students with understanding of a broad foundation of theories and frameworks from management, social science, and nursing administration to promote effective management of health care organizations.

prereq or coreq: NURS 80000

Hours 45

Credits 3

NURS 80200 - Analytic Methods for Evidence-Based Practice

This course discusses the importance of evidence-based and cost-effective practice in nursing and provides the skills to assess the evidence that relates to nursing practice. At the completion of this course, students will be able to critically evaluate the evidence to inform best practices in advanced practice nursing care.

prereq: NURS 70200

Hours 45

Credits 3

NURS 80400 - Finance and Management Practice Nursing

This course applies concepts of finance and economics to the clinical practice of DNPs. A particular focus of this course is on providing students with the skills to describe and demonstrate the economic value of professional nursing practice.

prereq: NURS 80200

coreq: NURS 71600

Hours 45

Credits 3

NURS 81000 - Clinical Genetics

Application of human genetics and genomics as they apply to health care professionals.

Hours 45

Credits 3

NURS 81100 - Advanced DNP Procedures

Students will perform clinical procedures that assist in the diagnosis and treatment of acute and chronic conditions encountered in the primary care setting. Students are expected to draw on knowledge from pathophysiology and advanced assessment in order to demonstrate competence in performing advanced procedures.

prereq or coreq: NURS 75100

Hours 3, 15 lab

Credits 3

NURS 82600 - Assessment and Primary Care of Newborns to Age 5 Years

This course examines primary health care as a DNP practice role with infants and young children with emphasis on decision-making and clinical management to promote health, prevent illness/injury, and restore health.

prereq: NURS 71700, NURS 75000 and NURS 75100

Hours 15 lecture, 15 seminar and 125 clinical

Credits 3

NURS 82700 - Assessment and Primary Care of Children and Adolescents

Application of DNP practice strategies for primary care nursing of children and adolescents, with emphasis on decision-making and clinical management to promote health, prevent illness/injury and restore health.

prereq: NURS 71700, NURS 75000, NURS 75100

Hours 15 lecture, 15 seminar, 125 clinical

Credits 3

NURS 84200 - DNP PMHNP Practice I

Clinical practicum in mental and behavioral health care delivery system and with current mental health policy makers, with seminar discussions of current mental health policy and politics in relation to the role of advanced practice nursing in the field of mental health systems.

prereq: NURS 85100

coreq: NURS 74200

Hours 5 seminar, 50 clinical

Credits 1

NURS 84300 - DNP PMHNP Practice II

Clinical practicum in advanced practice geriatric-mental health with seminar discussions of current gerontological and geriatric mental health theories, research and strategies for primary care nursing of older adults who need psychiatric or mental health services.

prereq or coreq: NURS 74300

Hours 5 seminar, 50 clinical

Credits 1

NURS 84400 - DNP PMHNP III

Clinical practicum in addictions nursing practice with seminar discussions of current addictions theories, research and strategies for the clients with substance abuse and dependence diagnosis.

prereq or coreq: NURS 74400

Hours 5 seminar, 50 clinical

Credits 1

NURS 84500 - DNP PMHNP Practice IV

This course provides a framework for DNP psychiatric mental health nurse practitioner (PMHNP) students in how to synthesize theoretical, scientific, and clinical knowledge for the assessment and management of both mental health and illness states of child- and adolescent-specific populations.

prereq: NURS 74400

Hours 30 lecture, 15 seminar, 210 clinical

Credits 6

NURS 85000 - Health Policy and Population-Focused DNP Practice

An in-depth analysis of health policy and population health issues and how advanced nursing practice impacts on promoting the health of aggregates and minimizes the effects of illness and disability.

prereq or coreq: NURS 704, NURS 749, PH75000

Hours 45

Credits 3

NURS 85100 - Advanced Physical Assessment Practicum

Application of multidimensional assessment strategies for primary care nursing of persons aged 16 and above, as well as their families and communities. Evidence-based assessment strategies are to be practiced in a college lab and clinical setting. Electronic documentation will be used to record a comprehensive assessment and improve access to information.

prereq: NURS 74900

coreq: NURS 75100

Hours 5 seminar, 40 clinical

Credits 1

NURS 85500 - DNP Practice with Adults/Older Adults I

Application of advanced practice strategies for primary care nursing of adults and older adults and their families and the health care organizations that provide services for them. Evidence-based practice guidelines are reviewed and practiced in the college lab and clinical setting, with the use of information systems/technology and patient care technology to improve the quality of care for adult and older patients and their families and the health care systems that care for them.

prereq: NURS 75100

Hours 5 seminar, 40 clinical

Credits 1

NURS 85700 - DNP Practice with Women

Application of advanced practice strategies for primary care nursing of women and their families. Evidence-based practice guidelines are reviewed and applied in the simulation lab and clinical setting. Information systems/technology and patient care technology to improve the quality of care for women and their families will be utilized in the clinical setting.

prereq or coreq: NURS 75700

Hours 5 seminar, 40 clinical

Credits 1

NURS 86900 - DNP Practice with Older Adults

Application of advanced practice strategies for primary care nursing of older adults and their families and communities. Evidence-based practice guidelines are reviewed and practiced in the college lab and clinical setting, with the use of information systems/technology and patient care technology to improve the quality of care to older adult patients and their families and communities, as well as the health care systems that care for them.

prereq or coreq: NURS 76900

Hours 15 seminar, 105 clinical

Credits 3

NURS 87000 - Acute Care DNP Practice

This course provides students with specialized knowledge and clinical experience in applying evidence-based national standards and treatment guidelines in the care of adolescents, adults, and older adults with acute and complex health problems. Leadership role expectations of doctorate-prepared nurse practitioners are explored and synthesized throughout the course content.

prereq: NURS 75100

Hours 30 theory, 15 seminar, 250 clinical

Credits 6

NURS 87100 - Advanced Practice Public Health Nursing I

Analysis of the Advanced Practice Public Health Nurses (AAPHN) role in the use of technology to promote population health in order to achieve the DNP Competency Areas: Technology & Information Literacy Analysis and Quality of Practice.

prereq or coreq: NURS 77100, NURS 85000

Hours 15 seminar, 86 clinical

Credits 1

NURS 87200 - DNP in Public Health Nursing II

Analysis of the role of Advanced Practice Public Health Nurses (AAPHN) related to providing population health through partnerships and coalitions with the goal to achieve the DNP Competency Areas: Leadership in Practice, Independent Practice, and Health Delivery System.

prereq or coreq: NURS 77200, NURS 87100

Hours 15 seminar, 87 clinical

Credits 1

NURS 87300 - DNP in Public Health Nursing III

Analysis of evidence-based practice in the role of Advanced Practice Public Health Nurses (AAPHN) through community-based participatory research (CBPR), in order to achieve the DNP Competency Areas: Scientific Foundation for Practice, Healthcare Policy, and Practice Inquiry in Area Associated with Population Health.

prereq or coreq: NURS 77300, NURS 87200

Hours 15 seminar, 87 clinical

Credits 1

NURS 87400 - DNP in Public Health Nursing IV

Advanced Practice Public Health Nurses (APPHN) translate research into practice in a culturally competent manner by piloting their intervention using community-based research principles.

prereq or coreq: NURS 77300, NURS 87300

Hours 30, 15 seminar, 200 clinical

Credits 6

NURS 90000 - DNP Capstone I

Students develop plans for capstone projects that demonstrate synthesis of their development in advanced practice nursing and lay the groundwork for future practice development.

prereq: NURS 80200

Hours 45

Credits 3

NURS 90100 - DNP Capstone II

Students complete their capstone project and write final reports with continual mentorship by the faculty and community mentors.

prereq: NURS 90000

Hours 60

Credits 5

PAF 91000 - Introduction to Public Affairs

Systematic study of the institutions Americans have developed to pursue the public interest; government, markets, nonprofit organizations, the family. Overview of political economy, institutions, and culture; the policy process; role of values and ethics.

PAF 91030 - Communication in Public Settings

Introduces students to communication in public settings and provides extensive opportunities for practice with basic written and oral forms. Interrelationships among communicative activities and organizational goals. Internal and external messages are given equal weight. Argumentative structures necessary for constructing sound policy and persuasive techniques relevant to funding, regulation, client, and public constituencies. Topics will vary somewhat from semester to semester depending on the instructor's and students' interests. The course follows a

workshop/laboratory format with intensive attention to student work as a fulcrum for the application of theory and refinement of skills.

PAF 91200 - Managing Organizations in the Public and Not-for-Profit Sectors

Fundamental concepts and techniques for managing government and not-for-profit agencies, including schools. This course focuses on structural models, individual behavior, including group dynamics and leadership, and political and cultural frameworks. Questions of effectiveness, responsibility, and professional relations are considered.

PAF 91230 - Program Evaluation

Examination of the process and techniques of program evaluation and the assessment of effectiveness of public sector policies. Various performance assessment criteria, problems of evaluation research, and the politics of program evaluation are reviewed.

Hours 2 hours plus conference

Credits 3

PAF 91300 - Economic Analysis and Public Policy

Introduction to concepts and analytic tools necessary to economic examination of individual and firm behavior; analysis of causes and consequences of public sector intervention in the economy.

PAF 91400 - Budgeting, Accounting and Financial Analysis

Introduction to budgeting, accounting and financial analysis. Overview of the context of budgeting in the government decision process and analysis of the fiscal cycle through budget development, implementation, and review.

Incorporates basic accounting concepts and information presentation and retrieval skills.

PAF 91700 - Research and Analysis I

The first course in a two-course sequence (the second course is PAF 91720) that provides an introduction to research and analytical methods as applied to public policy and management. Students will develop expertise as consumers of research findings and learn methods for designing and conducting research. This first course provides an introduction to data analysis and statistical inference, with an emphasis on policy and management applications. Topics include graphing and numerical summaries, normal distributions, descriptive correlation and regression, basic probability and sampling distributions, confidence intervals, significance tests, chi-square tests, and inference for regression. Students learn these techniques through hands-on work with real data and statistical software.

PAF 91720 - Applying Information, Research, and Analysis II

This course is the second in a two-course sequence that provides an introduction to research and analytical methods as applied to public policy and management. Students will develop expertise as consumers of research findings and learn methods for designing and conducting research.

PAF 91800 - Policy Analysis

Overview of the use of analytic techniques in solving public sector problems and designing government programs. Topics include agenda setting, approaches to problem solving, the role of values in policy making and policy analysis, policy-relevant data collection and analysis, principles of benefit-cost analysis, techniques of policy analysis (e.g., queuing, simulations, formal modeling), strategies for policy adoption and implementation, and the politics of policy analysis.

Hours 2 hours plus conference

Credits 3

PAF 97350 - Health Politics and Policymaking

This course examines the evolution of the major governmental programs involved with health insurance and health care in the United States. The goal is an understanding of the political dynamics that lead to successes and failures in health policymaking, and the development of strategies that can be used by governmental and non-governmental actors to accomplish policy change.

Hours 3

Credits 3

Programs and Courses in Physics and Astronomy

Physics and Astronomy

About the Department

The Department of Physics and Astronomy has graduate and post-graduate research programs in theoretical and experimental physics. Students may obtain the MA in Physics or MA in Adolescent Education from Hunter College, and/or the joint PhD degree in Physics from Hunter College and the City University Graduate Center. The doctoral program is designed 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 physical sciences. The Department offers all levels of graduate courses jointly with the Graduate Center. Faculty of the department are pursuing projects in the forefront of modern research. The focuses include experimental research in astronomy, optics and spectroscopy, biophysics and biomedical optics, nuclear magnetic resonance and renewable energy materials, and theoretical research in nanophysics, quantum information and quantum optics, chemical physics, and time-frequency analysis. The research programs are well funded by nine different government agencies. Many of our faculty members are leaders of their fields, won prestigious awards, and earned international recognition.

Programs and Courses

Programs and Courses in Physics and Astronomy

Program for Teachers of Adolescent Education (Grades 7-12) – Physics MA

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

Doctor of Philosophy

Doctor of Philosophy in Physics

Hunter College offers Doctor of Philosophy in Physics jointly with the Graduate Center. Students may be accepted into this Program with the approval of the Admissions Committee of the Doctoral Program in Physics at the Graduate Center.

Students enrolled in the Hunter College MA program who achieve satisfactory records and pass CUNY's first PhD examination may be admitted to the PhD program subject to the approval of the Admissions Committee of the Graduate Center. 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.

Administration and Faculty

Department Office:

1225 North
(212) 772-5248
Secretary: pharris@hunter.cuny.edu

Chair:

Leon Cohen (Acting)
1218 North
(212) 772-5790
lcohen@hunter.cuny.edu

Graduate Adviser for MA and PhD in Physics:

Yuhang Ren
1204 North
(212) 772-5258
yre@hunter.cuny.edu

Adolescent or Teacher Education Program Adviser:

Rodney Varley
1216 North
(212) 772-5252
rvarley@hunter.cuny.edu

Education Adviser:

Stephen Demeo
908 West
(212) 772-4776
sdemeo@hunter.cuny.edu

Faculty

Janos A. Bergou, Professor; PhD, Lorand Eotvos; Intense Field Electrodynamics, Multiphoton Processes, Nonlinear and Quantum Optics, Quantum Information

Ying-Chih Chen, Professor and Department Chair; PhD, Columbia; Laser Physics, Laser Devices, Biomedical Imaging, Photoacoustics

Leon Cohen, Professor; PhD, Yale; Quantum Mechanics, N-Body Self Gravitation Problem, Wave Propagation in Random Media

Kelle Cruz, Assistant Professor, PhD. Pennsylvania; Astronomy, Astrophysics

Noel Goddard, Assistant Professor; PhD, Rockefeller, Biophysics

Steven G. Greenbaum, Professor; PhD, Brown; Magnetic Resonance, Solid State Physics, Renewable Energy Materials

Godfrey Gumbs, Distinguished Professor; PhD, Toronto; Theoretical Condensed Matter Physics, Optical and Transport Properties of Semiconductor Nanostructures

Mark Hillery, Professor; PhD, California (Berkeley); Quantum Optics, Non-linear Optics, Quantum Information

Hyungsik Lim, Assistant Professor; PhD, Cornell; Nonlinear Optics, Biomedical Optics, and Biophysics

Neepa Tatyana Maitra, Associate Professor, PhD, Harvard; Theoretical Chemical Physics, Time-Dependent Density Functional Theory

Yuhang Ren, Associate Professor; PhD, College of William & Mary, Zhejiang University (China), Nonlinear Ultra-fast Laser Spectroscopy, Condensed Matter Physics

Rodney L. Varley, Associate Professor; PhD, Brandeis; Non-equilibrium Statistical Theory of Dense Gases and Liquids, Plasma Physics

Graduate Doctorate

Doctor of Philosophy in Physics

Doctor of Philosophy

Hunter College offers Doctor of Philosophy in Physics jointly with the Graduate Center.

Courses of Study

The student's course of study must have the approval of an adviser. Of the 60 credits of graduate work required for the degree, no more than 9 credits may be in first-level courses; with special permission, up to 18 credits may be taken in subjects other than physics. After students pass the First Examination, they are encouraged to choose a thesis field and adviser; these decisions should normally be made within the first year of study. Doctoral students are expected to attend the regularly held colloquia.

First Examination

The student must pass the First Examination, which includes quantum mechanics, analytic dynamics, electromagnetic theory, and general physics, which covers topics selected from the fields of atomic and nuclear physics, solid state, thermodynamics and statistical mechanics and optics. For students specializing in fluid-geophysics, an examination in that area may be substituted for the quantum mechanics part of the First Examination.

Second Examination

The Second Examination tests the student's knowledge of the general areas of physics bearing on his or her field of research as well as the student's readiness to undertake a specific piece of research. Detailed information concerning the examination is available from the Executive Officer.

Dissertation

The student is required to prepare the dissertation under the guidance of a thesis adviser. Upon completion, the dissertation will be submitted to the guidance committee appointed for the student. The degree is recommended upon approval of the dissertation by the committee and upon successful completion of an oral defense of the dissertation before the committee. The dissertation must be of such a caliber as to be acceptable for publication in a standard journal when suitably condensed.

College Teaching

Each student is required to participate in some teaching of undergraduate physics courses. Specific requirements are determined for each student in consultation with the Executive Officer and the Department Chairman. In special cases research may be substituted for this requirement.

FINANCIAL AID

Every student admitted for doctoral study in Physics will have financial support for five full years of study, as long as they remain in good academic standing and progress on schedule in their doctoral research. The five-year CUNY Science Scholarship includes a full tuition waiver, annual health insurance coverage and \$24,000/year financial support.

Graduate Masters

Physics - MA

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 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.

Admission Requirements

Applicants must meet Hunter's general admission requirements; 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.

Degree Requirements

1. Program of courses

A program of courses designed in consultation with the graduate adviser 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 U70100 - Mathematical Physics

Study of the basic mathematical techniques used in physics.

Hours 60 hrs,

Credits 4 cr

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 U71100 - Analytical Dynamics

Study of advanced classical mechanics.

prereq or coreq: PHYS U70100

Hours 60 hrs,

Credits 4 cr

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 U71500 - Electromagnetic Theory

Advanced concepts of static and time-dependent electromagnetic fields.

prereq or coreq: PHYS U70100

Hours 60 hrs,

Credits 4 cr

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 U72500 - Quantum Mechanics

Basic study of quantum theory of matter including introduction to relativistic theory.

prereq or coreq: PHYS U70100

Hours 60 hrs,

Credits 4 cr

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.

d. No more than 6 credits in 600-level courses.

Note(s)

The courses listed in sections 2(c) and 2(d) are generally offered during the daytime hours.

3. Mathematics, Astronomy, Engineering, and Physical Chemistry

A maximum of 9 credits may be accepted in physics department approved graduate courses in mathematics, astronomy, engineering, and physical chemistry.

4. Comprehensive examination

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. Residence of two semesters

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 is not generally available from the department for MA students.

Undergraduate Major/Graduate Masters

Physics - Accelerated BA/MA

This special program for a limited number of well-qualified undergraduate students leads to a bachelor of arts and a master of arts degree. Students are offered the opportunity quickly to reach a level where they can stand in competition for admission into any doctoral program in physics. The program requires 124-126 credits (including the 30 credits required for a physics major BA degree and 30 credits from the graduate curriculum). Because this program requires a large number of physics courses, many of which have other physics courses as prerequisites, students in this program should begin taking physics courses in their first or second undergraduate semester. Students should consult the department chair, undergraduate adviser, or graduate adviser for details as early as possible.

Physics First-level

PHYS 60500 - Mathematical Physics

Introduction to basic mathematical techniques used in physics.

Hours 45

Credits 3

PHYS 61500 - Electromagnetic Theory

Electrostatics; electromagnetics; Maxwell's equations with application to waves; waves in guides; radiation.

Hours 45

Credits 3

PHYS 62100 - Electronics

Fundamental ideas of electronic circuits with special emphasis on solid state devices.

Hours 45

Credits 3

PHYS 62500 - Introduction to Quantum Mechanics

Fundamental ideas in the study of atomic sized systems.

Hours 45

Credits 3

PHYS 63000 - Science and Society

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.

prereq: one graduate-level physics course or permission of instructor

Hours 45

Credits 3

PHYS 64500 - Solid State Physics

Introduction to basic theory and techniques in study of matter on solid state.

Hours 45

Credits 3

PHYS 66000 - Challenging Concepts in Physics: Using Research to Identify Student Misconceptions and Assess Student Learning

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.

prereq: PHYS 63000 and two elective courses in physics or permission of instructor

Hours 60

Credits 4

PHYS 68500 - Numerical Methods I

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 (Cross-listed with MATH 68500.)

prereq: MATH 15500

Hours 45

Credits 3

PHYS 69500 - Numerical Methods II

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

Cross-listed (Cross-listed with MATH 69500.)

prereq: PHYS 68500

Hours 45

Credits 3

Physics Second-level

PHYS U70100 - Mathematical Physics

Study of the basic mathematical techniques used in physics.

Hours 60 hrs,

Credits 4 cr

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 U70200 - Mathematical Physics

Study of the basic mathematical techniques used in physics.

Hours 60 hrs,

Credits 4 cr

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 U71100 - Analytical Dynamics

Study of advanced classical mechanics.

prereq or coreq: PHYS U70100

Hours 60 hrs,

Credits 4 cr

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 U71500 - Electromagnetic Theory

Advanced concepts of static and time-dependent electromagnetic fields.

prereq or coreq: PHYS U70100

Hours 60 hrs,

Credits 4 cr

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 U71600 - Electromagnetic Theory

Advanced concepts of static and time-dependent electromagnetic fields.

prereq or coreq: PHYS U70100

Hours 60 hrs,

Credits 4 cr

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 U72500 - Quantum Mechanics

Basic study of quantum theory of matter including introduction to relativistic theory.

prereq or coreq: PHYS U70100

Hours 60 hrs,

Credits 4 cr

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 U72600 - Quantum Mechanics

Basic study of quantum theory of matter including introduction to relativistic theory.

prereq or coreq: PHYS U701

Hours 60 hrs,

Credits 4 cr

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 U74100 - Kinetic Theory and Statistical Mechanics

Study of physical properties of systems consisting of very large numbers of particles.

Hours 60 hrs,

Credits 4 cr

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 U77100 - Research or Independent Study

Research or independent study done under supervision of faculty member.

Hours 30-120 hrs,

Credits 1-4 cr

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 U77200 - Research or Independent Study

Research or independent study done under supervision of faculty member.

Hours 30-120 hrs,

Credits 1-4 cr

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 U77300 - Research or Independent Study

Research or independent study done under supervision of faculty member.

Hours 30-120 hrs,

Credits 1-4 cr

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.

Physics - courses offered according to student demand

PHYS U73800 - Introduction to Non-equilibrium Statistical Mechanics

Course offered if demand is sufficient

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 U74500 - Solid State Physics

Course offered if demand is sufficient

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 U74600 - Solid State Physics

Course offered if demand is sufficient

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 U75700 - Astrophysics

Course offered if demand is sufficient

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 61100 - Analytical Mechanics

Course offered if demand is sufficient

PHYS 62400 - Plasma Physics

Course offered if demand is sufficient

PHYS 67100 - Modern Physics Laboratory

Course offered if demand is sufficient

Programs and Courses in Psychology

Psychology

About the Department

The Psychology Department offers two MA degrees in Psychology: one in General Psychology and one in Animal Behavior and Conservation (ABC) as well as a certificate program in ABC. These programs reflect the diversity of psychology as a science and profession. Course offerings range from clinical, social, and developmental psychology to animal behavior, biopsychology, and behavioral neuroscience. The General Psychology Program focuses on exposing students to the broad spectrum of approaches and areas in psychology: from behavioral, developmental, cognitive, and social approaches to applied, evaluative, and biological approaches. The Animal Behavior and Conservation Program is designed to provide students with the skills needed for successful careers in animal behavior, conservation and welfare.

The department's faculty members are actively involved in research both with human participants and a variety of animal species. A broad range of applied and research opportunities are available to our students within and beyond the department in the areas of developmental psychology, social psychology, animal behavior, physiological psychology, biopsychology and cognitive psychology. The program's departmental affiliations with community organizations and wildlife facilities make it possible for students to integrate their academic studies with supervised research experience by means of observational field placements and opportunities for research. The MA programs prepare our graduates for careers in psychology, education, social and welfare services, health services, conservation and animal welfare including work with animals in natural and custodial environments. For many of our students, the MA programs are a first step towards further study at the PhD level.

Psychology Programs and Courses

Programs and Courses in Psychology

Biopsychology: Behavioral Neuroscience

Subprogram of the PhD Program in Psychology

The specialization in Biopsychology and Behavioral Neuroscience within the CUNY doctoral program in psychology is located at Hunter College. MA students may take some of the doctoral courses with permission of the instructor. Information on the PhD subprogram in biopsychology and applications can be obtained from the Biopsychology Office, Room 611 Hunter North, 695 Park Avenue, New York, NY 10065 or at the CUNY Graduate Center, 365 Fifth Avenue, New York, NY 10016.

Administration and Faculty

Department Office:

611 North
(212) 772-5550
Website: <http://www.hunter.cuny.edu/psychology/>

Chair:

Vanya Quiñones-Jenab
611 North

(212) 772-5550
vanya.quinones@hunter.cuny.edu

MA Program in General Psychology:

611 North
(212) 772-5432
gradpsych@hunter.cuny.edu
Website: <http://www.hunter.cuny.edu/psychology/graduate-studies>

Director and Adviser:

Sandeep Prasada
email: sprasada@hunter.cuny.edu

MA Program and Certificate in Animal Behavior Concentration:

611 North
(212) 772-5617
abcpsych@hunter.cuny.edu
Website: http://www.hunter.cuny.edu/psychology/graduate-studies/copy_of_ma-animal-behavioral-conservation

Director and Adviser:

Sheila Chase
(212) 772-5617
schase@hunter.cuny.edu

**Biopsychology, Behavioral Neuroscience
(CUNY PhD Program):**

611 North
(212) 772-5621

Program Head:

Mark E. Hauber
mhauber@hunter.cuny.edu
Website: <http://www.hunter.cuny.edu/psychology/graduate-studies/doctoral-studies-in-biopsychology-behavioral-neuroscience>

Faculty

Christopher Braun, Associate Professor; PhD, University of 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, 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, Black psychology, culture and psychology

Tracy A. Dennis, Associate Professor; PhD, Penn State; Clinical and Developmental Psychology: Emotion regulation, developmental psychopathology, affective neuroscience, parenting and contextual Influences

Roseanne Flores, Associate Professor; PhD, CUNY; Developmental Psychology: Language acquisition, cognitive development, children and poverty, children and culture

Sarit Golub, Associate Professor; PhD, Harvard; Social and Health Psychology: Social, cognitive, and emotional factors that influence health behavior, with special emphasis on the interaction between behavior and the formation and maintenance of individual identity

James Gordon, Professor; PhD, Brown; Visual Psychophysiology: color vision, pattern vision, human visual development

Cheryl F. Harding, Professor; PhD, Rutgers; Behavioral Endocrinology: Brain neurochemistry and learning, effects of bacterial infection and/or mold exposure on brain structure and function

Mark E. Hauber, Professor; PhD, Cornell; Animal behavior and conservation, social recognition systems, conservation, neuroethology of sound and color perception

Michael Hoyt, Assistant Professor; PhD, Arizona State; Biobehavioral processes related to psychological adjustment and coping in the context of chronic diseases and health-related adversity

Rebecca Farmer Huselid, Associate Professor; PhD, Kansas; Social Psychology: Effects of social identity on health and academic achievement; Effects of race, gender, and immigration on stress, psychological adjustment, substance use and abuse

Shirzad Jenab, Professor; PhD, Mount Sinai School of Medicine; Drugs of abuse, gene expression, neurochemistry and neuropharmacology, CNS degenerative diseases

Ellen Tobey Klass, Associate Professor; PhD, Chicago; Clinical Psychology: Guilt, morality, honesty

Joseph Lao, Senior Lecturer; PhD, Teachers College; Developmental and Cognitive Psychology: Parenting skills, belief revision

Michael J. Lewis, Professor; PhD, Temple; Behavioral Neuroscience: Neurobiology of motivation and substance abuse; alcohol dependence and eating disorders.

Victoria Luine, Distinguished Professor; PhD, SUNY (Buffalo); Behavioral Endocrinology: Neurochemistry of hormone-dependent sexual behavior, hormonal influences on age-related memory loss

Douglas Mennin, Associate Professor; PhD, Temple; Clinical Psychology; Anxiety and mood disorders, worry, emotion regulation, physiology of emotion

Regina Miranda, Associate Professor; PhD, NYU; Clinical Psychology: Adolescent depression and suicide, hopelessness, depressive future-event schemas, the social-cognitive process of transference in depression

Peter Moller, Professor; PhD, Free University of Berlin; Animal Behavior: Multisensory integration, electrolocation & electrocommunication in electric fish, behavioral physiology, behavioral endocrinology

Helen M. Newman, Associate Professor; PhD, CUNY; Clinical Psychology: Intimate relationships, information-processing and social cognition, psychoanalytic theory, mind-body therapies

Jeffrey Parsons, Professor; PhD, Houston; Developmental Psychology: Adolescent development, risk taking, HIV/AIDS prevention, health psychology, gay/lesbian issues, substance abuse, sexual behavior

Sandeep Prasada, Professor; PhD, MIT; Cognitive and Developmental Psychology: Conceptual & lexical representation in mind and brain, language acquisition

Thomas Preuss, Associate Professor; PhD, Tübingen; Biopsychology/Neuroscience: Neuroethology of escape behavior, neural decision making, neural plasticity, sensorimotor integration of biologically relevant visual and auditory inputs

Vanya Quiñones-Jenab, Associate Professor and Department Chair; PhD, Rutgers; Biopsychology/Neuroscience: 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

Diana Reiss, Professor; PhD, Temple; Experimental Psychology: Comparative cognition, animal behavior and communication, marine mammal cognition

Salomon Rettig, Professor; PhD, Ohio State; Social Psychology: Philosophy of science in psychology; Small groups (group therapy); Ethical decision making

Peter Serrano, Associate Professor; PhD, California (Berkeley); Biopsychology/Neuroscience: Long-term potentiation, depression and memory, developmental psychobiology and learning disorders; neural mechanisms of stress, fear, and post-traumatic stress disorder

Michael Siller, Assistant Professor; PhD, California (Los Angeles); Developmental Psychology: Development of early social cognition and language; parent-child communication; children with autism

Tricia Striano, Professor; PhD Emory; Cognitive and Developmental Psychology: Infant development, autism, social cognition

Ofar Tchernichovski, Professor; PhD, Tel Aviv University; DVM, The Hebrew University. Animal behavior; Developmental learning; Vocal learning; Cultural evolution; Brain imaging; Sleep and learning; birdsong and music

Virginia Valian, Distinguished Professor; PhD, Northeastern; Cognitive and Developmental Psychology: First and second language acquisition, sex differences in cognition and achievement, gender equity

Mariann Weierich, Assistant Professor; PhD, Yale; Clinical and Cognitive Psychology: Stress, trauma, PTSD, anxiety, attention and fMRI

Jason Young, Associate Professor; PhD, Minnesota; Social Psychology: Attitudes and persuasion, political psychology, media influence, evolutionary psychology

H. Philip Zeigler, Distinguished Professor; PhD, Wisconsin; Biopsychology/Neuroscience: Neuroethology of movement, sensory processing and motor control of active touch, development of a mobile sensory system

Animal Behavior & Conservation Certificate

The Department of Psychology offers a Certificate Program in the Advanced Psychology of Animal Behavior & Conservation (ABC) registered with the New York State Education Department. The ABC certificate provides formal recognition of the training in ABC for students who already possess a baccalaureate or graduate degree in another area and, by virtue of prior educational or practical experience in animal behavior and conservation, are qualified for the additional training described in this program.

Courses are scheduled so that the certificate requirements can be completed within two years. All required, and most other courses, are offered after 5:30 PM enabling students to complete the requirements for the certificate while working.

Requirements

Students are required to complete at least 15 credits in the ABC area required for the MA in Animal Behavior & Conservation. Although a thesis is not required for non-degree students, the ability to conduct research in the ABC area must be demonstrated either through prior experience or completion of a research project while in the Certificate Program. Students who do not have an adequate background in statistics and/or research methodology will be required to take such courses in addition to those required for the Certificate.

PSYCH 71700 - Animal Behavior and Conservation in Captivity and the Wild (B)

Introduces concepts and techniques of wildlife biology and comparative psychology, with contributions from researchers in social behavior, reproductive biology, wildlife conservation, captive breeding, and animal cognition and communication.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75103 - Basic Psychological Processes 1: Perception, Learning and Comparative Cognition (S, B)

Covers the basic concepts in perception, learning and comparative psychology. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

Plus three additional ABC-related courses (9 credits)—see listing of courses for the MA in Animal Behavior & Conservation.

Animal Behavior & Conservation-MA

The growing scientific and public sentiment, awareness, and interest in conservation and animal welfare science and the importance of enrichment for zoo, laboratory, and farm animals, recently reflected in new legislation and in zoo policy has created a growing need for highly trained scientists and professionals. This 36-credit Master's Program within the Psychology Department prepares students interested in animal behavior and conservation (ABC) to develop and enhance their research skills and understanding of the behavior of animals and to acquire credentials for employment in fields related to ABC.

Admission Requirements

Students must hold a bachelor's degree comparable to that from Hunter College. Twelve undergraduate credits in psychology, including courses in statistics and experimental psychology, are generally required; however, students lacking this but with high undergraduate GPA and general GRE scores may be admitted without a strong background in psychology. Applicants are ranked according to their undergraduate grade point average, GRE exam scores, letters of recommendation, and personal statement, as well as prior course work and experience relevant to animal behavior and conservation. Note: There is no foreign-language requirement for the MA in psychology. The GRE advanced test in psychology is not required for admission.

Curriculum

Students who elect the ABC master's degree are required to complete 36 credits, consisting of a minimum of 15 credits in the ABC area in addition to the 12 credits in courses required for all Psychology MA students. All courses carry 3 credits.

Most courses are offered after 5:30 p.m. so that students can work while in the program. The sequence of course offerings enables students taking 3 courses (9 credits) per semester to graduate in 2 years.

Required Courses for all Psychology MA Students: 12 Credits

PSYCH 70100 - Advanced Experimental Psychology I

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study; examples are drawn primarily from perception, learning, cognition and animal behavior.

prereq: a graduate course in statistics

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 74700 - Experimental Social Psychology

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study. Examples are drawn primarily from social and cognitive psychology. Topics include reading and writing journal quality research reports; ethics; single and multi factor designs; small-n designs; quasi-experimental designs; survey research; laboratory and field research; observational techniques; correlational research.

prereq: a graduate course in statistics

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

This requirement can also be met for ABC students by:

PSYCH 73900 - Research Methods in Animal Behavior (A, B)

Designed to develop skills required for the study of animal behavior, such as procedures for obtaining data in laboratories or in captive and natural environments; includes observational techniques, single-subject designs, issues of reliability and external validity, non-parametric statistics.

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70200 - Proseminar in Psychology

An introduction to theoretical concepts and methods of research across a variety of content areas within psychology. Areas include social, personality and health psychology; development and cognition; sensory and developmental neuroscience; animal behavior and learning; applied research, including clinical theory. The course is team-taught by three faculty members and features guest lectures by other Hunter College faculty and the occasional outside expert.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70500 - Statistical Methods in Psychology I

Covers descriptive statistics and inferential methods, including t-tests, analyses of variance, correlation, simple regression, and an introduction to multiple regression. Some assignments require the use of a statistical computer package.

prereq: PSYCH 24800 or equivalent

Hours 30 hrs lecture, 30 hrs conf or lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70701 - Thesis Research

Individual research conducted under the supervision of a department faculty member, whose written permission must be obtained. Limited to students working on their MA thesis.

prereq: PSYCH 70500 and 70100 or 74700 approved research topic and permission of a faculty sponsor

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

Required Courses for ABC Students: 6 Credits

PSYCH 71700 - Animal Behavior and Conservation in Captivity and the Wild (B)

Introduces concepts and techniques of wildlife biology and comparative psychology, with contributions from researchers in social behavior, reproductive biology, wildlife conservation, captive breeding, and animal cognition and

communication.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75103 - Basic Psychological Processes 1: Perception, Learning and Comparative Cognition (S, B)

Covers the basic concepts in perception, learning and comparative psychology. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

Elective Courses for ABC Students: Minimum of 9 Credits

PSYCH 64100 - Comparative Psychology (B)

Development and evolution of the behavior of various species, major theoretical issues, classic experiments, and contemporary research and theory.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

PSYCH 69000 - Independent Research in Psychology – 3 credits

Designed to meet the research needs and interests of individual students under the direction of a faculty sponsor. This may involve independent reading, tutorials, independent research projects, or participation in ongoing faculty research. Projects culminate in an APA-style research report or literature review.

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission

PSYCH 71600 - Animal Behavior I: Mechanisms of Behavior (B)

History of approaches to animal behavior; behavior development; proximate causation of behavior (motivation, neuroethology, and biorhythms); animal orientation and communication; cognitive ethology and culture.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

PSYCH 71751 - Field Study in Animal Behavior and Conservation (B)

Observation and study of the behavior of animals in their natural environment and application of techniques of observation and data analysis.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

PSYCH 71800 - Ethology (Animal Behavior II – Behavioral Ecology) (B)

Examines behavioral genetics, which covers the importance of single-gene effects, polygenic behavioral traits, and the utility of the concept of heritability; behavioral evolution, which covers the methods of elucidating the phylogeny of behavior when fossil evidence is not available; behavioral ecology, which focuses on mating systems, territorial behavior, feeding strategies, antipredatory behavior, and sociobiology.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

PSYCH 73000 - Psychology of Learning (B)

PSYCH 730. Psychology of Learning (B)

Contemporary phenomena and theories about learning and behavior, including both animal and human examples of learning phenomena with a focus on basic processes.

PSYCH 75400 - Applied Animal Welfare & Behavior (B)

Fundamental principles of animal behavior discussed in context of their applications to captive animal management (in laboratories, farms, zoos, aquariums, and shelters), animal welfare, and conservation. Programmatic approaches to animal care (e.g. enrichment and training) and animal welfare assessment tools will be described and evaluated.

PSYCH 75700 - Animal Thinking and Communication (S, B)

This course focuses on animal cognition and communication from the perspectives of communication theory, animal behavior, cognitive ethology and comparative cognition. Research on chimpanzees, dolphins, elephants, parrots and other animals will be covered.

prereq: PSYCH 71700 or permission of instructor or of Animal Behavior and Conservation Coordinator

Credits 3

PSYCH 75000 - Special Topics in Psychology

Readings and discussion on a selected problem or topic area – varies from semester to semester.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

*** Note**

Special Topics courses and Independent Research projects related to ABC will depend upon student and faculty interests. Recent topics included *Companion Animals in Society* and *Conservation Biology/Psychology*. ABC students may also meet the ABC-relevant course requirement by taking courses in other departments such as Anthropology and Geography with permission of the Director of the ABC program.

Breadth Requirement

ABC students satisfy a breadth requirement by taking a 3-credit course in the applied psychology area and a 3-credit course in the social/cognitive/developmental area of psychology.

Thesis Requirement

The MA thesis is a report of individual research supervised by 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 at least another reader, and by the ABC Director. An oral presentation and comprehensive examination in the area of the MA thesis, conducted by the thesis committee, is required.

Psychology - MA

The MA degree is in general psychology, but students may focus their course work, 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. Students interested in animal behavior and conservation may choose the MA in Animal Behavior & Conservation offered by the Psychology Department.

1. Applied and evaluative psychology. Faculty research interests include topics in personality, psychopathology, theories of therapeutic methods, group dynamics, health and gender, stress and stress management, substance use, tests and measurements. Although the department offers theoretical courses on clinical topics, it does not offer supervision in counseling or therapy.
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, decisionmaking, memory function in different populations.
3. Biopsychology and comparative psychology. Faculty research interests include hormonal influences on and neural control of behavior, mechanisms of drug abuse, developmental neuroscience, vision, animal learning and comparative cognition, evolution of behavior, animal orientation and communication, cerebral specialization of function.

Research Opportunities and Facilities

Students are encouraged to engage in research under faculty supervision. Laboratories at Hunter College provide specialized equipment for studies on human and animal physiology, acoustic analysis, human and animal learning, language and cognitive development, social development, and social psychology. Research is also possible at facilities of other universities and organizations where individual faculty members engage in collaborative research.

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 (preferably from college instructors), and a statement of intellectual and research interests. Generally a minimum of 12 undergraduate credits in psychology, including one course in statistics and one laboratory course in experimental psychology are required; however, students who have a high undergraduate grade point average and high general GRE scores but lack a full psychology background may apply for admission. Such students 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.

Requirements for the MA Degree

Each candidate is required to complete an approved program of study including a thesis. A minimum of 30 credits is required for the general Psychology MA.

Required courses for all MA students (12 credits):

PSYCH 70200 - Proseminar in Psychology

An introduction to theoretical concepts and methods of research across a variety of content areas within psychology. Areas include social, personality and health psychology; development and cognition; sensory and developmental neuroscience; animal behavior and learning; applied research, including clinical theory. The course is team-taught by three faculty members and features guest lectures by other Hunter College faculty and the occasional outside expert.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70500 - Statistical Methods in Psychology I

Covers descriptive statistics and inferential methods, including t-tests, analyses of variance, correlation, simple regression, and an introduction to multiple regression. Some assignments require the use of a statistical computer package.

prereq: PSYCH 24800 or equivalent

Hours 30 hrs lecture, 30 hrs conf or lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70100 - Advanced Experimental Psychology I

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study; examples are drawn primarily from perception, learning, cognition and animal behavior.

prereq: a graduate course in statistics

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 73900 - Research Methods in Animal Behavior (A, B)

Designed to develop skills required for the study of animal behavior, such as procedures for obtaining data in laboratories or in captive and natural environments; includes observational techniques, single-subject designs, issues of reliability and external validity, non-parametric statistics.

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 74700 - Experimental Social Psychology

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study. Examples are drawn primarily from social and cognitive psychology. Topics include reading and writing journal quality research reports; ethics; single and multi factor designs; small-n designs; quasi-experimental designs; survey research; laboratory and field research; observational techniques; correlational research.

prereq: a graduate course in statistics

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70701 - Thesis Research

Individual research conducted under the supervision of a department faculty member, whose written permission must be obtained. Limited to students working on their MA thesis.

prereq: PSYCH 70500 and 70100 or 74700 approved research topic and permission of a faculty sponsor

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

Breadth Requirement

One course selected from each of the following three categories. See the course listing for category or categories into which each course falls.

1. A (applied and evaluative psychology)
2. S (social, cognitive, and developmental psychology)
3. B (biopsychology and comparative psychology)

Thesis Requirement

The MA thesis is a report of individual research supervised by 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 at least another reader, and by the graduate adviser. An oral presentation and comprehensive examination in the area of the MA thesis, conducted by the thesis committee, is required.

Financial Assistance

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

PSYCH 680xx - Special Topics in Psychology

Readings and discussion on a selected problem or topic area — varies from semester to semester.

Hours 45 hrs including conference

Credits 3

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

PSYCH 60500 - Abnormal Psychology: Advanced Course (A)

Covers facts and theories about the etiology of mental disorders; consideration of deviations commonly found in the population, such as mental retardation.

prereq: Psych 22000 or 22300

PSYCH 63000 - Theories and Methods of Psychotherapy (A)

Evolution of theories and methods of individual psychotherapy with a focus on central issues in the field.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

PSYCH 64100 - Comparative Psychology (B)

Development and evolution of the behavior of various species, major theoretical issues, classic experiments, and contemporary research and theory.

*Hours 45 hrs including conference,
Credits 3 cr*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

PSYCH 64600 - Physiological Psychology (B)

The basics of neuroscience as sampled from the behavioral aspects. Topics covered include: structure and function of cells in the nervous system; neural communication: physiology and pharmacology; structure of the nervous system and endocrine system; research methods of physiological psychology; sensory and motor systems; aggressive behavior; anatomy of learning.

*Hours 45 hrs including conference,
Credits 3 cr*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

PSYCH 65100 - Psychology of Small Groups (A)

Therapeutic groups have experienced massive development and rapid spread: over ten million adults currently participate in the US. The course consists of a didactic part (including such topics as leadership, group structure and power, norm formation, and conditioning) as well as a clinical part (in which students participate both as potential leaders and clients). The aim is to familiarize students with group processes and an understanding of group dynamics.

Hours 15 hrs lecture, 30 hrs lab, incl conf,

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. Instructor's permission

PSYCH 65151 - Family and Couples System (A)

Family and couples communication as seen through the lens of systems theory. Topics include interpersonal meanings and patterns, conflict, and barriers to intimacy. Conceptual material is complemented by real case examples and TV and film illustrations.

*Hours 45 hrs including conference,
Credits 3 cr*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

PSYCH 67600 - Psychology of Personality (A)

Frameworks for the study of personality, including classical psychoanalysis, American psychiatry, behaviorism, and phenomenology. Theorists studied include Freud, Adler, Jung, Sullivan, Dollard and Miller, Rogers, and Binswanger and Boss.

*Hours 45 hrs including conference,
Credits 3 cr*

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA.

PSYCH 69000 - Independent Research in Psychology – 3 credits

Designed to meet the research needs and interests of individual students under the direction of a faculty sponsor. This may involve independent reading, tutorials, independent research projects, or participation in ongoing faculty research. Projects culminate in an APA-style research report or literature review.

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission

PSYCH 69100 - Independent Research in Psychology – 1 credit

An opportunity for students to complete a research project that is less extensive than that required for PSYCH 69000, such as a literature review, a pilot study, or acquisition of a new research technique or skill.

Hours 15 hrs,

Credits 1 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission

PSYCH 69200 - Independent Research in Psychology – 2 credits

An opportunity for students to complete a research project that is less extensive than that required for PSYCH 69000 but more extensive than that required for PSYCH 69100. This may involve a literature review, a pilot study, or acquisition of a new research technique or skill.

Hours 30 hrs,

Credits 2 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. Ordinarily, no more than four 600-level courses may be credited toward the MA. faculty sponsor's permission

PSYCH 70000 - History of Psychology

PSYCH 70100 - Advanced Experimental Psychology I

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study; examples are drawn primarily from perception, learning, cognition and animal behavior.

prereq: a graduate course in statistics

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70200 - Proseminar in Psychology

An introduction to theoretical concepts and methods of research across a variety of content areas within psychology. Areas include social, personality and health psychology; development and cognition; sensory and developmental neuroscience; animal behavior and learning; applied research, including clinical theory. The course is team-taught by three faculty members and features guest lectures by other Hunter College faculty and the occasional outside expert.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70400 - Instrumentation in Experimental Psychology

PSYCH 70500 - Statistical Methods in Psychology I

Covers descriptive statistics and inferential methods, including t-tests, analyses of variance, correlation, simple regression, and an introduction to multiple regression. Some assignments require the use of a statistical computer package.

prereq: PSYCH 24800 or equivalent

Hours 30 hrs lecture, 30 hrs confor lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70600 - Statistical Methods in Psychology II

PSYCH 706 Statistical Methods in Psychology II

Covers advanced topics in statistics, including multivariate analysis, multiple regression, analysis of variance for complex designs, and analysis of covariance.

prereq: PSYCH 705

PSYCH 70701 - Thesis Research

Individual research conducted under the supervision of a department faculty member, whose written permission must be obtained. Limited to students working on their MA thesis.

prereq: PSYCH 70500 and 70100 or 74700 approved research topic and permission of a faculty sponsor

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 70702 - Thesis Research

Additional semester of individual research under the supervision of a department faculty member. A formally approved Thesis Proposal and written approval from the faculty sponsor is required.

prereq: PSYCH 70701

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. Limited to students working on their MA thesis.

PSYCH 71000 - Advanced Physiological Psychology I (Neuroscience I) (B)

An introduction to fundamental methodology in neuroscience research and a focus on the functioning of individual neurons and communication between neurons. This team-taught course is part of a two-term sequence covering fundamental concepts in neuroscience.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. Instructor's permission. Neuroscience I is not a prerequisite for Neuroscience II.

PSYCH 71100 - Advanced Physiological Psychology II (Neuroscience II) (B)

Topics in neuroscience, including development of neural patterns, cellular differentiation, pathways and synaptic connections, the genetics of neural development, neural sexual differentiation, neural plasticity and endocrine factors, somatosensation, motor systems, and vision.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

PSYCH 71600 - Animal Behavior I: Mechanisms of Behavior (B)

History of approaches to animal behavior; behavior development; proximate causation of behavior (motivation, neuroethology, and biorhythms); animal orientation and communication; cognitive ethology and culture.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

PSYCH 71700 - Animal Behavior and Conservation in Captivity and the Wild (B)

Introduces concepts and techniques of wildlife biology and comparative psychology, with contributions from researchers in social behavior, reproductive biology, wildlife conservation, captive breeding, and animal cognition and communication.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 71751 - Field Study in Animal Behavior and Conservation (B)

Observation and study of the behavior of animals in their natural environment and application of techniques of observation and data analysis.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

PSYCH 71800 - Ethology (Animal Behavior II – Behavioral Ecology) (B)

Examines behavioral genetics, which covers the importance of single-gene effects, polygenic behavioral traits, and the utility of the concept of heritability; behavioral evolution, which covers the methods of elucidating the phylogeny of behavior when fossil evidence is not available; behavioral ecology, which focuses on mating systems, territorial behavior, feeding strategies, antipredatory behavior, and sociobiology.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses. instructor's permission

PSYCH 72000 - Developmental Psychology I (S)

Topics in development, including pre- and perinatal influences on development, learning, cognition, and aggression. The course uses a variety of perspectives to examine issues in development.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 72100 - Developmental Psychology II

PSYCH 73000 - Psychology of Learning (B)

PSYCH 730. Psychology of Learning (B)

Contemporary phenomena and theories about learning and behavior, including both animal and human examples of learning phenomena with a focus on basic processes.

PSYCH 73500 - Psychology of Perception

PSYCH 73600 - Sensory Perception

PSYCH 73700 - Cognitive Development (S)

The development of cognition, i.e., the development of higher mental processes. Areas covered include infancy, conceptual development, memory, social cognition, and language.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 73800 - Cognitive Psychology (S)

A theoretical and experimental overview of cognitive psychology. Topics include cognitive architecture, attention, pattern recognition, memory, language processing, and representation of knowledge.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 73900 - Research Methods in Animal Behavior (A, B)

Designed to develop skills required for the study of animal behavior, such as procedures for obtaining data in laboratories or in captive and natural environments; includes observational techniques, single-subject designs, issues of reliability and external validity, non-parametric statistics.

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 74000 - Personality

PSYCH 74100 - Evolution of Psychoanalytic Theory

PSYCH 74200 - Contemporary Psychoanalytic Theories (A)

An exploration of the British object relations theorists and their influence on contemporary psychoanalytic approaches. Students should have some background in basic psychoanalytic theory.

prereq: PSYCH 22000 or 67600, and PSYCH 22300 or permission of the instructor

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 74600 - Social Psychology (S)

An advanced overview of the field, includes a focus on: the development of social psychological theory; beliefs, attitudes, and social behavior; stereotyping and prejudice; influencing attitudes and changing behavior; interpersonal perception; the self and social identity; social interaction and interpersonal relationships; group dynamics; and implications of social psychology for understanding society.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 74700 - Experimental Social Psychology

Designed to develop an understanding of the research process from formulating a testable hypothesis, to designing the study, to collecting and analyzing data, to publishing the results of the study. Examples are drawn primarily from social and cognitive psychology. Topics include reading and writing journal quality research reports; ethics; single and multi factor designs; small-n designs; quasi-experimental designs; survey research; laboratory and field research; observational techniques; correlational research.

prereq: a graduate course in statistics

Hours 30 hrs lecture, 30 hrs lab,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 74800 - Psychological Theories of Ethnic and Cultural Identity (S)

Current research and theory on ethnic and racial identity development, including components of ethnic/racial/ cultural identity; historical and conceptual issues; the state of theory and research on ethnic identity as it pertains to particular ethnic groups; racial and ethnic socialization; language and ethnic identity; applications of the ethnic identity construct.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75000 - Special Topics in Psychology

Readings and discussion on a selected problem or topic area – varies from semester to semester.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75003 - Comparative Cognition and Learning

PSYCH 75103 - Basic Psychological Processes 1: Perception, Learning and Comparative Cognition (S, B)

Covers the basic concepts in perception, learning and comparative psychology. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75104 - Basic Psychological Processes 2: Development, Cognition and Language (S)

Covers the basic concepts in memory, language and cognitive development. Each topic is taught by a faculty member whose expertise and research is in the area to be covered.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75200 - Language and Thought

PSYCH 75300 - Attitudes and Attitude Change (S)

Covers traditional and current theory and research on attitudes and persuasion in social psychology, including attitude formation, structure, and measurement; the link between attitudes and behavior; prejudice and discrimination; and persuasion theories including cognitive dissonance, message learning, fear appeals, and elaboration likelihood.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75400 - Applied Animal Welfare & Behavior (B)

Fundamental principles of animal behavior discussed in context of their applications to captive animal management (in laboratories, farms, zoos, aquariums, and shelters), animal welfare, and conservation. Programmatic approaches to animal care (e.g. enrichment and training) and animal welfare assessment tools will be described and evaluated.

PSYCH 75500 - Psychopathology I (A)

Familiarizes students with thinking and research about diagnosis, etiology, course and treatment of abnormal behavior. Topics covered include diagnosis and the principles and techniques of assessment; research methodology (experimental and correlational); the schizophrenias, mood disorders, neuroses, personality disorders, and stress reactions.

Hours 45 hrs including conference,

Credits 3 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course require a stronger background than that required for most 600 level courses.

PSYCH 75600 - Psychopathology II

PSYCH 75700 - Animal Thinking and Communication (S, B)

This course focuses on animal cognition and communication from the perspectives of communication theory, animal behavior, cognitive ethology and comparative cognition. Research on chimpanzees, dolphins, elephants, parrots and other animals will be covered.

prereq: PSYCH 71700 or permission of instructor or of Animal Behavior and Conservation Coordinator
Credits 3

PSYCH 76000 - Psychometric Methods

PSYCH 76100 - Measurement of Abilities

PSYCH 76300 - Psychophysical Methods

PSYCH 76400 - Personality Measurement I

PSYCH 76500 - Personality Measurement II: Projective Techniques

PSYCH 78000 - Quantitative Methods in Psychology

PSYCH 78300 - Mathematical Models in Psychology

PSYCH 78400 - Colloquium in Animal Behavior and Biopsychology

The fall colloquium is organized by doctoral students in the Biopsychology, Behavioral Neuroscience program and includes presentations on a variety of topics by students, faculty and outside speakers. The spring colloquium is a themed set of symposia in which distinguished visiting scientists discuss their work in relation to current issues in the field.

Credits 1 cr

Permission for all courses must be obtained from the graduate adviser. Some courses require the permission of the instructor as well. This course requires a stronger background than that required for most 600 level courses.
instructor's permission

PSYCH 79000 - Experimental Psychopharmacology

Programs and Courses in Sociology/Social Research

Sociology/Social Research

About the Department

The core agenda of the Hunter College Sociology Department is to instruct students in a major that develops critical skills and social awareness and is also part of a broad and rich liberal arts curriculum. The Sociology Department at Hunter College has been built with the comprehensive aim of including most of the various facets of the sociological enterprise, including: theoretical/philosophical sociologists, field and quantitative researchers, criminologists, critical and feminist theorists, specialists in media studies and consumer behavior, micro-sociologists, students of global and international studies, urban studies, and specialists in computer-based research programs.

At Hunter College, our Sociology Department faculty members fulfill a triple mission as teachers, researchers/scholars and as active members of the larger Hunter community. First, as teachers, we take seriously the rich diversity of Hunter's student body by offering courses that emphasize both local and global perspectives. We use New York City as a "laboratory" in many of our courses at both the undergraduate and master's levels including "Intro," urban sociology, quantitative methods and statistics, race/ethnicity, immigration, consumer behavior, criminology and gender studies. We also offer courses on international development and globalization. Our strength in the fields of race/ethnicity and immigration, as well as in a range of other established subfields, allows us to incorporate sociological perspectives with an appreciation of Hunter students' wonderfully diverse backgrounds and experience. Nearly all the courses that are given in these various specializations are offered on a more or less regular basis and are nearly always fully subscribed since students who are not majors also take our courses in large numbers. Both in our undergraduate and graduate programs, we encourage faculty to develop new electives on a regular basis so as to keep our curriculum up to date and interesting for students.

At the graduate level, our Master of Science in Social Research program is successful at preparing students for careers in applied sociology, and at making it possible for students to secure jobs in the non-profit, governmental and corporate world that may have traditionally been closed to them. The Master's program ("GSR") is nationally recognized as a model for integrating the applied with the theoretical in training students for the professional world. Our combined BA/MS Program also gives students who already attend Hunter an opportunity to remain engaged with their studies while becoming integrated into a community of sociologists.

Programs and Courses

Programs and Courses in Sociology/Social Research

Administration and Faculty

Department Office:

1622 West
(212) 772-5587

Chair:

Charles Green
1622 West
(212) 772-5635
cgreen@hunter.cuny.edu

Graduate Program Director and Adviser:

Howard Lune
1601 West
(212) 772-5641
hlune@hunter.cuny.edu
Website: <http://www.hunter.cuny.edu/sociology/faculty/howard-lune>

Areas of research application within MS in Social Research

- Market Research and Consumer Behavior
- Media Research and Analysis
- Research and Policy Analysis in the Public and Nonprofit Sector
- Research in International Development

Other options may be designed by students in consultation with the program director.

Faculty

Michael Owen Benediktsson, Assistant Professor; PhD, Princeton University; Urban and Cultural Sociology/Theory

Lynn Chancer, Professor; PhD, CUNY; Race/Class/Gender, Criminology/Delinquency

Erica Childs, Assistant Professor; PhD, Fordham; Race/Gender/Sexuality, Family, Media/Popular Culture

Margaret Chin, Assistant Professor; PhD Columbia; Family, Qualitative Research Methods

Thomas DeGloma, Assistant Professor; PhD, Rutgers; Culture, Cognition/memory, Symbolic Interaction, and Sociological Theory

Nancy Foner, Distinguished Professor; PhD, Chicago; Migration and Immigration, Race/Class/Gender, Urban Sociology; Joint Appointment with Graduate Center

Charles Green, Professor and Department Chair; PhD, Rutgers; Ethnic and Race Relations, Urban Sociology, Development

Marc Halling, Lecturer; BA, Minnesota; Social Theory, Medical Sociology, Media and Culture

John Hammond, Professor; PhD, Chicago; Collective Behavior/Social Movements, Political Sociology, Work and Labor Markets

Donald J. Hernandez, Professor; PhD., University of California, Berkeley; Demography, Family, Children/Youth/Public Policy

Manfred Kuechler, Professor; PhD, Bielefeld (Germany); Political Sociology, Collective Behavior/Social Movements, Quantitative Methodology

Marnia Lazreg, Professor; PhD, NYU; Development, Political Economy, Cultural Movements, Gender, Biotechnology

Howard Lune, Associate Professor; PhD, NYU; Organizations, Collective Behavior/Social Movements, Research Methods, Urban Sociology

Claus Mueller, Professor; PhD, New School for Social Research; Media Research and Analysis, Political Sociology

Joong-Hwan Oh, Associate Professor; PhD, South Carolina; Urban Criminology, Global Sociology, Race and Ethnic Relations

Ruth Sidel, Professor; PhD, Union; Children and Youth, Sex and Gender, Stratification/Mobility/Inequality

Pamela Stone, 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

Affiliated Faculty

Jeanne Weiler, Associate Professor; PhD, SUNY-Buffalo; Education, Comparative/Historical, Applied Sociology/Evaluation Research

Graduate Masters

Social Research - MS

The Department of Sociology offers an intensive program in social research leading to the master of science degree. The program is designed for individuals who wish to pursue a career in applied social 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 business corporations, organizations involved with international development, government agencies and non-profit organizations.

The program offers four broad areas of research application: market research and consumer behavior; media research and analysis; research in international development; and research and policy analysis in the public and nonprofit sector. Students may focus on one of the program's areas of specialization or, with faculty guidance, develop a customized course of study if a student is interested in an area of research other than those given above.

Students train for careers in research through a combination of course work, research in their areas of specialization, and a supervised internship in a professional research setting. 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. Internship sites have included such companies and organizations as Community Service Society; CBS; Children's Television Workshop; numerous state and city agencies; Warnako Corp.; Time-Warner, Inc.; Lou Harris Interactive; Nielsen Corp. and the United Nations. Students who are already working in research positions may use on-the-job projects as the basis of an internship, with permission of the program director.

Students wishing to learn more about the program are encouraged to talk with the Program Director, **Professor Howard Lune**, who can be reached in the program office in 1601 Hunter West or by email at hlune@hunter.cuny.edu.

Admission Requirements

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 a background in sociology or other social science are desirable but not required. General admission requirements for arts and sciences graduate programs apply, including a minimum grade point average of 3.0 and the Graduate Record Exam (GRE) or the Graduate Management Admission Test (GMAT). Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit minimum scores on the Test of English as a Foreign Language (TOEFL) of 550 on the paper based test or 213 on the computer administered test or 60 (less speaking component) on the TOEFL IBT.

Applicants who do not meet these requirements in full may apply and request special permission to enter after a mandatory personal interview.

Degree Requirements

Completion of the graduate program in social research requires a minimum of 45 credits, which include:

1. Core Courses

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

prereq: SOC 24100 or equiv

Hours 45

Credits 3

fall only Students must consult the program advisers 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.

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

prereq: GSR 70800 with grade of B or better

Hours 45

Credits 3

spring only Students must consult the program advisers 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.

GSR 71000 - Research Methods I

Application of research techniques in qualitative research, field research, participant observation, library research, analysis of textual data.

prereq: SOC 24100 or equiv or perm instr

Hours 45 hrs,

Credits 3 cr

fall only Students must consult the program advisers 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.

GSR 71100 - Research Methods II

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

prereq: GSR 71000 or permission of instructor

Hours 45 hrs,

Credits 3 cr

spring only Students must consult the program advisers 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.

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 45

Credits 3

Students must consult the program advisers 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.

GSR 71600 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

prereq: GSR 70900, GSR 71000 and GSR 71100

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 45

Credits 3

Spring only. Students must consult the program advisers 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.

2. Electives

Fifteen credits are taken in courses according to the student's interests. Some may be taken in areas of specialization among GSR courses, some may be selected from courses in other Hunter departments or CUNY colleges. See advisers.

3. Internship Requirements

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.

GSR 71800 - Research Internship

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.

Credits 6 cr

Students must consult the program advisers 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.

Additional Information

The program can be completed in two years on a full-time basis, or seven semesters on a part-time basis (two courses per semester minimum).

Research Facilities and Affiliations

Graduate social research students have access to college-wide research and computing facilities and libraries of Hunter College, as well as to GSR program facilities, including a social sciences computer lab and a focus group facility.

Course Sequence

The following links provide a recommended model for timely completion of the program. Actual student schedules will depend on student interest and advisement.

- [Social Research Recommended Path for Full-Time Study, 2 years](#)
- [Social Research, Recommended Paths for Part-Time Study, 3 - 3 1/2 Years](#)

Note(s)

All courses offered by the program are open to students from other graduate programs provided the appropriate prerequisites are met.

Social Research Recommended Path for Full-Time Study, 2 years

Return to Social Research - MS

First Year

Fall Semester

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 45

Credits 3

Students must consult the program advisers 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.

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

prereq: SOC 24100 or equiv

Hours 45

Credits 3

fall only Students must consult the program advisers 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.

GSR 71000 - Research Methods I

Application of research techniques in qualitative research, field research, participant observation, library research, analysis of textual data.

prereq: SOC 24100 or equiv or perm instr

Hours 45 hrs,

Credits 3 cr

fall only Students must consult the program advisers 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.

- GSR Elective

Spring Semester

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

prereq: GSR 70800 with grade of B or better

Hours 45

Credits 3

spring only Students must consult the program advisers 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.

GSR 71100 - Research Methods II

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

prereq: GSR 71000 or permission of instructor

Hours 45 hrs,

Credits 3 cr

spring only Students must consult the program advisers 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.

- GSR Elective
- GSR Elective

Second Year

Fall Semester

GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

prereq: GSR 70900, GSR 71000 and GSR 71100

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 71800 - Research Internship

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.

Credits 6 cr

Students must consult the program advisers 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.

- GSR Elective

Spring Semester

GSR 71600 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 45

Credits 3

Spring only. Students must consult the program advisers 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.

- GSR Elective
- GSR Elective

Note

The fall/spring sequencing of courses may change. Check the online schedule of classes.

Social Research, Recommended Paths for Part-Time Study, 3 - 3 1/2 Years

Return to Social Research - MS

If Starting in the Fall

Fall Semester

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

prereq: SOC 24100 or equiv

Hours 45

Credits 3

fall only Students must consult the program advisers 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.

GSR 71000 - Research Methods I

Application of research techniques in qualitative research, field research, participant observation, library research, analysis of textual data.

prereq: SOC 24100 or equiv or perm instr

Hours 45 hrs,

Credits 3 cr

fall only Students must consult the program advisers 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.

Spring Semester

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

prereq: GSR 70800 with grade of B or better

Hours 45

Credits 3

spring only Students must consult the program advisers 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.

GSR 71100 - Research Methods II

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

prereq: GSR 71000 or permission of instructor

Hours 45 hrs,

Credits 3 cr

spring only Students must consult the program advisers 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.

Fall Semester

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 45

Credits 3

Students must consult the program advisers 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.

GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

prereq: GSR 70900, GSR 71000 and GSR 71100

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

- GSR Elective

Spring Semester

GSR 71600 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

- GSR Elective

Summer Semester

GSR 71800 - Research Internship

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.

Credits 6 cr

Students must consult the program advisers 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.

Fall Semester

- GSR Elective
- GSR Elective

Spring Semester

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 45

Credits 3

Spring only. Students must consult the program advisers 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.

- GSR Elective

If Starting in the Spring

Spring Semester

GSR 71100 - Research Methods II

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

prereq: GSR 71000 or permission of instructor

Hours 45 hrs,

Credits 3 cr

spring only Students must consult the program advisers 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.

- GSR Elective

Fall Semester

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

prereq: SOC 24100 or equiv

Hours 45

Credits 3

fall only Students must consult the program advisers 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.

GSR 71000 - Research Methods I

Application of research techniques in qualitative research, field research, participant observation, library research, analysis of textual data.

prereq: SOC 24100 or equiv or perm instr

Hours 45 hrs,

Credits 3 cr

fall only Students must consult the program advisers 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.

Spring Semester

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

prereq: GSR 70800 with grade of B or better

Hours 45

Credits 3

spring only Students must consult the program advisers 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.

GSR 71600 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

Fall Semester

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 45

Credits 3

Students must consult the program advisers 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.

GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

prereq: GSR 70900, GSR 71000 and GSR 71100

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

Spring Semester

GSR 71800 - Research Internship

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.

Credits 6 cr

Students must consult the program advisers 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.

- GSR Elective

Fall Semester

- GSR Elective
- GSR Elective

Spring Semester

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 45

Credits 3

Spring only. Students must consult the program advisers 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.

- GSR Elective

Note

The fall/spring sequencing of courses may change. Check the online schedule of classes.

Undergraduate Major/Graduate Masters

Social Research - BA/MS

For a limited number of qualified undergraduate students, the sociology department offers an accelerated five-year program leading to a BA in sociology and an MS in social research. The program requires a total of 145 credits of college work (100 undergraduate, 45 graduate). To get the maximum financial benefit from BA/MS program, students should apply before the number of cumulative credits taken (including those being taken currently) exceeds 100 credits. All credits above 120 will be charged at the graduate tuition rates. The BA/MS program is a full-time program requiring 12 graduate credits per term.

In order to be admitted to the program students must complete their basic requirements, including their major, pass an honors course or its equivalent (cross listed graduate course, honors independent study), have an overall GPA of at least 3.5 and meet other requirements of the MS program as listed below (with the exception of the GRE exam). BA/MS applicants should have no more than 100 credits completed before entering the program and can apply for fall or spring admission. Applications on forms provided by the undergraduate advising office are filed with the undergraduate advisor, and include a copy of the current transcript and two letters of recommendation.

Students are admitted to the BA/MS program at the end of their junior year but must consult with the undergraduate advisor before they file the application.

Sociology/Social Research Core

GSR 70200 - Contemporary Sociological Theory

Methodological philosophies and findings of major sociological theorists.

Hours 45

Credits 3

Students must consult the program advisers 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.

GSR 70800 - Statistics I

Inferential statistics and introduction to multivariate techniques. Includes use of computer for problem sets.

prereq: SOC 24100 or equiv

Hours 45

Credits 3

fall only Students must consult the program advisers 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.

GSR 70900 - Statistics II

Topics covered include analysis of variance, multiple regression and other multivariate techniques.

prereq: GSR 70800 with grade of B or better

Hours 45

Credits 3

spring only Students must consult the program advisers 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.

GSR 71000 - Research Methods I

Application of research techniques in qualitative research, field research, participant observation, library research, analysis of textual data.

prereq: SOC 24100 or equiv or perm instr

Hours 45 hrs,

Credits 3 cr

fall only Students must consult the program advisers 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.

GSR 71100 - Research Methods II

Basic concepts and methods used in survey research, research design, measurement, questionnaire construction, sampling, data analysis.

prereq: GSR 71000 or permission of instructor

Hours 45 hrs,

Credits 3 cr

spring only Students must consult the program advisers 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.

GSR 71600 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 71700 - Seminar in Applied and Evaluation Research

Theoretical and methodological issues in applied evaluation research; achieving agreement on program goals and qualifying goals.

prereq: GSR 70900, GSR 71000 and GSR 71100

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 71800 - Research Internship

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.

Credits 6 cr

Students must consult the program advisers 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.

GSR 71900 - Applied Research Seminar

Capstone seminar for the GSR program: students perform data analysis and write a professional research report.

Hours 45

Credits 3

Spring only. Students must consult the program advisers 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.

Sociology/Social Research Special Topics Seminars and Independent Research

GSR 79000 - Special Topics Seminar

The program offers experimental special-topics seminars. Check with program office for more information.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

Areas of Specialization: Marketing Research and Consumer Behavior

GSR 72200 - Consumer Behavior

Cultural, social, and psychological influences on consumer decision-making and consumer satisfaction; Consumerism.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 72300 - Nonprofit and Social Marketing

Application of marketing and marketing research to non-business organizations.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

Areas of Specialization: Media Research and Analysis

GSR 73100 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 73200 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 73300 - 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.

Hours 45 hrs,

Credits 3 cr

Students can take graduate courses in the Department of Film and Media Studies provided they are directly related to media analysis and research. Students must consult the program advisers 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.

Areas of Specialization: Research and Evaluation

GSR 75200 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 76700 - Interpersonal Process in Organizations

Analysis of social relations in organizations; interpersonal processes in management, conflict negotiations, and interdepartmental relations.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

Areas of Specialization: Research and Policy Analysis/Nonprofit Sector

GSR 74100 - Social Policy

Planning procedures and program evaluation in public, corporate, and other private-sector settings; sources of error in forecasting.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 74200 - Public Policy Analysis

Theories, concepts, and methods in public- policy analysis applied to select policy areas such as social service, criminal justice, and education.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 74600 - Organizational Dynamics

Organizational design, processes and analysis in the business, public, and nonprofit sectors.

Hours 45 hrs,

Credits 3 cr

With appropriate approval, students may take graduate courses offered by the Department of Urban Affairs such as URBG 74800 (Management Control of Nonprofit Organizations) and URBG 76200 (Health Regulation). Students must consult the program advisers 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.

Areas of Specialization: Research and Training in International Development

GSR 73400 - 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.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 76100 - Development Theories and Practices

History of the evolution of theories of development and analysis of their application to post colonial societies from 1945 to 1989; assessment of development practices and their implications for poverty alleviation and social change; analysis of the conditions under which development aid is provided and its impact on a sample of countries from Africa, the Middle East and Asia.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 76200 - Rethinking Development in the Global Era

Critical analysis of the shift from the old development discourse to a new one centered on “post development” or the “global” economy; identification of the ways in which developing societies attempt to integrate themselves into the global economy; assessment of the cultural, social and political impacts of the switch from socialist or mixed economies to market economies; analysis of the role of IMF, the World Bank, and world trade agreements in reshaping developing societies. Methodologies of social development, conflict resolution, legal reform and poverty alleviation used in aid organizations.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

GSR 76300 - International Development Practicum

Structures and functions of international aid organizations. Training in program/project analysis; training in gender and development; advocacy for a number of development issues as well as governance.

Hours 45 hrs,

Credits 3 cr

Students must consult the program advisers 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.

Programs and Courses in Theatre

Theatre

About the Department

The Hunter College Theatre Department offers students the opportunity to study theatre while exploring New York's vibrant theatre scene. We offer classes in acting, directing, and playwriting and design in addition to theatre history, literature, and theory. We believe that critical thinking and practical skills nourish each other. Our accomplished faculty members bring their professional experience as practitioners and scholars outside the college to the classroom. The Department produces one mainstage and several smaller productions each semester, with students taking part in all areas of performance and production.

Doctor of Philosophy

The City University of New York offers a PhD program in theatre. See the Graduate Center webpage <http://web.gc.cuny.edu/theatre> 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 Center, 365 Fifth Avenue, New York, NY 10016. All Hunter's Theatre MA program courses are accepted toward the CUNY PhD.

Programs and Courses

Programs and Courses in Theatre

Administration and Faculty

Department Office:

522 North
(212) 772-5149
email: huntergraduate@hotmail.com
Website: <http://hunter.cuny.edu/theatre/>

Chair:

Barbara Bosch

522 North
(212) 650-3789
bbosch@hunter.cuny.edu

Graduate Advisers:

Mira Felner

520B North
(212) 650-5148
mfelner@hunter.cuny.edu

-or-

Claudia Orenstein

520H North
(212) 772-5149
corenste@hunter.cuny.edu

Faculty

Joel Bassin, Assistant Professor; PhD CUNY; Theatre Production and Arts Management

Barbara Bosch, Professor and Department Chair; PhD, California at Berkeley; American Theatre, Acting, Directing

Ian R. Calderon, Professor; MFA, Yale; Lighting Design, Visual Elements, Theatre Architecture, Dramatic Television

Dong-Shin Chang, Assistant Professor; PhD, NYU; Theatre History, Intercultural Performance, Race and Performance

Deepsikha Chatterjee, Lecturer; MFA, Florida; Costume History, Costume and Fashion Design, Technology, Costume Crafts, South Asian Clothing and Costume

Mira Felner, Professor; PhD, NYU; Theatre History, Acting and Directing Theory

Jean Graham-Jones, Associate Professor; PhD, UCLA; Theatre History and Theory, Latin American Theatre

Tina Howe, Visiting Professor; BA, Sarah Lawrence; Playwriting

Judith Jablonka, Lecturer; MFA, Case Western Reserve; Acting, Voice and Movement

Jonathan Kalb, Professor; DFA, Yale; Dramaturgy, Dramatic Criticism, Theatre History

Claudia Orenstein, Associate Professor; PhD, Stanford; Theatre History, Asian Theatre, Political Theatre

Mia Rovegno, Assistant Professor; MFA in Directing, Brown/Trinity Rep Consortium; Acting, Directing, Physical Theater, New Play Development

Michael E. Rutenberg, Professor; DFA, Yale; Directing, Acting, Playwriting

Louisa Thompson, Assistant Professor; MFA, Yale; Set and Costume Design

Graduate Masters

Playwriting MFA

Announcing the Rita and Burton Goldberg MFA in Playwriting, a selective two year program with a strong emphasis on production. Students will not only study playwriting, theater history, dramatic literature and play analysis in Hunter's Department of Theatre, they will also learn how to collaborate with actors, directors, designers, and dramaturgs through the rehearsal process, readings and full productions. This training will include electives in other disciplines, as well as work with the most exciting theatre artists in New York City, under the guidance of Distinguished Lecturer in Playwriting Mark Bly and Playwright in Residence, Tina Howe. The Rita and Burton Goldberg MFA in playwriting is all about making theatre in the theatre capital of the world.

The program also offers a new component for students unique in Graduate Playwriting Programs across the United States today. The students' thesis plays will not only be fully produced, but the productions will be staffed by professional directors, actors, and designers and student actors. No other existing playwriting program in our country offers students such a rare opportunity to learn from seasoned theatre professionals about the process of working on a new play in the midst of producing their thesis project. These productions, known as the Hunter Playwrights Festival, will be supervised by Thesis Adviser and Production Manager Mark Bly and Tina Howe, Playwright in Residence and will be presented in the Spring each year. This Festival will be an extraordinary opportunity for the playwrights to showcase their work before an invited audience of distinguished local and national industry professionals.

Admissions

Applicants to the Rita and Burton MFA in playwriting are required to have a bachelor's degree; they must submit two letters of recommendation, GRE scores and a full length play or a one act play of at least 40 pages, both as hard copy and as a PDF attachment. An interview is strongly recommended. (Only matriculated students will be eligible to take MFA courses.) Admission will be decided by the Artistic Director and the MFA faculty. The deadline for application is March 15.

Degree Requirements

This two year program encourages playwrights to discover and celebrate their unique voice. Towards that end they'll be given a thorough grounding in theatre history, dramatic literature, play analysis, and the craft of playwriting as well have the opportunity to take electives in other departments. Well known theatre artists will also be invited in to share their experience and expertise. In conjunction with this academic grounding and focus on individual needs, there will be hands-on workshops in which students learn how to collaborate with actors, directors and designers, culminating in staged readings and full productions of their plays.

Required Courses (27 credits)

THC 73100 - MFA Playwriting I: The One-Act Play

This course is designed for experienced playwrights. Students will complete a ten minute play including three rewrites and a new one act play with three rewrites, with attention to the fundamentals of playwriting: Character, Action, Story, Tone. Readings during the semester

Writing Requirements: A ten-minute play and a one-act play in several drafts, a journal, and other writing exercises.

prereq or coreq: Pre- and/or Corequisites (and/or other special conditions): Students admitted to the MFA program in Playwriting or by special permission of the Instructor

Hours 3

Credits 3

THC 73200 - MFA Playwriting II: The Full-Length Play

This course is designed for the experienced playwright. Students will complete a new full-length play including one rewrite with attention to the fundamentals of structure as well as giving freedom to their individual voices and the process of rewriting. Forms of Drama will be discussed. Staged readings at completion of the projects.

Writing Requirements: Students will complete a full-length play in several drafts.

prereq: (and/or other special conditions):

THC 73100 or permission of instructor.

Hours 3

Credits 3

THC 73300 - MFA Playwriting III: Adaptation

Students will write a full length play adapted from fact or fiction, including two rewrites. Students will fulfill readings in plays which have been adapted from other mediums. Students will be required to complete oral presentations of one adapted project in dramatic literature. Production at completion of the semester. Students will be required to present a thesis play proposal.

prereq: THC 73200 or permission of the instructor

Hours 3

Credits 3

THC 73400 - MFA Playwriting IV: Final Script for Production

Students will complete a Thesis Masterpiece play including rewrites and culminating in a Final Production.

prereq: THC 72100 Playwriting III

coreq: THC 72400 Production Workshop II

THC 73500 - MFA Production Workshop I

Development of new scripts through table work, scene work, culminating in staged readings. Working with a community of artists – directors, actors, and dramaturges – through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, and dramaturges.

The class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting and directing.

prereq: Playwriting II

coreq: Playwriting III

THC 73600 - MFA Production Workshop II

Development of new scripts through table work, scene work, and readings, culminating in works-in-progress performances. Working with a community of artists--directors, actors, designers, and dramaturges--through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, designers, and dramaturges.

This class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting, directing, and design.

prereq: THC 72300 Production Workshop I and THC 721 Playwriting III

coreq: THC 72200 Playwriting IV

THC 75100 - History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 75200 - History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

Hours 30 hrs, including conferences,

Credits 3 cr

Electives (9 credits)

Nine credits are to be chosen from Courses in Theatre

Sample Program of Study

First Semester

THC 75100 - History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 73100 - MFA Playwriting I: The One-Act Play

This course is designed for experienced playwrights. Students will complete a ten minute play including three rewrites and a new one act play with three rewrites, with attention to the fundamentals of playwriting: Character, Action, Story, Tone. Readings during the semester

Writing Requirements: A ten-minute play and a one-act play in several drafts, a journal, and other writing exercises.

prereq or coreq: Pre- and/or Corequisites (and/or other special conditions): Students admitted to the MFA program in Playwriting or by special permission of the Instructor

Hours 3

Credits 3

THC elective: select from the following courses Courses in Theatre

Second Semester

THC 75200 - History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 73200 - MFA Playwriting II: The Full-Length Play

This course is designed for the experienced playwright. Students will complete a new full-length play including one rewrite with attention to the fundamentals of structure as well as giving freedom to their individual voices and the process of rewriting. Forms of Drama will be discussed. Staged readings at completion of the projects.

Writing Requirements: Students will complete a full-length play in several drafts.

prereq: (and/or other special conditions):

THC 73100 or permission of instructor.

Hours 3

Credits 3

THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

*Hours 30 hrs, including conferences,
Credits 3 cr*

Third Semester

THC 73300 - MFA Playwriting III: Adaptation

Students will write a full length play adapted from fact or fiction, including two rewrites. Students will fulfill readings in plays which have been adapted from other mediums. Students will be required to complete oral presentations of one adapted project in dramatic literature. Production at completion of the semester. Students will be required to present a thesis play proposal.

*prereq: THC 73200 or permission of the instructor
Hours 3
Credits 3*

THC 73500 - MFA Production Workshop I

Development of new scripts through table work, scene work, culminating in staged readings. Working with a community of artists – directors, actors, and dramaturges – through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, and dramaturges.

The class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting and directing.

*prereq: Playwriting II
coreq: Playwriting III*

- THC elective or Internship: select from the following courses Courses in Theatre

Fourth Semester

THC 73400 - MFA Playwriting IV: Final Script for Production

Students will complete a Thesis Masterpiece play including rewrites and culminating in a Final Production.

*prereq: THC 72100 Playwriting III
coreq: THC 72400 Production Workshop II*

THC 73600 - MFA Production Workshop II

Development of new scripts through table work, scene work, and readings, culminating in works-in-progress performances. Working with a community of artists--directors, actors, designers, and dramaturges--through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, designers, and dramaturges.

This class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting, directing, and design.

prereq: THC 72300 Production Workshop I and THC 721 Playwriting III

coreq: THC 72200 Playwriting IV

THC elective or Internship: select from the following courses: Courses in Theatre

Theatre - MA

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; and playwriting. 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 adviser, 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. Other worthwhile scripts by advanced writers in the Hunter graduate theatre program may be given workshop productions by their student colleagues. The John Golden Fund provides awards for promising writers.

Students concentrating in dramaturgy may work in internship programs at professional theatre companies.

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.

Requirements for the Degree

Courses

Each candidate must complete an approved program of study of at least 30 credits, including following. Courses other than those in the Department of Theatre may be applied toward the 30 credits with the approval of the graduate adviser, but may not exceed 9 credits. Not more than 9 credits may be transferred from nonmatriculated to matriculated status.

THC 70200 - History of Theatrical Theory

Historical survey of major theatre theories and theorists from Aristotle to poststructuralism.

*Hours 30 hours, including conferences,
Credits 3*

THC 75100 - History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

*Hours 30 hrs, including conferences,
Credits 3 cr*

THC 75200 - History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

*Hours 30 hrs, including conferences,
Credits 3 cr*

THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

*Hours 30 hrs, including conferences,
Credits 3 cr*

Examination

The student is required to pass a three-hour comprehensive examination covering general knowledge in theatre history, criticism, and production. The comprehensive exam may be repeated if failed, but may be taken no more than three times. The department no longer requires a proficiency examination in one foreign language.

MA with Honors

Master's Essay: Upon completion of the comprehensive examination, the graduate committee will determine which students shall be invited to submit a proposal for a Master's Essay. This decision will be based on academic performance: papers, class participation, and the quality of the comprehensive examination. Honors students must register for THC 79900 - Master's Essay to complete the 30 required credits when the proposal is approved.

THC 79900 - Master's Essay

Individually supervised research and writing of a thesis, leading to graduation with honors.

Credits 3

Recent Electives

Our course offerings also include a continually changing roster of electives

Recent Electives:
Advanced Directing

Theatre and the Middle East
Law and American Drama
Intercultural Theatre
Greek Drama
History of Opera
Puppetry and Performing Objects On-stage
Performing Arts of Kerala, India
Goethe's Faust: Text, Background, Tradition

THC 70200 - History of Theatrical Theory

Historical survey of major theatre theories and theorists from Aristotle to poststructuralism.

*Hours 30 hours, including conferences,
Credits 3*

THC 70500 - Theatre in Society

Study of influence of social, philosophical, and religious concepts on content and form of modern theatre.

*Hours 30 hrs, including conferences,
Credits 3 cr*

THC 71000 - Studies in Dramatic Genre

Theories and changing forms of traditional theatrical genres: tragedy, comedy, tragicomedy, farce, melodrama.

*Hours 30 hrs, including conferences,
Credits 3 cr
May be repeated for credit.*

THC 71100 - Theatre Criticism

Analysis of practical modern criticism.

*Hours 30 hrs, including conferences,
Credits 3 cr*

THC 72000 - Independent Research

Directed program of reading, research, or creative presentation under supervision of graduate faculty member.

*prereq: perm instr
Hours Hrs to be arranged.
Credits 3 cr*

THC 72500 - Special Topics

Studies in specialized areas of theatre.

Hours 30 hrs, including conferences,

Credits 3 cr

May be repeated for credit.

THC 73000 - 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.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 73100 - MFA Playwriting I: The One-Act Play

This course is designed for experienced playwrights. Students will complete a ten minute play including three rewrites and a new one act play with three rewrites, with attention to the fundamentals of playwriting: Character, Action, Story, Tone. Readings during the semester

Writing Requirements: A ten-minute play and a one-act play in several drafts, a journal, and other writing exercises.

prereq or coreq: Pre- and/or Corequisites (and/or other special conditions): Students admitted to the MFA program in Playwriting or by special permission of the Instructor

Hours 3

Credits 3

THC 73200 - MFA Playwriting II: The Full-Length Play

This course is designed for the experienced playwright. Students will complete a new full-length play including one rewrite with attention to the fundamentals of structure as well as giving freedom to their individual voices and the process of rewriting. Forms of Drama will be discussed. Staged readings at completion of the projects.

Writing Requirements: Students will complete a full-length play in several drafts.

prereq: (and/or other special conditions):

THC 73100 or permission of instructor.

Hours 3

Credits 3

THC 73300 - MFA Playwriting III: Adaptation

Students will write a full length play adapted from fact or fiction, including two rewrites. Students will fulfill readings in plays which have been adapted from other mediums. Students will be required to complete oral presentations of one adapted project in dramatic literature. Production at completion of the semester. Students will be required to present a thesis play proposal.

prereq: THC 73200 or permission of the instructor
Hours 3
Credits 3

THC 73400 - MFA Playwriting IV: Final Script for Production

Students will complete a Thesis Masterpiece play including rewrites and culminating in a Final Production.

prereq: THC 72100 Playwriting III
coreq: THC 72400 Production Workshop II

THC 73500 - MFA Production Workshop I

Development of new scripts through table work, scene work, culminating in staged readings. Working with a community of artists – directors, actors, and dramaturges – through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, and dramaturges.

The class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting and directing.

prereq: Playwriting II
coreq: Playwriting III

THC 73600 - MFA Production Workshop II

Development of new scripts through table work, scene work, and readings, culminating in works-in-progress performances. Working with a community of artists--directors, actors, designers, and dramaturges--through the various steps in the production process, the playwright will develop the script through rewrites stimulated by the input of actors, directors, designers, and dramaturges.

This class will be open for credit to other students in the department who can serve the playwright through dramaturgy, acting, directing, and design.

prereq: THC 72300 Production Workshop I and THC 721 Playwriting III
coreq: THC 72200 Playwriting IV

THC 75100 - History of Theatre I

Study of development of composite arts of theatre and their interaction in production, from origins to 1700.

Hours 30 hrs, including conferences,
Credits 3 cr

THC 75200 - History of Theatre II

Study of development of composite arts of theatre and their interaction in production, from 1700 to the present.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 75300 - History of American Theatre

Theatre in United States from Colonial times to present, with emphasis on its importance as a social and cultural force.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 75400 - Contemporary Styles of Production

Theories in style and method of dramatic production.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 75500 - Visual Elements of Theatre I

Study and practice of director's and playwright's conceptual approach to visual requirements of plays.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 75600 - Visual Elements of Theatre II

Study and practice of scene and lighting design with special emphasis on their value to the director as important tools of interpretation.

prereq: THC 755

Hours 30 hrs, including conferences,

Credits 3 cr

THC 75800 - Asian Performance

Study of traditional performance genres in India, China, Japan and Southeast Asia.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 76000 - Studies in Theatre History and Production

Intensive study of history and theory of one of the component arts of theatre. Subjects announced in advance.

Hours 30 hrs, including conferences,

Credits 3 cr

May be repeated for credit.

THC 76100 - Dramaturgy Research and Case Studies

Consideration of general problems of production research, including its application in rehearsal; specific examples will be analyzed.

*Hours 45 hrs, plus hrs to be arranged,
Credits 3 cr*

THC 76200 - History of Directing

Seminar on the history of the directing profession, with emphasis on innovative 19th- and 20th-century artists.

*Hours 45 hrs,
Credits 3 cr*

THC 76300 - Dramaturgy Workshop

Workshop in the theory and practice of production dramaturgy emphasizing performance projects conceptualized by students working in director-dramaturgy pairs.

*prereq: THC 75100, 75200, 79100, or perm instr
Hours 45 hrs,
Credits 3 cr*

THC 76400 - Translation Workshop

Workshop in the theory and practice of translating plays. Each student will translate a play or other theatre-related text during the semester.

*prereq: perm instr
Hours 45 hrs,
Credits 3 cr*

THC 76500 - Dramaturgy Practicum

Independent study as a dramaturgy-assistant at a local professional theatre, supervised by a faculty member.

*prereq: THC 761, 762, 763, or perm instr
Hours Hrs to be arranged.
Credits 3 cr
May be repeated twice for credit.*

THC 78500 - Theories and Styles of Acting

Intensive study in theories and techniques of acting, with emphasis on historical and modern styles.

*Hours 45 hrs,
Credits 3 cr*

THC 79000 - Play Analysis

Study of structural elements of play essential to playwright and director.

Hours 30 hrs, including conferences,

Credits 3 cr

THC 79100 - Advanced Directing and Rehearsal

Study of problems in play direction, with practice in presentation of scenes and plays.

Hours 45 hrs,

Credits 3 cr

THC 79200 - Special Problems in Directing

Interrelation of director and playwright through project work on original scripts.

prereq: THC 79100

Hours 45 hrs,

Credits 3 cr

THC 79300 - Playwriting I

Study of techniques of playwriting based on student's own work with special emphasis on scenes and one-act form.

Hours 45 hrs,

Credits 3 cr

THC 79400 - Playwriting II

Writing and criticism of original material with emphasis on full-length form.

prereq: THC 79300

Hours 45 hrs,

Credits 3 cr

THC 79500 - Seminar in Playwriting and Directing

Designed for playwrights at work on new scripts and for directors desirous of staging original material.

prereq: THC 79400 or 79200

Hours 45 hrs,

Credits 3 cr

May be repeated for credit.

THC 79600 - Film Writing

Study of problems of writing for film. Students are required to prepare original scripts for class critique.

Hours 45 hrs,

Credits 3 cr

THC 79900 - Master's Essay

Individually supervised research and writing of a thesis, leading to graduation with honors.

Credits 3

Programs and Courses in Urban Affairs and Planning

Urban Affairs and Planning

About the Department

The Department of Urban Affairs and Planning is a department within the School of Arts and Sciences at Hunter College. The department offers two graduate degrees, an accredited Master in Urban Planning degree, and a Master of Science in Urban Affairs degree. Both programs combine theory and practice in order to provide students with an in-depth understanding and appreciation of urban planning and policy. The department also offers an undergraduate urban studies major that prepares students for higher education and careers in public service.

Since its creation by advocacy planner Paul Davidoff, in 1965, the department has consistently upheld a vision of urban affairs and planning as a multi-disciplinary field. In keeping with this vision, the department's 12 full-time faculty members represent a wide range of disciplines including architecture, economics, political science, public policy, social work, urban planning, and public health. They collectively bring a wealth of academic and professional expertise to their teaching. The program also benefits greatly from a distinguished part-time faculty who bring practical experience and knowledge in both public and non-profit sectors into the classroom.

Urban Affairs Programs and Courses

Programs and Courses in Urban Affairs and Planning

The Center for Community Planning & Development

The Center for Community Planning & Development (CCPD) promotes knowledge, applied research, and innovative practice in community planning and development throughout the New York metropolitan region. It provides technical assistance and training through partnerships with community-based organizations, non-profit corporations, and local agencies. The CCPD is committed to democratic, inclusive, and participatory approaches to planning and development that foster sustainability and economic and social justice. The Center is a venue for community/university partnerships where community members, students, and academics learn and benefit from each other. Center projects have addressed affordable housing, community economic development, healthy communities, workforce development, immigration, environmental justice, and other issues of concern to communities in the New York region.

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 10065.

Administration and Faculty

Department Office:

1611 West
(212) 772-5518
Website: <http://maxweber.hunter.cuny.edu/urban>

Chair:

Peter Kwong (Acting)
1616 West
(212) 772-5598
pkwong@hunter.cuny.edu

Graduate Advisers:

John Chin, Graduate Urban Planning Program Director and Adviser
1611 West
(212) 772-5603
john.chin@hunter.cuny.edu

Owen Gutfreund, Graduate Program in Urban Affairs Program Director and Adviser
1611 West
(212) 396-6248
owen.gutfreund@hunter.cuny.edu

Faculty

Thomas Angotti, Professor; PhD, Rutgers; Community Planning and Development, Environment, International

John Chin, Associate Professor, Director of the Urban Planning (MUP) Program; PhD, Columbia; Community Participation, Urban Health, Immigrant Communities and Non-profits

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

Owen Gutfreund, Associate Professor, Director Urban Affairs Program (MS); PhD Columbia; Transportation Policy, Suburbanization, Sustainable Development, Public Finance and Comparative Urbanization

Peter Kwong, Distinguished Professor; PhD, Columbia; Asian-American Studies, Immigration, Documentary Film and Activist Journalism

Matthew G. Lasner, Assistant Professor; PhD, Harvard; Housing, Urban Renewal and Urban Development

Lynn E. McCormick, Associate Professor; PhD, MIT; Community and Economy Development, Employment Policy and Workforce Development, Policy Analysis

Edwin Melendez, Associate Professor, Director of the Center for Puerto Rican Studies; PhD, Massachusetts, Amherst; Latino Studies, Economic Development, Labor Markets and Poverty

Susan Turner Meiklejohn, Associate Professor; PhD, Michigan; Planning for Multiethnic Neighborhoods, Planning History and Theory, Housing, Urban Design

William J. Milczarski, AICP, Associate Professor; PhD, Michigan; Director, Urban Planning Program; Transportation, Environmental Policy, Methodology

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

Laxmi Ramasubramanian, AICP, Associate Professor; PhD, Wisconsin-Milwaukee: Architecture and Urban Planning; Urban Design, GIS, Participatory Planning and Community Development, South Asia

Sigmund C. Shipp, Assistant Professor, Director of the Urban Studies (BA) Program; PhD, Cornell; Economic Development, Urban Theory, Development Planning

Joseph P. Viteritti, Thomas Hunter Professor of Public Policy and Department Chair, PhD, CUNY; Public Policy, Urban Governance, Education Policy

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

Graduate Masters

Urban Affairs - MS

The 36-credit MS in Urban Affairs program contains a flexible curriculum that launches students into the study of cities and the urban environment. The interdisciplinary nature of the program allows students to tailor their education to career aspirations and/or interests of their own choosing. The program is designed to accommodate both full and part time attendees. It can be completed in either two full semesters and a summer session or over a longer period of time. In combining both theory and practice, the program seeks to foster an understanding of urbanism while teaching practical skills to prepare students for the changing urban environment.

Our faculty specializes in a diverse range of urban disciplines with expertise and specializations that include: urban planning and history, governance, education, health, housing, immigration, comparative government, economic development, community advocacy, transportation, environment, law, and integrated technologies. The program boasts a distinguished part-time faculty, bringing years of practical experience and knowledge in both public and non-profit sectors. It is not uncommon to take courses from high level New York City professionals and practitioners.

In order to accommodate the needs and interests of an increasingly diverse student body, the faculty has recently redefined course requirements so that students have more choices in constructing their program. These changes are reflected in the distribution of the requirements listed below.

Our students are drawn from a diverse population locally, nationally and internationally. While most have been out of college for some time and many are already in the midst of their careers, an increasing number are arriving one or two years out of college. Most plan or are pursuing careers in the public and non-profit sectors. Students may substitute courses from other departments and/or CUNY schools that more appropriately address their substantive interest for the course listed in each of the Required Disciplines.

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 adviser, request admission with special conditions.

Requirements for the Master of Science in Urban Affairs Program

Core Requirements (12 credits)

URBG 79000 - Urban Development Workshop I

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.

prereq: permission of the adviser

Credits 6 cr

URBG 79200 - Urban Affairs Capstone

Review of contemporary urban issues and problems as the concluding course in the graduate program in urban affairs.

prereq: permission of the director/adviser

Hours 45 hrs,

Credits 3 cr

URBG 77500 - Urban Affairs Internship Seminar

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

prereq: permission of the adviser

Hours 45 hrs,

Credits 3 cr

Required Disciplines (6 credits)

One of each of the following is required:

Political Structure Requirement (3 credits)

URBG 70200 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 75800 - Governing the City

This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constraints, suburbanization, and secession and ask, "Is it getting better?"

URBP 73400 - Environmental Planning

Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

*Hours 45 hrs,
Credits 3 cr*

URBG 78718 - Political Economy of the City

The course will explore the framework in which urban policy and development occurs in US urban areas. We will explore the 'anatomy' of the city, that is, to what extent is the physical shape of the city influenced by the interaction between the public and private sectors. Cities, of course, are embedded in larger economic and political settings. Indeed, some would argue that the forces generated in this larger context tend to overwhelm the local political/economic theatre. To this end, the course will examine the extent to which greater national and international political and economic forces impact the shape of cities.

Methods/Skills Requirement (3 credits)

URBG 79100 - Grantwriting and Fundraising Practicum

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.

*prereq: permission of the adviser
Hours 45 hrs,
Credits 3 cr*

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

*Hours 45 hrs,
Credits 3 cr*

GTECH 71000 - Introduction to GIS

Thorough introduction to geographic information systems with an emphasis on spatial data handling and project management.

Hours 60 hrs including conference (2 lectures, 2 labs),

Credits 3 cr

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

URBG 71300 - Introduction to Qualitative Research Methods

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

Credits 3

Specializations (9 credits)

Students choose one area of specialization from among the three designated areas of specialization that include: urban policy, non-profits, neighborhood development from which nine credits of coursework must be taken. Students with approval of the program adviser may also develop their own specializations.

Urban Policy

URBG 70600 - Introduction to Policy Analysis

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

Hours 45 hrs,

Credits 3 cr

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

Hours 45 hrs,

Credits 3 cr

URBG 74100 - Employment Planning and Policies

Examination of structural changes in American economy and the implications for public policy and planning.

Hours 45 hrs,

Credits 3 cr

URBG 74300 - 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.

Hours 45 hrs,

Credits 3 cr

URBP 74700 - Planning in the Budget Process

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

Hours 45 hrs,

Credits 3 cr

URBG 74800 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75000 - Social Planning and Policy

Examination of major social problems facing urban planners. Review of social planning theories and methods.

Hours 45 hrs,

Credits 3 cr

URBG 75100 - 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.

Hours 45 hrs,

Credits 3 cr

URBG/URBP 78700 special topics course can be taken to fill the concentration

Neighborhood Development

URBG 70700 - Graphical Communication for Urban Planners

Introduction to graphical techniques commonly used to facilitate communication of ideas and information among planners and planning-related professionals.

*Hours 45 hrs,
Credits 3 cr*

URBG 72700 - Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

*Hours 45 hrs,
Credits 3 cr*

URBG 72800 - Housing and Community Development Seminar

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.

*prereq: URBG 72700 or permission of the adviser
Hours 45 hrs,
Credits 3 cr*

URBG 74000 - Planning for Economic Development

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

*Hours 45 hrs,
Credits 3 cr
Open only to graduate students matriculated in Department of Urban Affairs and Planning*

URBG 74800 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 74900 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 75000 - Social Planning and Policy

Examination of major social problems facing urban planners. Review of social planning theories and methods.

Hours 45 hrs,

Credits 3 cr

URBG 75500 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

Hours 45 hrs,

Credits 3 cr

URBG/URBP 78700 special topics course can be taken to fill the concentration

Non-Profit Sector

URBG 70600 - Introduction to Policy Analysis

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

Hours 45 hrs,

Credits 3 cr

URBP 74700 - Planning in the Budget Process

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

Hours 45 hrs,

Credits 3 cr

URBG 74800 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 74900 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 75500 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

*Hours 45 hrs,
Credits 3 cr*

URBG/URBP 787 Special topics course can be taken to fill the concentration

Unrestricted Electives (9 credits)

In addition, students must complete an additional 9 credits in unrestricted electives.

Additional Courses

A wide variety of courses are offered each semester in the department, including special topics courses to meet the requirements. Students are encouraged to consult course listings in other departments within Hunter in which to take classes that are in line with their course of study. Up to 9 credits can be taken outside the Department of Urban Affairs and Planning in other departments at Hunter or within the CUNY system.

Urban Planning - MUP

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, have general expertise in planning theory and methods, an understanding of urban structure, specialized knowledge of a chosen planning concentration, and the skills and intellectual maturity to operate in the professional arena.

The 54-credit program is structured to provide students with the expertise essential to professional practice and to allow for flexibility to accommodate individual professional and academic aspirations. The core curriculum (21 credits) provides basic training in planning. It has a dual purpose: to place planning in its societal and theoretical 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 in elective courses and through independent research.

In organizing their programs, students work closely with faculty advisers.

Each student must also take 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 Center for Community Planning and Development, which count towards the internship requirement. Faculty members routinely include in their research grant proposals funds to support graduate research assistants.

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 of full time study. Other joint degree programs may be pursued with the approval of the department.

Admission Requirements

Requirements for Admission to the Planning Program

Traditionally, most applicants 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 Hunter College Graduate Admissions Office. Applicants are encouraged to visit the department during scheduled open house sessions and to contact the program director by e-mail with specific questions. Applicants are also encouraged to reach out to individual faculty members who may share their professional or research interests.

Degree Requirements

Requirements for the Master of Urban Planning

The degree requires 54 credits of graduate study. Of these, 42 must be selected within course offerings of the Hunter College graduate program in urban planning. With the approval of the department, 12 credits may be elected from other graduate programs.

Credits are distributed as follows:

Core Curriculum	21 credits
Area of Concentration	12 credits
Planning Studio	6 credits
Internship	3 credits

Unrestricted Electives 12 credits

Core Curriculum

The core curriculum includes content and courses in four areas: theories and process of urban planning, urban structures, public policy and law, and planning methods and information management. Students must take required courses, except where choices are allowed. The core consists of:

URBP 70000 - Introduction to Planning

Introduction to operational aspects of plan-making process: formulation of objectives, evaluation and implementation; ethics and values; and administration and bureaucracy. Also, an introduction to the various planning sub-fields including urban design, land development, economic and community development, housing, environmental planning, transportation planning, and public finance.

Hours 45

Credits 3

URBP 70100 - History and Theory of Urban Planning

The study of conscious efforts to guide city development from ancient civilizations to the present, and the evolution of planning theory to guide these actions. Emphasis on the relationship between public and private planning activities and the set of roles available to contemporary planners.

Hours 45

Credits 3

URBP 71900 - Land Use, People and the Environment

A comprehensive overview to the theory and practice of land use planning and zoning that sees land as a set of social relations that define the way cities and urban regions develop. Land use planning is placed within larger economic, political, and legal contexts and issues of environmental conservation, environmental justice, air and water quality, public health, energy, infrastructure, and global sustainability.

Hours 45

Credits 3

URBG 70200 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

Hours 45 hrs,

Credits 3 cr

Plus, choice of two of the following methods courses:

URBP 71200 - Methods of Planning Analysis

Introduction to methods of demographic and economic analysis. Emphasis on applications to current urban planning practice.

Hours 45

Credits 3

URBG 71300 - Introduction to Qualitative Research Methods

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

Credits 3

GTECH 71000 - Introduction to GIS

Thorough introduction to geographic information systems with an emphasis on spatial data handling and project management.

Hours 60 hrs including conference (2 lectures, 2 labs),

Credits 3 cr

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

Areas of Concentration

Areas of Concentration

The graduate program offers the following areas of concentration: Community Planning and Advocacy (including Human Services), Sustainability and the Environment, Transportation and Infrastructure, Housing and the Built Environment (including Urban Design and Historic Preservation), Economic Development, and General Practice. Each concentration is designed to give students a working knowledge of specific foci within the field of planning. To fulfill the concentration requirement, students select four courses related to the concentration in consultation with their adviser, 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 may include Education Planning and Policy, Immigration and Global Change, and Urban Information Systems.

Representative Courses in the Areas of Concentration

Community Planning and Advocacy (including Human Services)

URBP 73100 - Neighborhood Planning Workshop

Application of neighborhood planning, conservation and revitalization principles in declining residential areas. Emphasis on formulation of small-scale development strategies.

prereq: URBG 72700 or permission of the instructor

Hours 45 hrs,

Credits 3 cr

URBG 74100 - Employment Planning and Policies

Examination of structural changes in American economy and the implications for public policy and planning.

Hours 45 hrs,

Credits 3 cr

URBG 75000 - Social Planning and Policy

Examination of major social problems facing urban planners. Review of social planning theories and methods.

Hours 45 hrs,

Credits 3 cr

URBG 75100 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75500 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

Hours 45 hrs,

Credits 3 cr

URBG 75700 - Politics of Education

Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

Hours 45

Credits 3

URBG 76000 - Cities and Health

The course will examine health problems and policy solutions from the perspective of the city, integrating the theory and analytic approaches from the fields of public health and urban planning, through such topics as the historical relationship between public health and urban planning, environmental justice as it relates to urban health, and urban health care systems.

Hours 45

Credits 3

URBP 71600 - Participatory Planning Using GIS and the Internet

Understanding complexities associated with using GIS and other digital technologies in community organizing and urban development; intensive lab-based course

prereq: GTECH 71000 or perm instr.

Credits 3

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,

Credits 3 cr

Sustainability and the Environment

URBP 72000 - 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.

Hours 45

Credits 3

URBP 72200 - Land Use Planning Workshop

Application of land use planning skills to specific problem in New York metropolitan region. Class operates as team to produce recommendations.

prereq: URBP 71900 or permission of the instructor

Hours 45 hrs,

Credits 3 cr

URBP 73400 - Environmental Planning

Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

Hours 45 hrs,

Credits 3 cr

URBP 73500 - 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.

Hours 45 hrs,

Credits 3 cr

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,

Credits 3 cr

Transportation and Infrastructure

URBG 72500 - 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).

*Hours 45 hrs,
Credits 3 cr*

URBP 72600 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBP 73200 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBP 73300 - Transportation Planning Methods and Models

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.

*prereq: permission of the instructor
Hours 45 hrs,
Credits 3 cr*

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

*Hours 45 hrs,
Credits 3 cr*

Housing and the Built Environment (including Urban Design and Historic Preservation)

URBP 72300 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 72500 - 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).

Hours 45 hrs,

Credits 3 cr

URBP 72600 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 72700 - Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

Hours 45 hrs,

Credits 3 cr

URBG 72800 - Housing and Community Development Seminar

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.

prereq: URBG 72700 or permission of the adviser

Hours 45 hrs,

Credits 3 cr

URBG 74200 - 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.

Hours 45 hrs,

Credits 3 cr

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,

Credits 3 cr

Economic Development

URBG 74000 - Planning for Economic Development

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

Hours 45 hrs,

Credits 3 cr

Open only to graduate students matriculated in Department of Urban Affairs and Planning

URBG 74100 - Employment Planning and Policies

Examination of structural changes in American economy and the implications for public policy and planning.

Hours 45 hrs,

Credits 3 cr

URBG 74200 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 74300 - 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.

Hours 45 hrs,

Credits 3 cr

URBP 74700 - Planning in the Budget Process

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

Hours 45 hrs,

Credits 3 cr

URBG 75100 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75700 - Politics of Education

Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

Hours 45

Credits 3

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,

Credits 3 cr

General Practice

URBG 72500 - 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).

Hours 45 hrs,

Credits 3 cr

URBG 72700 - Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

Hours 45 hrs,

Credits 3 cr

URBP 73100 - Neighborhood Planning Workshop

Application of neighborhood planning, conservation and revitalization principles in declining residential areas. Emphasis on formulation of small-scale development strategies.

prereq: URBG 72700 or permission of the instructor

Hours 45 hrs,

Credits 3 cr

URBP 73200 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 75500 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

*Hours 45 hrs,
Credits 3 cr*

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 73700 (6 credits) or URBP 73800 (Planning Studio I, 3 credits) and URBP 73900 (Planning Studio II, 3 credits), which are taken consecutively. Ordinarily students take the studio course in their second year of study or after completion of at least 30 credits of work.

Urban Affairs

URBG 70200 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 70300 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 70400 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 70600 - Introduction to Policy Analysis

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

*Hours 45 hrs,
Credits 3 cr*

URBG 70700 - Graphical Communication for Urban Planners

Introduction to graphical techniques commonly used to facilitate communication of ideas and information among planners and planning-related professionals.

*Hours 45 hrs,
Credits 3 cr*

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

*Hours 45 hrs,
Credits 3 cr*

URBG 71300 - Introduction to Qualitative Research Methods

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

Credits 3

URBG 71400 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 72500 - 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).

*Hours 45 hrs,
Credits 3 cr*

URBG 72700 - Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

*Hours 45 hrs,
Credits 3 cr*

URBG 72800 - Housing and Community Development Seminar

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.

*prereq: URBG 72700 or permission of the adviser
Hours 45 hrs,
Credits 3 cr*

URBG 72900 - International Human Settlements

Review of habitats in urbanized world. Highlight of experience from Third World including squatting, slum upgrading, service delivery, new towns and settlement policies.

*Hours 45 hrs,
Credits 3 cr*

URBG 73000 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 73700 - Planning Studio

Students synthesize physical, social and economic elements of selected town or city to prepare multi functional plan to guide development.

*Hours 90 hours including conferences,
Credits 6 cr*

URBG 74000 - Planning for Economic Development

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

Hours 45 hrs,

Credits 3 cr

Open only to graduate students matriculated in Department of Urban Affairs and Planning

URBG 74100 - Employment Planning and Policies

Examination of structural changes in American economy and the implications for public policy and planning.

Hours 45 hrs,

Credits 3 cr

URBG 74200 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 74300 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 74800 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 74900 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75000 - Social Planning and Policy

Examination of major social problems facing urban planners. Review of social planning theories and methods.

Hours 45 hrs,

Credits 3 cr

URBG 75100 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75500 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

Hours 45 hrs,

Credits 3 cr

URBG 75800 - Governing the City

This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constraints, suburbanization, and secession and ask, "Is it getting better?"

URBG 77500 - Urban Affairs Internship Seminar

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

prereq: permission of the adviser

Hours 45 hrs,

Credits 3 cr

URBG 77600 - Internship

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

prereq: URBG 77500 permission of the adviser

Hours 45 hrs,

Credits 3 cr

URBG 77700 - Internship

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

prereq: URBG 77500 permission of the adviser

Hours 45 hrs,

Credits 3 cr

URBG 77800 - Internship

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

prereq: URBG 77500 permission of the adviser

Hours 45 hrs,

Credits 3 cr

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,

Credits 3 cr

URBG 78718 - Political Economy of the City

The course will explore the framework in which urban policy and development occurs in US urban areas. We will explore the ‘anatomy’ of the city, that is, to what extent is the physical shape of the city influenced by the interaction between the public and private sectors. Cities, of course, are embedded in larger economic and political settings. Indeed, some would argue that the forces generated in this larger context tend to overwhelm the local political/economic theatre. To this end, the course will examine the extent to which greater national and international political and economic forces impact the shape of cities.

URBG 79000 - Urban Development Workshop I

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.

prereq: permission of the adviser

Credits 6 cr

URBG 79100 - Grantwriting and Fundraising Practicum

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.

prereq: permission of the adviser

Hours 45 hrs,

Credits 3 cr

URBG 79200 - Urban Affairs Capstone

Review of contemporary urban issues and problems as the concluding course in the graduate program in urban affairs.

prereq: permission of the director/adviser

Hours 45 hrs,

Credits 3 cr

Urban Planning

URBG 75700 - Politics of Education

Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

Hours 45

Credits 3

URBG 76000 - Cities and Health

The course will examine health problems and policy solutions from the perspective of the city, integrating the theory and analytic approaches from the fields of public health and urban planning, through such topics as the historical relationship between public health and urban planning, environmental justice as it relates to urban health, and urban health care systems.

Hours 45

Credits 3

URBP 70000 - Introduction to Planning

Introduction to operational aspects of plan-making process: formulation of objectives, evaluation and implementation; ethics and values; and administration and bureaucracy. Also, an introduction to the various planning sub-fields including urban design, land development, economic and community development, housing, environmental planning, transportation planning, and public finance.

Hours 45

Credits 3

URBP 70100 - History and Theory of Urban Planning

The study of conscious efforts to guide city development from ancient civilizations to the present, and the evolution of planning theory to guide these actions. Emphasis on the relationship between public and private planning activities and the set of roles available to contemporary planners.

Hours 45

Credits 3

URBP 70500 - 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.

Hours 45

Credits 3

URBP 71100 - 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.

Hours 45

Credits 3

URBP 71200 - Methods of Planning Analysis

Introduction to methods of demographic and economic analysis. Emphasis on applications to current urban planning practice.

Hours 45

Credits 3

URBP 71300 - Planning Methods for Optimization and Decision-making

Introduction to quantitative techniques for optimization and decision-making. Applications of techniques in planning contexts.

Hours 45

Credits 3

URBP 71600 - Participatory Planning Using GIS and the Internet

Understanding complexities associated with using GIS and other digital technologies in community organizing and urban development; intensive lab-based course

prereq: GTECH 71000 or perm instr.

Credits 3

URBP 71900 - Land Use, People and the Environment

A comprehensive overview to the theory and practice of land use planning and zoning that sees land as a set of social relations that define the way cities and urban regions develop. Land use planning is placed within larger economic, political, and legal contexts and issues of environmental conservation, environmental justice, air and water quality, public health, energy, infrastructure, and global sustainability.

Hours 45

Credits 3

URBP 72000 - 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.

Hours 45

Credits 3

URBP 72100 - Law of Land Use Regulation II

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.

prereq: URBP 72000

Hours 45 hrs,

Credits 3 cr

URBP 72200 - Land Use Planning Workshop

Application of land use planning skills to specific problem in New York metropolitan region. Class operates as team to produce recommendations.

prereq: URBP 71900 or permission of the instructor

Hours 45 hrs,

Credits 3 cr

URBP 72300 - 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.

Hours 45 hrs,

Credits 3 cr

URBP 72400 - Urban Design Workshop

Application of urban design concepts in studio setting to develop design solutions for typical physical planning problems.

prereq: URBP 72300 or permission of the instructor

*Hours 45 hrs,
Credits 3 cr*

URBP 72600 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBP 73100 - Neighborhood Planning Workshop

Application of neighborhood planning, conservation and revitalization principles in declining residential areas. Emphasis on formulation of small-scale development strategies.

*prereq: URBG 72700 or permission of the instructor
Hours 45 hrs,
Credits 3 cr*

URBP 73200 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBP 73300 - Transportation Planning Methods and Models

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.

*prereq: permission of the instructor
Hours 45 hrs,
Credits 3 cr*

URBP 73400 - Environmental Planning

Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

*Hours 45 hrs,
Credits 3 cr*

URBP 73500 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBP 73600 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBP 73700 - Planning Studio

Students synthesize physical, social and economic elements of selected town or city to prepare multifunctional plan to guide development.

*Hours 90 including conferences
Credits 6*

URBP 73800 - Planning Studio I

Students work with a client organization to synthesize physical, social and economic elements of a selected neighborhood, town or city. This information is utilized in URBP 73900 to prepare a multifunctional plan to guide development and the fulfillment of needs.

Credits 3

URBP 73900 - Planning Studio II

Students work with a client organization to synthesize physical, social and economic elements of a selected neighborhood, town or city. This information is utilized in URBP 73800 to prepare a multifunctional plan to guide development and the fulfillment of needs.

Credits 3

URBP 74700 - Planning in the Budget Process

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

*Hours 45 hrs,
Credits 3 cr*

URBP 78000 - Independent Research

Supervised study of topics of special interest to advanced students.

*Hours 45 hrs,
Credits 3 cr
Students may not take more than 3 credits of Independent Research per semester.*

URBP 78100 - Independent Research

Supervised study of topics of special interest to advanced students.

*Hours 45 hrs,
Credits 3 cr
Students may not take more than 3 credits of Independent Research per semester.*

URBP 78200 - Independent Research

Supervised study of topics of special interest to advanced students.

*Hours 45 hrs,
Credits 3 cr
Students may not take more than 3 credits of Independent Research per semester.*

URBP 78300 - Independent Research

Supervised study of topics of special interest to advanced students.

*Hours 45 hrs,
Credits 3 cr
Students may not take more than 3 credits of Independent Research per semester.*

URBP 78400 - Independent Study

Supervised study of topics of special interest to advanced students.

*Credits 1 cr
Students may not take more than 3 credits of Independent Research per semester.*

URBP 78500 - Independent Study

Supervised study of topics of special interest to advanced students. Students may not take more than 3 credits of Independent Study per semester.

*Credits 2 cr
Students may not take more than 3 credits of Independent Research per semester.*

URBP 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Cross-listed URBG 78700

Programs and Courses in Urban Affairs and Planning

Urban Affairs and Planning

About the Department

The Department of Urban Affairs and Planning is a department within the School of Arts and Sciences at Hunter College. The department offers two graduate degrees, an accredited Master in Urban Planning degree, and a Master of Science in Urban Affairs degree. Both programs combine theory and practice in order to provide students with an in-depth understanding and appreciation of urban planning and policy. The department also offers an undergraduate urban studies major that prepares students for higher education and careers in public service.

Since its creation by advocacy planner Paul Davidoff, in 1965, the department has consistently upheld a vision of urban affairs and planning as a multi-disciplinary field. In keeping with this vision, the department's 12 full-time faculty members represent a wide range of disciplines including architecture, economics, political science, public policy, social work, urban planning, and public health. They collectively bring a wealth of academic and professional expertise to their teaching. The program also benefits greatly from a distinguished part-time faculty who bring practical experience and knowledge in both public and non-profit sectors into the classroom.

Urban Affairs Programs and Courses

Programs and Courses in Urban Affairs and Planning

The Center for Community Planning & Development

The Center for Community Planning & Development (CCPD) promotes knowledge, applied research, and innovative practice in community planning and development throughout the New York metropolitan region. It provides technical assistance and training through partnerships with community-based organizations, non-profit corporations, and local agencies. The CCPD is committed to democratic, inclusive, and participatory approaches to planning and development that foster sustainability and economic and social justice. The Center is a venue for community/university partnerships where community members, students, and academics learn and benefit from each other. Center projects have addressed affordable housing, community economic development, healthy communities, workforce development, immigration, environmental justice, and other issues of concern to communities in the New York region.

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 10065.

Administration and Faculty

Department Office:

1611 West
(212) 772-5518
Website: <http://maxweber.hunter.cuny.edu/urban>

Chair:

Peter Kwong (Acting)
1616 West
(212) 772-5598
pkwong@hunter.cuny.edu

Graduate Advisers:

John Chin, Graduate Urban Planning Program Director and Adviser
1611 West
(212) 772-5603
john.chin@hunter.cuny.edu

Owen Gutfreund, Graduate Program in Urban Affairs Program Director and Adviser
1611 West
(212) 396-6248
owen.gutfreund@hunter.cuny.edu

Faculty

Thomas Angotti, Professor; PhD, Rutgers; Community Planning and Development, Environment, International

John Chin, Associate Professor, Director of the Urban Planning (MUP) Program; PhD, Columbia; Community Participation, Urban Health, Immigrant Communities and Non-profits

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

Owen Gutfreund, Associate Professor, Director Urban Affairs Program (MS); PhD Columbia; Transportation Policy, Suburbanization, Sustainable Development, Public Finance and Comparative Urbanization

Peter Kwong, Distinguished Professor; PhD, Columbia; Asian-American Studies, Immigration, Documentary Film and Activist Journalism

Matthew G. Lasner, Assistant Professor; PhD, Harvard; Housing, Urban Renewal and Urban Development

Lynn E. McCormick, Associate Professor; PhD, MIT; Community and Economy Development, Employment Policy and Workforce Development, Policy Analysis

Edwin Melendez, Associate Professor, Director of the Center for Puerto Rican Studies; PhD, Massachusetts, Amherst; Latino Studies, Economic Development, Labor Markets and Poverty

Susan Turner Meiklejohn, Associate Professor; PhD, Michigan; Planning for Multiethnic Neighborhoods, Planning History and Theory, Housing, Urban Design

William J. Milczarski, AICP, Associate Professor; PhD, Michigan; Director, Urban Planning Program; Transportation, Environmental Policy, Methodology

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

Laxmi Ramasubramanian, AICP, Associate Professor; PhD, Wisconsin-Milwaukee; Architecture and Urban Planning; Urban Design, GIS, Participatory Planning and Community Development, South Asia

Sigmund C. Shipp, Assistant Professor, Director of the Urban Studies (BA) Program; PhD, Cornell; Economic Development, Urban Theory, Development Planning

Joseph P. Viteritti, Thomas Hunter Professor of Public Policy and Department Chair, PhD, CUNY; Public Policy, Urban Governance, Education Policy

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

Graduate Masters

Urban Affairs - MS

The 36-credit MS in Urban Affairs program contains a flexible curriculum that launches students into the study of cities and the urban environment. The interdisciplinary nature of the program allows students to tailor their education to career aspirations and/or interests of their own choosing. The program is designed to accommodate both full and part time attendees. It can be completed in either two full semesters and a summer session or over a longer period of time. In combining both theory and practice, the program seeks to foster an understanding of urbanism while teaching practical skills to prepare students for the changing urban environment.

Our faculty specializes in a diverse range of urban disciplines with expertise and specializations that include: urban planning and history, governance, education, health, housing, immigration, comparative government, economic development, community advocacy, transportation, environment, law, and integrated technologies. The program boasts a distinguished part-time faculty, bringing years of practical experience and knowledge in both public and non-profit sectors. It is not uncommon to take courses from high level New York City professionals and practitioners.

In order to accommodate the needs and interests of an increasingly diverse student body, the faculty has recently redefined course requirements so that students have more choices in constructing their program. These changes are reflected in the distribution of the requirements listed below.

Our students are drawn from a diverse population locally, nationally and internationally. While most have been out of college for some time and many are already in the midst of their careers, an increasing number are arriving one or two years out of college. Most plan or are pursuing careers in the public and non-profit sectors. Students may substitute courses from other departments and/or CUNY schools that more appropriately address their substantive interest for the course listed in each of the Required Disciplines.

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 adviser, request admission with special conditions.

Requirements for the Master of Science in Urban Affairs Program

Core Requirements (12 credits)

URBG 79000 - Urban Development Workshop I

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.

prereq: permission of the adviser
Credits 6 cr

URBG 79200 - Urban Affairs Capstone

Review of contemporary urban issues and problems as the concluding course in the graduate program in urban affairs.

prereq: permission of the director/adviser
Hours 45 hrs,
Credits 3 cr

URBG 77500 - Urban Affairs Internship Seminar

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

prereq: permission of the adviser
Hours 45 hrs,
Credits 3 cr

Required Disciplines (6 credits)

One of each of the following is required:

Political Structure Requirement (3 credits)

URBG 70200 - 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.

Hours 45 hrs,
Credits 3 cr

URBG 75800 - Governing the City

This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constraints, suburbanization, and secession and ask, "Is it getting better?"

URBP 73400 - Environmental Planning

Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

*Hours 45 hrs,
Credits 3 cr*

URBG 78718 - Political Economy of the City

The course will explore the framework in which urban policy and development occurs in US urban areas. We will explore the 'anatomy' of the city, that is, to what extent is the physical shape of the city influenced by the interaction between the public and private sectors. Cities, of course, are embedded in larger economic and political settings. Indeed, some would argue that the forces generated in this larger context tend to overwhelm the local political/economic theatre. To this end, the course will examine the extent to which greater national and international political and economic forces impact the shape of cities.

Methods/Skills Requirement (3 credits)

URBG 79100 - Grantwriting and Fundraising Practicum

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.

*prereq: permission of the adviser
Hours 45 hrs,
Credits 3 cr*

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

*Hours 45 hrs,
Credits 3 cr*

GTECH 71000 - Introduction to GIS

Thorough introduction to geographic information systems with an emphasis on spatial data handling and project management.

Hours 60 hrs including conference (2 lectures, 2 labs),

Credits 3 cr

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

URBG 71300 - Introduction to Qualitative Research Methods

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

Credits 3

Specializations (9 credits)

Students choose one area of specialization from among the three designated areas of specialization that include: urban policy, non-profits, neighborhood development from which nine credits of coursework must be taken. Students with approval of the program adviser may also develop their own specializations.

Urban Policy

URBG 70600 - Introduction to Policy Analysis

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

Hours 45 hrs,

Credits 3 cr

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

Hours 45 hrs,

Credits 3 cr

URBG 74100 - Employment Planning and Policies

Examination of structural changes in American economy and the implications for public policy and planning.

Hours 45 hrs,

Credits 3 cr

URBG 74300 - 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.

Hours 45 hrs,

Credits 3 cr

URBP 74700 - Planning in the Budget Process

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

Hours 45 hrs,

Credits 3 cr

URBG 74800 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75000 - Social Planning and Policy

Examination of major social problems facing urban planners. Review of social planning theories and methods.

Hours 45 hrs,

Credits 3 cr

URBG 75100 - 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.

Hours 45 hrs,

Credits 3 cr

URBG/URBP 78700 special topics course can be taken to fill the concentration

Neighborhood Development

URBG 70700 - Graphical Communication for Urban Planners

Introduction to graphical techniques commonly used to facilitate communication of ideas and information among planners and planning-related professionals.

Hours 45 hrs,

Credits 3 cr

URBG 72700 - Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

Hours 45 hrs,

Credits 3 cr

URBG 72800 - Housing and Community Development Seminar

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.

prereq: URBG 72700 or permission of the adviser

Hours 45 hrs,

Credits 3 cr

URBG 74000 - Planning for Economic Development

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

Hours 45 hrs,

Credits 3 cr

Open only to graduate students matriculated in Department of Urban Affairs and Planning

URBG 74800 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 74900 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75000 - Social Planning and Policy

Examination of major social problems facing urban planners. Review of social planning theories and methods.

Hours 45 hrs,

Credits 3 cr

URBG 75500 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

*Hours 45 hrs,
Credits 3 cr*

URBG/URBP 78700 special topics course can be taken to fill the concentration

Non-Profit Sector

URBG 70600 - Introduction to Policy Analysis

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

*Hours 45 hrs,
Credits 3 cr*

URBP 74700 - Planning in the Budget Process

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

*Hours 45 hrs,
Credits 3 cr*

URBG 74800 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 74900 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 75500 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

Hours 45 hrs,

Credits 3 cr

URBG/URBP 787 Special topics course can be taken to fill the concentration

Unrestricted Electives (9 credits)

In addition, students must complete an additional 9 credits in unrestricted electives.

Additional Courses

A wide variety of courses are offered each semester in the department, including special topics courses to meet the requirements. Students are encouraged to consult course listings in other departments within Hunter in which to take classes that are in line with their course of study. Up to 9 credits can be taken outside the Department of Urban Affairs and Planning in other departments at Hunter or within the CUNY system.

Urban Planning - MUP

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, have general expertise in planning theory and methods, an understanding of urban structure, specialized knowledge of a chosen planning concentration, and the skills and intellectual maturity to operate in the professional arena.

The 54-credit program is structured to provide students with the expertise essential to professional practice and to allow for flexibility to accommodate individual professional and academic aspirations. The core curriculum (21 credits) provides basic training in planning. It has a dual purpose: to place planning in its societal and theoretical 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 in elective courses and through independent research.

In organizing their programs, students work closely with faculty advisers.

Each student must also take 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 Center for Community Planning and Development, which count towards the internship requirement. Faculty members routinely include in their research grant proposals funds to support graduate research assistants.

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 of full time study. Other joint degree programs may be pursued with the approval of the department.

Admission Requirements

Requirements for Admission to the Planning Program

Traditionally, most applicants 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 Hunter College Graduate Admissions Office. Applicants are encouraged to visit the department during scheduled open house sessions and to contact the program director by e-mail with specific questions. Applicants are also encouraged to reach out to individual faculty members who may share their professional or research interests.

Degree Requirements

Requirements for the Master of Urban Planning

The degree requires 54 credits of graduate study. Of these, 42 must be selected within course offerings of the Hunter College graduate program in urban planning. With the approval of the department, 12 credits may be elected from other graduate programs.

Credits are distributed as follows:

Core Curriculum	21 credits
Area of Concentration	12 credits
Planning Studio	6 credits
Internship	3 credits
Unrestricted Electives	12 credits

Core Curriculum

The core curriculum includes content and courses in four areas: theories and process of urban planning, urban structures, public policy and law, and planning methods and information management. Students must take required courses, except where choices are allowed. The core consists of:

URBP 70000 - Introduction to Planning

Introduction to operational aspects of plan-making process: formulation of objectives, evaluation and implementation; ethics and values; and administration and bureaucracy. Also, an introduction to the various planning sub-fields including urban design, land development, economic and community development, housing, environmental planning, transportation planning, and public finance.

Hours 45

Credits 3

URBP 70100 - History and Theory of Urban Planning

The study of conscious efforts to guide city development from ancient civilizations to the present, and the evolution of planning theory to guide these actions. Emphasis on the relationship between public and private planning activities and the set of roles available to contemporary planners.

Hours 45

Credits 3

URBP 71900 - Land Use, People and the Environment

A comprehensive overview to the theory and practice of land use planning and zoning that sees land as a set of social relations that define the way cities and urban regions develop. Land use planning is placed within larger economic, political, and legal contexts and issues of environmental conservation, environmental justice, air and water quality, public health, energy, infrastructure, and global sustainability.

Hours 45

Credits 3

URBG 70200 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

*Hours 45 hrs,
Credits 3 cr*

Plus, choice of two of the following methods courses:

URBP 71200 - Methods of Planning Analysis

Introduction to methods of demographic and economic analysis. Emphasis on applications to current urban planning practice.

*Hours 45
Credits 3*

URBG 71300 - Introduction to Qualitative Research Methods

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

Credits 3

GTECH 71000 - Introduction to GIS

Thorough introduction to geographic information systems with an emphasis on spatial data handling and project management.

*Hours 60 hrs including conference (2 lectures, 2 labs),
Credits 3 cr*

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

Areas of Concentration

Areas of Concentration

The graduate program offers the following areas of concentration: Community Planning and Advocacy (including Human Services), Sustainability and the Environment, Transportation and Infrastructure, Housing and the Built Environment (including Urban Design and Historic Preservation), Economic Development, and General Practice. Each concentration is designed to give students a working knowledge of specific foci within the field of planning. To fulfill the concentration requirement, students select four courses related to the concentration in consultation with their adviser, 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 may include Education Planning and Policy, Immigration and Global Change, and Urban Information Systems.

Representative Courses in the Areas of Concentration

Community Planning and Advocacy (including Human Services)

URBP 73100 - Neighborhood Planning Workshop

Application of neighborhood planning, conservation and revitalization principles in declining residential areas. Emphasis on formulation of small-scale development strategies.

prereq: URBG 72700 or permission of the instructor

Hours 45 hrs,

Credits 3 cr

URBG 74100 - Employment Planning and Policies

Examination of structural changes in American economy and the implications for public policy and planning.

Hours 45 hrs,

Credits 3 cr

URBG 75000 - Social Planning and Policy

Examination of major social problems facing urban planners. Review of social planning theories and methods.

Hours 45 hrs,

Credits 3 cr

URBG 75100 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75500 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

*Hours 45 hrs,
Credits 3 cr*

URBG 75700 - Politics of Education

Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

*Hours 45
Credits 3*

URBG 76000 - Cities and Health

The course will examine health problems and policy solutions from the perspective of the city, integrating the theory and analytic approaches from the fields of public health and urban planning, through such topics as the historical relationship between public health and urban planning, environmental justice as it relates to urban health, and urban health care systems.

*Hours 45
Credits 3*

URBP 71600 - Participatory Planning Using GIS and the Internet

Understanding complexities associated with using GIS and other digital technologies in community organizing and urban development; intensive lab-based course

prereq: GTECH 71000 or perm instr.

Credits 3

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

*Hours 45 hrs,
Credits 3 cr*

Sustainability and the Environment

URBP 72000 - 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.

Hours 45

Credits 3

URBP 72200 - Land Use Planning Workshop

Application of land use planning skills to specific problem in New York metropolitan region. Class operates as team to produce recommendations.

prereq: URBP 71900 or permission of the instructor

Hours 45 hrs,

Credits 3 cr

URBP 73400 - Environmental Planning

Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

Hours 45 hrs,

Credits 3 cr

URBP 73500 - 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.

Hours 45 hrs,

Credits 3 cr

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,

Credits 3 cr

Transportation and Infrastructure

URBG 72500 - 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).

Hours 45 hrs,

Credits 3 cr

URBP 72600 - 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.

Hours 45 hrs,

Credits 3 cr

URBP 73200 - 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.

Hours 45 hrs,

Credits 3 cr

URBP 73300 - Transportation Planning Methods and Models

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.

prereq: permission of the instructor

Hours 45 hrs,

Credits 3 cr

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,

Credits 3 cr

Housing and the Built Environment (including Urban Design and Historic Preservation)

URBP 72300 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 72500 - 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).

*Hours 45 hrs,
Credits 3 cr*

URBP 72600 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 72700 - Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

*Hours 45 hrs,
Credits 3 cr*

URBG 72800 - Housing and Community Development Seminar

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.

*prereq: URBG 72700 or permission of the adviser
Hours 45 hrs,
Credits 3 cr*

URBG 74200 - 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.

*Hours 45 hrs,
Credits 3 cr*

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

*Hours 45 hrs,
Credits 3 cr*

Economic Development

URBG 74000 - Planning for Economic Development

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

Hours 45 hrs,

Credits 3 cr

Open only to graduate students matriculated in Department of Urban Affairs and Planning

URBG 74100 - Employment Planning and Policies

Examination of structural changes in American economy and the implications for public policy and planning.

Hours 45 hrs,

Credits 3 cr

URBG 74200 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 74300 - 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.

Hours 45 hrs,

Credits 3 cr

URBP 74700 - Planning in the Budget Process

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

Hours 45 hrs,

Credits 3 cr

URBG 75100 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75700 - Politics of Education

Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

Hours 45

Credits 3

Selected Topics in Urban Planning and Urban Affairs can be taken to complete the concentration

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,

Credits 3 cr

General Practice

URBG 72500 - 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).

Hours 45 hrs,

Credits 3 cr

URBG 72700 - Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

Hours 45 hrs,

Credits 3 cr

URBP 73100 - Neighborhood Planning Workshop

Application of neighborhood planning, conservation and revitalization principles in declining residential areas. Emphasis on formulation of small-scale development strategies.

prereq: URBG 72700 or permission of the instructor

Hours 45 hrs,

Credits 3 cr

URBP 73200 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 75500 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

*Hours 45 hrs,
Credits 3 cr*

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 73700 (6 credits) or URBP 73800 (Planning Studio I, 3 credits) and URBP 73900 (Planning Studio II, 3 credits), which are taken consecutively. Ordinarily students take the studio course in their second year of study or after completion of at least 30 credits of work.

Urban Affairs

URBG 70200 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 70300 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 70400 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 70600 - Introduction to Policy Analysis

Examination of conceptual and analytical processes leading to design, selection and implementation of public policies dealing with urban problems.

*Hours 45 hrs,
Credits 3 cr*

URBG 70700 - Graphical Communication for Urban Planners

Introduction to graphical techniques commonly used to facilitate communication of ideas and information among planners and planning-related professionals.

*Hours 45 hrs,
Credits 3 cr*

URBG 71000 - Urban Data Analysis

Introduction to basic statistical concepts used in urban research. Emphasis on application of concepts in typical urban planning and policy contexts.

*Hours 45 hrs,
Credits 3 cr*

URBG 71300 - Introduction to Qualitative Research Methods

Introduction to both qualitative research methodologies and methods, key social science research design components, and specific qualitative research strategies such as participant observation, case study, interview, focus group, discourse analysis, life histories, and archival research.

Credits 3

URBG 71400 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 72500 - 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).

*Hours 45 hrs,
Credits 3 cr*

URBG 72700 - Introduction to Housing

Introduction to facets of housing market. Examination of determinants of supply and demand, finance and public programs influencing cost of housing.

*Hours 45 hrs,
Credits 3 cr*

URBG 72800 - Housing and Community Development Seminar

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.

*prereq: URBG 72700 or permission of the adviser
Hours 45 hrs,
Credits 3 cr*

URBG 72900 - International Human Settlements

Review of habitats in urbanized world. Highlight of experience from Third World including squatting, slum upgrading, service delivery, new towns and settlement policies.

*Hours 45 hrs,
Credits 3 cr*

URBG 73000 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 73700 - Planning Studio

Students synthesize physical, social and economic elements of selected town or city to prepare multi functional plan to guide development.

*Hours 90 hours including conferences,
Credits 6 cr*

URBG 74000 - Planning for Economic Development

Introduction to theoretical, conceptual and operational aspects of promoting economic development in urban communities.

Hours 45 hrs,

Credits 3 cr

Open only to graduate students matriculated in Department of Urban Affairs and Planning

URBG 74100 - Employment Planning and Policies

Examination of structural changes in American economy and the implications for public policy and planning.

Hours 45 hrs,

Credits 3 cr

URBG 74200 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 74300 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 74800 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 74900 - 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.

Hours 45 hrs,

Credits 3 cr

URBG 75000 - Social Planning and Policy

Examination of major social problems facing urban planners. Review of social planning theories and methods.

Hours 45 hrs,

Credits 3 cr

URBG 75100 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 75500 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBG 75600 - Citizen Participation in Planning and Development

Review of organized citizen efforts to share in development planning and implementation. Analysis of roles of individuals, grassroots organizations, coalitions and partnerships vis-a-vis development professionals, governmental agencies and the private sector.

*Hours 45 hrs,
Credits 3 cr*

URBG 75800 - Governing the City

This course examines the American city from a historical perspective with a particular focus on governance: how people and institutions shape policy. We will consider literary portraits, Tweed's New York, legal structure, reform efforts, racial succession, fiscal constraints, suburbanization, and secession and ask, "Is it getting better?"

URBG 77500 - Urban Affairs Internship Seminar

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

*prereq: permission of the adviser
Hours 45 hrs,
Credits 3 cr*

URBG 77600 - Internship

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

*prereq: URBG 77500 permission of the adviser
Hours 45 hrs,
Credits 3 cr*

URBG 77700 - Internship

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

prereq: URBG 77500 permission of the adviser

Hours 45 hrs,

Credits 3 cr

URBG 77800 - Internship

Participation in public, nonprofit or private agency with involvement in urban planning or policy issues under field supervisor and faculty direction.

prereq: URBG 77500 permission of the adviser

Hours 45 hrs,

Credits 3 cr

URBG 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Hours 45 hrs,

Credits 3 cr

URBG 78718 - Political Economy of the City

The course will explore the framework in which urban policy and development occurs in US urban areas. We will explore the 'anatomy' of the city, that is, to what extent is the physical shape of the city influenced by the interaction between the public and private sectors. Cities, of course, are embedded in larger economic and political settings. Indeed, some would argue that the forces generated in this larger context tend to overwhelm the local political/economic theatre. To this end, the course will examine the extent to which greater national and international political and economic forces impact the shape of cities.

URBG 79000 - Urban Development Workshop I

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.

prereq: permission of the adviser

Credits 6 cr

URBG 79100 - Grantwriting and Fundraising Practicum

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.

prereq: permission of the adviser
Hours 45 hrs,
Credits 3 cr

URBG 79200 - Urban Affairs Capstone

Review of contemporary urban issues and problems as the concluding course in the graduate program in urban affairs.

prereq: permission of the director/adviser
Hours 45 hrs,
Credits 3 cr

Urban Planning

URBG 75700 - Politics of Education

Education politics and policy in American education. After considering the basic principles that shape schooling and the governmental structure of decision making, the course will focus on distinct developments in about a dozen different cities.

Hours 45
Credits 3

URBG 76000 - Cities and Health

The course will examine health problems and policy solutions from the perspective of the city, integrating the theory and analytic approaches from the fields of public health and urban planning, through such topics as the historical relationship between public health and urban planning, environmental justice as it relates to urban health, and urban health care systems.

Hours 45
Credits 3

URBP 70000 - Introduction to Planning

Introduction to operational aspects of plan-making process: formulation of objectives, evaluation and implementation; ethics and values; and administration and bureaucracy. Also, an introduction to the various planning sub-fields including urban design, land development, economic and community development, housing, environmental planning, transportation planning, and public finance.

Hours 45
Credits 3

URBP 70100 - History and Theory of Urban Planning

The study of conscious efforts to guide city development from ancient civilizations to the present, and the evolution of planning theory to guide these actions. Emphasis on the relationship between public and private planning activities and the set of roles available to contemporary planners.

Hours 45
Credits 3

URBP 70500 - 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.

Hours 45
Credits 3

URBP 71100 - 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.

Hours 45
Credits 3

URBP 71200 - Methods of Planning Analysis

Introduction to methods of demographic and economic analysis. Emphasis on applications to current urban planning practice.

Hours 45
Credits 3

URBP 71300 - Planning Methods for Optimization and Decision-making

Introduction to quantitative techniques for optimization and decision-making. Applications of techniques in planning contexts.

Hours 45
Credits 3

URBP 71600 - Participatory Planning Using GIS and the Internet

Understanding complexities associated with using GIS and other digital technologies in community organizing and urban development; intensive lab-based course

prereq: GTECH 71000 or perm instr.

Credits 3

URBP 71900 - Land Use, People and the Environment

A comprehensive overview to the theory and practice of land use planning and zoning that sees land as a set of social relations that define the way cities and urban regions develop. Land use planning is placed within larger economic,

political, and legal contexts and issues of environmental conservation, environmental justice, air and water quality, public health, energy, infrastructure, and global sustainability.

Hours 45

Credits 3

URBP 72000 - 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.

Hours 45

Credits 3

URBP 72100 - Law of Land Use Regulation II

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.

prereq: URBP 72000

Hours 45 hrs,

Credits 3 cr

URBP 72200 - Land Use Planning Workshop

Application of land use planning skills to specific problem in New York metropolitan region. Class operates as team to produce recommendations.

prereq: URBP 71900 or permission of the instructor

Hours 45 hrs,

Credits 3 cr

URBP 72300 - 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.

Hours 45 hrs,

Credits 3 cr

URBP 72400 - Urban Design Workshop

Application of urban design concepts in studio setting to develop design solutions for typical physical planning problems.

prereq: URBP 72300 or permission of the instructor

Hours 45 hrs,

Credits 3 cr

URBP 72600 - 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.

Hours 45 hrs,

Credits 3 cr

URBP 73100 - Neighborhood Planning Workshop

Application of neighborhood planning, conservation and revitalization principles in declining residential areas. Emphasis on formulation of small-scale development strategies.

prereq: URBG 72700 or permission of the instructor

Hours 45 hrs,

Credits 3 cr

URBP 73200 - 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.

Hours 45 hrs,

Credits 3 cr

URBP 73300 - Transportation Planning Methods and Models

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.

prereq: permission of the instructor

Hours 45 hrs,

Credits 3 cr

URBP 73400 - Environmental Planning

Study of current and emerging issues in controlling and preventing environmental degradation. Emphasis on administrative and political considerations.

Hours 45 hrs,

Credits 3 cr

URBP 73500 - 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.

Hours 45 hrs,

Credits 3 cr

URBP 73600 - 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.

*Hours 45 hrs,
Credits 3 cr*

URBP 73700 - Planning Studio

Students synthesize physical, social and economic elements of selected town or city to prepare multifunctional plan to guide development.

*Hours 90 including confences
Credits 6*

URBP 73800 - Planning Studio I

Students work with a client organization to synthesize physical, social and economic elements of a selected neighborhood, town or city. This information is utilized in URBP 73900 to prepare a multifunctional plan to guide development and the fulfillment of needs.

Credits 3

URBP 73900 - Planning Studio II

Students work with a client organization to synthesize physical, social and economic elements of a selected neighborhood, town or city. This information is utilized in URBP 73800 to prepare a multifunctional plan to guide development and the fulfillment of needs.

Credits 3

URBP 74700 - Planning in the Budget Process

Introduction to principles of financial management as applied to cities and municipal authorities. Survey of approaches to budgeting.

*Hours 45 hrs,
Credits 3 cr*

URBP 78000 - Independent Research

Supervised study of topics of special interest to advanced students.

*Hours 45 hrs,
Credits 3 cr
Students may not take more than 3 credits of Independent Research per semester.*

URBP 78100 - Independent Research

Supervised study of topics of special interest to advanced students.

Hours 45 hrs,

Credits 3 cr

Students may not take more than 3 credits of Independent Research per semester.

URBP 78200 - Independent Research

Supervised study of topics of special interest to advanced students.

Hours 45 hrs,

Credits 3 cr

Students may not take more than 3 credits of Independent Research per semester.

URBP 78300 - Independent Research

Supervised study of topics of special interest to advanced students.

Hours 45 hrs,

Credits 3 cr

Students may not take more than 3 credits of Independent Research per semester.

URBP 78400 - Independent Study

Supervised study of topics of special interest to advanced students.

Credits 1 cr

Students may not take more than 3 credits of Independent Research per semester.

URBP 78500 - Independent Study

Supervised study of topics of special interest to advanced students. Students may not take more than 3 credits of Independent Study per semester.

Credits 2 cr

Students may not take more than 3 credits of Independent Research per semester.

URBP 78700 - Selected Topics in Urban Planning and Urban Affairs

Such as immigration policy; youth services; current and critical issues in non-profits; journalism and public policy; human service delivery, policy implementation gender, power and community; community capacity building; and advocacy

Cross-listed URBG 78700

Programs and Courses Romance Languages

Romance Languages

About the Department

The Department of Romance Languages' Graduate Division offers MA degrees in French, Italian, and Spanish as a terminal degree or as a preparation for a doctoral program in the respective areas. The Department also offers an MA/TEP (Teacher Education Program) in each language in conjunction with the School of Education. This MA/TEP Program is designed to prepare candidates to teach in elementary and secondary schools. The department enjoys the teaching and scholarship of professors who have acquired high reputation in their respective fields.

Programs and Courses

Romance Languages (French, Italian, Spanish) - MA

Program for Teachers of Adolescent Education (Grades 7-12) - French, Italian, and Spanish MA

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

- Adolescent French - MA / Advanced Certificate
- Adolescent Italian - MA / Advanced Certificate
- Adolescent Spanish - MA / Advanced Certificate

Doctor of Philosophy

PhD programs in Romance languages are based at the City University Graduate Center. See the bulletin of the Graduate Center for a description of the PhD programs and a complete list of courses or go to www.gc.cuny.edu/

Administration and Faculty

Department Office:

1341 West
(212) 772-5108

Chair:

Paolo Fasoli
1318 West
(212) 772-5129
pfasoli@hunter.cuny.edu
Website: <http://www.hunter.cuny.edu/~romlang>

Graduate Advisers:

French:

Marlène Barsoum

1311 West
(212) 650-3511
mbarsoum@hunter.cuny.edu

Francesca Canadè Sautman

1318 West; (212) 772-5103
fsautman@hunter.cuny.edu

Julia Przybos

1327B West
(212) 772-5097
przybos@hunter.cuny.edu

Italian:

Monica Calabritto

1308 West
(212) 772-5098
mcalabri@hunter.cuny.edu

Paolo Fasoli

1318 West
(212) 772-5129
pfasoli@hunter.cuny.edu

Maria Paynter

1312 West
(212) 772-5090
mpaynter@hunter.cuny.edu

Spanish:

Rolando Perez

1409 West
(212) 772-5009
rperez@hunter.cuny.edu

Magdalena Perkowska

1319 West
(212) 772-5132
mperkows@hunter.cuny.edu

Graduate advisers Adolescent Education in Romance Languages:

French:

Julia Przybos

1327B West
(212) 772-5097
jprzybos@hunter.cuny.edu

Italian:

Maria Paynter

1312 West

(212) 772-5090
mpaynter@hunter.cuny.edu

Spanish:

Rolando Perez
1409 West
(212) 772-5009
rperez@hunter.cuny.edu

Magdalena Perkowska
1319 West
(212) 772-5132
mperkows@hunter.cuny.edu

Education Sequence Adviser for Romance Languages:

Jenny Castillo
905 West
(212) 772-4614
jmcastil@hunter.cuny.edu

Faculty

French

Marlène Barsoum, Associate Professor; PhD, Columbia; 19th-Century Literature, Francophone Literature, Autobiography, Travel Narratives

Michèle Bocquillon, Associate Professor; PhD, Cornell; 18th-Century French Literature, Epistolary Novel, Literature and the Arts

Sam DiIorio, Associate Professor; PhD, Penn; Twentieth Century French Literature and the Cinema

Evelyne Ender, Professor; PhD Université De Paris VIII

Erec R. Koch, Professor and Dean, Arts and Sciences; AB Harvard, PhD Yale; seventeenth-century French literature and culture

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

Michael Taormina, Associate Professor; PhD, Columbia; 17th Century French Literature

Francesca Canadè Sautman, Professor; PhD, UCLA; Executive Officer, French Doctoral Program, CUNY Graduate Center; Medieval and Renaissance Studies, Folklore, Women and Gender Studies

Italian

Monica Calabritto, Associate Professor; PhD, CUNY; 16th- and 17th-Century Italian Literature, Italian American Studies, Literature and the Sciences

Paolo Fasoli, Associate Professor; PhD, Toronto; Late Renaissance, Baroque and Enlightenment Literatures, Stylistics

Maria Paynter, Professor; PhD, Toronto; 19th-Century to Contemporary Literature, Theory and Criticism

Spanish

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

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

María Luisa Fischer, Associate Professor; PhD, Boston; Latin-American Poetry

Maria Hernandez-Ojeda, Associate Professor; PhD, Florida State University, (Pen)Insular & Transatlantic Literature

Rolando Perez, Associate Professor, MA, SUNY at Stony Brook, PhD, CUNY

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

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

Alicia Ramos, Associate Professor; PhD, Pennsylvania; Applied Linguistics, Methodology

Graduate Masters

Romance Languages (French, Italian, Spanish) - MA

The master's degree in French, Italian, or Spanish provides opportunities for professional advancement in teaching and professional fields that require a good knowledge of other languages and cultures. It is also a means of intellectual development for those who want to expand their knowledge in the humanities.

The MA may be taken either as a final degree or as preparation for doctoral work. It is accepted in lieu of the first year of study in the PhD program at the City University. See the Bulletin of the Graduate Center for a description of the PhD programs.

Requirements for Admission

Admission to graduate study is contingent upon admission requirements of Hunter College and upon approval by a departmental committee. Where general scholarship is superior, but the applicant did not major in the field, or preparation in that field is deemed to be insufficient, an examination and/or enrollment in specified undergraduate courses will be required. Before matriculation, applicants must demonstrate proficiency in the language of specialization.

Requirements for MA

1. Courses.

A total of 30 credits from the Literature of Specialization including a Thesis Seminar (3cr) for those students electing to write a master's essay.

2. Languages.

In addition to a high degree of competence in the language of specialization, candidates must demonstrate a reading knowledge of a second Romance language, German, or Latin.

3. Comprehensive Examination.

Candidates must pass a written examination on the field of study, in the language of specialization.

4. Master' s essay.

The master's essay is optional. Topic is determined in consultation with the principal adviser. Thesis Seminar, to be taken concurrently with preparation of the essay, is completed when the essay is approved by the principal adviser and another faculty member.

FREN 60000 - Basic Course in French for Graduate Students

FREN 61100 - Explication de Texte

FREN 62100 - Genre Studies I: French Poetry

FREN 62200 - Genre Studies II: The Theatre in France

FREN 62300 - Genre Studies III: The French Novel

FREN 62400 - Literature of Ideas

FREN 70100 - History of the French Language

Hours 30 hrs plus conferences,

Credits 3 cr

FREN 70200 - Studies in French Criticism

FREN 70800 - Methods of Research

FREN 71100 - Medieval French Literature

FREN 71200 - Medieval French Literature II

FREN 72100 - French Poetry of 16th Century Classical and Italian Influences

The Lyons poets, the Pléiade, Protestant poets.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 72200 - Rabelais and Montaigne

FREN 72500 - Main Currents of French Renaissance

Study of different aspects of French Renaissance in the works of major authors.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 73100 - Descartes and Pascal

FREN 73200 - French Tragedy of 17th Century

Study of characteristics of French tragic theatre from Baroque to Classicism. Emphasis on plays and prefaces of Corneille and Racine.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 73300 - Theatre of Molière

Analysis of major plays. Discussion of theatrical life of the period.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 73400 - French Moralists of Classical Period

Works by such authors as La Rochefoucauld, Bossuet, La Fontaine, Madame de Sévigné, Fénelon, La Bruyère, Saint-Simon.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 74100 - Diderot

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

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 74200 - Voltaire and Rousseau

FREN 75000 - Era of Chateaubriand

FREN 75100 - Romanticism and the Parnasse

FREN 75200 - French Poetry from Baudelaire to Symbolism

FREN 75300 - Balzac and Stendhal

Major novels of Balzac and Stendhal. Comparative analysis of their themes, and narrative techniques. Study of intellectual, social and political trends of the period.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 75400 - Flaubert, Zola, and Maupassant

Analysis of selected works. Study of Realism and Naturalism and their impact on French fiction.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 75500 - French Fiction from Romanticism to the Decadence

Impact of antipositivistic thought on novel and related genres of 19th-century French fiction. Works by Hugo, Sand, Mérimée, Nerval, Gautier, Barbey d'Aurevilly, Huysmans, Villiers de l'Isle-Adam.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 75600 - 19th-Century French Theatre

Main trends from Melodrama to Théâtre Libre. Readings from Pixérécourt, Hugo, Vigny, Musset, Scribe, Labiche, Dumas fils, Sardou, Becque, Feydeau, Maeterlinck, Courteline. Study of dramatic theory and styles of theatrical production.

*Hours 30 hrs plus conferences,
Credits 3*

FREN 76000 - Aspects of 20th-Century French Fiction

Analysis and discussion of novels by Mauriac, Duhamel, Alain-Fournier, Rolland, Colette, Saint-Exupéry, Malraux, Sartre, Camus and le Nouveau roman.

*Hours 30 hrs plus conferences,
Credits 3 cr
(For Gide and Proust, see FREN 76100.)*

FREN 76100 - Gide and Proust

Analysis of authors' major fiction. Study of their style and creative process.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 76300 - Major Currents of Modern French Poetry

FREN 76500 - Aspects of Modern French Theatre

Analysis and discussion of plays by such authors as Claudel, Giraudoux, Romain, Montherlant, Anouilh, Sartre, Camus, Beckett, Ionesco, Duras.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 79100 - Special Topics in French Literature

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 79200 - Special Topics in French Literature

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 79300 - Special Topics in French Literature

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 79400 - Special Topics in French Literature

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 79500 - Special Topics in French Literature

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 79600 - Special Topics in French Literature

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 79700 - Special Topics in French Literature

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 79800 - Special Topics in French Literature

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 79900 - Special Topics in French Literature

Study of particular writer, trend, or perspective in French literature. Topics to be announced in advance.

*Hours 30 hrs plus conferences,
Credits 3 cr*

FREN 79903 - Independent Study in French Literature

ITAL 70100 - History of the Italian Language

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 70200 - Italian Stylistics and Rhetoric

History of Italian rhetoric art and stylistics applied to literary text.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 71000 - Dante's Inferno

ITAL 71100 - Italian Literature from its Origins to 13th Century

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 71200 - Dante's Vita nuova and Inferno

Dante's works in the political and intellectual context of Medieval Europe.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 71300 - Dante's Purgatorio

Intensive study of the cantica's background, symbolism, poetical significance and content.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 71400 - Dante's Paradiso

A study of the Paradiso's poetics, its theo-philosophical and cosmological content.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 71500 - Poetry and Humanism of Petrarch

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 71600 - Boccaccio's Decameron and Other Works

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 72000 - Dante's Prose Works

Literary, historical and philosophical analysis of Vita nuova, Convivio, De vulgari eloquentia and Monarchia.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 72100 - Ariosto

Analysis of Orlando furioso, Satire and theatre.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 72200 - Machiavelli: Political Theorist and Moralist

Study of Istorie fiorentine, Lettere, Mandragola, Principe and Discorsi.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 72300 - Poets, Philosophers, Historians and Scientists of the Baroque

ITAL 72400 - Lorenzo de' Medici and His Circle

ITAL 72500 - Tasso's Gerusalemme liberata

Study of Tasso's epic poem and related linguistic, historical and philosophical issues.

Hours 30 hrs plus conferences,

Credits 3 cr

ITAL 72600 - Italian Theatre I – From Machiavelli to Alfieri

Study of Renaissance comedy, Commedia dell'arte, Goldoni, Alfieri.

Hours 30 hrs plus conferences,

Credits 3 cr

ITAL 72700 - Italian Theatre II – From Manzoni to Contemporaries

Study of theatre from Risorgimento to D'Annunzio, Pirandello and contemporary playwrights.

Hours 30 hrs plus conferences,

Credits 3 cr

ITAL 75100 - Pre-Risorgimento Period

ITAL 75200 - Art and Humanism of Manzoni

Study of the Promessi sposi and poetic, dramatic, and critical works.

Hours 30 hrs plus conferences,

Credits 3 cr

ITAL 75300 - Foscolo and Leopardi

ITAL 75400 - Carducci, D'Annunzio, Pascoli

Representative poetic, dramatic and narrative works.

Hours 30 hrs plus conferences,

Credits 3 cr

ITAL 75500 - Leopardi

Study of poetry and prose. Art of Leopardi in Italian and European context.

Hours 30 hrs plus conferences,

Credits 3 cr

ITAL 75600 - Neoclassical Tradition from Parini to D'Annunzio

ITAL 76000 - Independent Research in Italian Literature

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 76200 - Italian Novel and Theatre Since 1900

ITAL 76300 - Modern Italian Novel From Verga's I Malavoglia to Novels of Moravia

Novel and modern Italian society; novel as art form in the 20th century.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 76400 - Modern Italian Poetry

From Pascoli to the present. Particular attention to Ungaretti, Montale, Quasimodo, and Spaziani.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 76500 - Croce and His Contemporaries

Study of impact of Croce and his contemporaries on Italian literature, philosophy, and theory of history.

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 79100 - Studies in History of Italian Theatre

ITAL 79300 - Special Topics in Italian Literature

*Hours 30 hrs plus conferences,
Credits 3 cr*

ITAL 79900 - Thesis Seminar

Individual research under guidance of faculty member. To be taken concurrently with preparation of master's essay.

Credits 3 cr

RLNG 70100 - Introduction to Romance Linguistics I

Comparative study of evolution of French, Italian, and Spanish.

*Hours 30 hrs plus conferences,
Credits 3 cr
(Required for MA in Arts and Sciences, if RLNG 70200 is not taken.)*

RLNG 70200 - Introduction to Romance Linguistics II

Development of phonology and morphology. Schools and theories of Romance linguistics.

Hours 30 hrs plus conferences,

Credits 3 cr

May be taken independently of RLNG 70100.

SPAN 60100 - Structure of Modern Spanish

Exploration of modern Spanish as a morpho-syntactic system applied to writing for the purpose of teaching the language in middle and secondary schools.

Hours 45

Credits 3

This course is pending Senate approval

SPAN 61100 - Literature of the Spanish Renaissance and the Counter-Reformation

SPAN 61200 - Major Authors of Spanish Baroque

SPAN 61400 - Spanish Literature of 19th Century

SPAN 61500 - Contemporary Spanish Literature

SPAN 61600 - Spanish-American Literature from Its Origin Through Romanticism and Realism

SPAN 61700 - Spanish-American Literature: Modernismo and Contemporary Trends

SPAN 62100 - Main Trends in Spanish Thought and Art

SPAN 62200 - Main Trends in Latin-American Thought and Art

SPAN 70100 - History of the Spanish Language

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 70400 - Spanish Theatre from the 19th Century to the Present

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 70500 - Lyric Poetry from Garcilaso to Gongora

Main currents in Spanish poetry during Renaissance, Counter-Reformation, and Baroque periods.

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 71100 - 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.

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 72000 - Spanish Novel of 16th and 17th Centuries

Genesis and main forms of novel in Renaissance and Baroque periods with special emphasis on picaresque novel.

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 72200 - Cervantes' Don Quixote

Analysis and interpretation of content and structure of Don Quixote, Cervantes' significance as creator of modern novel.

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 72300 - Theatre Before Lope de Vega

SPAN 72500 - Spanish Comedia

Dramatic art of Golden Age from Lope de Vega to Calderón de la Barca. Patterns, style, and influence in world literature.

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 72600 - Nonfictional Prose of Golden Age

SPAN 73000 - Spanish Neoclassic Poetry and Essay

New currents in Spanish thought and poetry through 18th century.

Hours 30 hrs plus conferences,

Credits 3 cr

SPAN 74200 - 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.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 75000 - Contemporary Spanish Poetry

Trends in Spanish poetry from Generation of 1898 to Existentialism.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 75100 - Romantic Poetry from Rivas to Bécquer

Distinctive features of Romantic movement in Spain as manifested in work of main Romantic and post-Romantic poets.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 75400 - The Modern Essay in Spain

SPAN 75600 - The Contemporary Spanish Novel

Main currents, types, and representative authors of modern Spanish fiction from Naturalism to present.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 76000 - Spanish-American Literature: The Colonial Period

From early chroniclers of Indies to Neoclassicism.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 76300 - Spanish-American Fiction I: From Origins through Modernista Novel

Lizardi's El Periquillo sarniento, Romanticism, Realism, Naturalism, and Modernismo.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 76400 - Spanish-American Fiction II: From “The Novel of the Mexican Revolution” to the Present

Development of Spanish-American novel and short story since Modernismo.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 76500 - Spanish-American Poetry I: From Neoclassicism through Modernismo

Spanish-American poetry from La Independencia to World War I. Attention paid to development of prosa artistica during Modernista period.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 76600 - Spanish-American Poetry II: From Post-Modernismo to the Present

Post-Modernismo, Vanguardism, most recent trends.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 76900 - Spanish-American Theatre I

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

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 77000 - 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.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 77700 - 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.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 77800 - 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.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 79100 - 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.

*Hours 30 hrs plus conferences,
Credits 3 cr*

SPAN 79600 - 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.

*Hours 30 hrs plus conferences,
Credits 3 cr*

Public Safety, College Regulations and Policies

- Health Requirements for Enrollment
- CUNY Sexual Assault Policy
- Disclaimers and Statement of Rights
- Student Rights and School Policies
- CUNY Campus and Workplace Violence Prevention Policy
- CUNY Tobacco-Free Policy

Registration

Return to: General Information

Registration instructions are e-mailed to students accepted into or continuing in the graduate programs at Hunter College. All students are required to register via the web at CUNY ESIMS at www.cuny.edu. All students must obtain a CUNY Portal account at www.cuny.edu in order to register. Registration instructions may be found on the Office of the Registrar's web-site at <http://registrar.hunter.cuny.edu>. All registration is subject to space availability. For courses that require department permission, students must obtain approval from the academic department adviser prior to registration. Questions regarding course requirements and pre- or corequisites should be directed to the academic department adviser. A full listing of all academic and administrative departments and personnel is available at www.hunter.cuny.edu Select Directory.

Assistance regarding access to the CUNY Portal, CUNY ESIMS, Hunter College Student email and student BlackBoard accounts is available at Instructional Computing and Information Technology web page at <http://www.hunter.cuny.edu/icit/>. Select the Student Quick Link.

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 “EPermit” basis and receiving credit toward their Hunter degree. Instructions on permit requirements and procedures are available at <http://registrar.hunter.cuny.edu/>. Students who would like to enroll in courses at a non-CUNY college should inquire in the OASIS, room 217 North. The student registers at a non-CUNY 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, Room 223 North Building.

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 Office of the Registrar website at <http://registrar.hunter.cuny.edu>.

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 use the EPermit System available at www.cuny.edu/. Students must register for a CUNY Portal account and complete the EPermit process at this site. Information regarding their Epermit request will be e-mailed to their e-mail address. Deadline dates are available at <http://registrar.hunter.cuny.edu/> Tuition payment for courses is made at the student’s home school. Grades will be collected by the City University and forwarded to Hunter College at the end of the semester, once grades become available.

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 adviser. 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 at <http://registrar.hunter.cuny.edu> ~ forms

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.

Return to: General Information

Research Centers and Institutes

Brookdale Center on Aging of Hunter College

Brookdale Campus (BC), 13th Floor, North Building
(212) 481-3780
Website: <http://www.brookdale.org>

The Brookdale Center for Healthy Aging & Longevity (BCHAL) was founded in 1974 and is one of the country's first multi-disciplinary academic centers dedicated to the advancement of successful aging and longevity. Through research, education, training and evaluation of evidence-based models of practice and policy, it plays a vital role in enhancing the quality of life of older Americans and their families. Its current focus is on contributing the knowledge that can help cities to support healthy aging. The center's Co-Director and Director of Research, Marianne Fahs, PhD, and Associate Director for Research, William T. Gallo, PhD, are both full-time tenured faculty at the SPH.

Center for Communication Disorders

The Hunter College Center for Communication Disorders (Speech-Language-Hearing Clinic) is located at the Brookdale Health Sciences Campus, 425 East 25 St., Room 133 North. The Center is an integral part of the Communication Sciences Program. The Center provides diagnostic and therapeutic services for a wide variety of language, speech, voice, fluency, swallowing, hearing, communication modality, and social communication disorders. Audiological services include complete audiological evaluations, auditory processing disorder testing, and auditory brainstem response assessment with state of the art instrumentation. Services are available to the Hunter College community as well as the general public. Appointments can be made by calling (212) 481-4464.

Center for Study of Gene Structure and Function

Program Office: Room 315 Hunter North

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

The Center for Study of Gene Structure and Function (Gene Center) was established in 1985. The Gene Center is a consortium of 53 researchers from the fields of biology, biological anthropology, chemistry, nanotechnology urban public health, social work, biophysics and psychology who investigate a broad spectrum of exciting areas in biomedical research. The Gene Center is primarily supported by a major grant award from the Research Centers in Minority Institutions (RCMI) Program of the National Center for Research Resources (NCRR), an agency of the National Institutes of Health (NIH). It is an active partner in the RCMI Translational Research Network (RTRN). Additional support is provided by the Gene Center's strategic partnership in the Clinical Translational Science Center (CTSC) of the Weill Cornell Medical College. The City University of New York and Hunter College provide institutional support.

Areas of investigation at the Gene Center include:

- Addiction research
- Behavioral psychology
- Bioinformatics
- Biophysics
- Biological anthropology
- Biomolecular theory
- Biopsychology
- Drug design and synthesis
- Drug protein interaction with nucleic acids
- Gene expression and signal transduction
- Genomics
- Immunology

- Molecular immunology
- Post-traumatic Stress Disorder
- Structural biology
- Neurobiology and biopsychology
- Nanotechnology for medical therapeutics

The Gene Center supports state-of-the-art core research facilities, in the following areas:

Animal Care (AAALAC accredited)

Digital Bioimaging with Confocal Microscopy

Fluorescence Activated Cell Sorting (FACS)

Internet2 and Video collaboration with Remote Instrumentation

Network

Nuclear Magnetic Resonance (NMR)

X-ray Diffraction

Gene Center researchers have produced several significant findings in areas including cancer biology, neurobiology, nanotechnology, structural biology, biopsychology, drug addiction and AIDS. Its scientists have won national recognition, such as the Ameritec Prize for Paralysis Research the Presidential Award for Research and the Presidential Award for Mentoring for their outstanding contributions. The Gene Center commits to recruiting outstanding faculty, postdoctoral research associates and graduate students. It sponsors special national efforts to identify and promote the development of minorities underrepresented as scientists through participation of faculty in many nationally funded science research programs and through the JustGarciaHill science web site for the professional development of minorities in science. It also nurtures future biomedical researchers through its Summer Program for Undergraduate Research and through complementary activities such as its widely viewed web site on study skills for budding scientists.

The Gene Center supports a vibrant research environment by organizing and funding professional development initiatives, technology workshops, special seminars, colloquia, and a well-recognized annual international symposium, which has enjoyed 24 years of success.

The Gene Center is a key partner in the CTSC, an enterprise the Weill Cornell Medical College leads. Other partners include, Memorial Sloan Kettering Cancer Center, the Hospital for Special Surgery, the Hunter College School of Nursing and the Cornell University Cooperative Extension in New York City. The CTSC, established in 2007, focuses on accelerating advanced research from the laboratory into state of the art patient care (“bench to bedside”) and on improving health outcomes in the community. The Gene Center stimulates collaborations among its members and with scientists at these and other internationally recognized institutions. In conjunction with the CTSC it offers qualified pre-doctoral fellows the opportunity to pursue a certificate in Clinical Translational Research from Weill Cornell Medical College culminating in a doctorate from Hunter/CUNY with a certificate or Masters in Clinical Investigation from Weill Cornell Medical College.

Center for Urban and Community Health

Brookdale Campus (BC)
10th floor West Bldg
(646) 733-2862

The Center for Community and Urban Health (CCUH) was founded in 1986. The center’s Director, Beatrice J. Krauss, PhD, is a full-time tenured professor at the SPH. The CCUH is dedicated to strengthening the capacity of individuals,

families, organizations and populations to address and resolve contemporary community and urban health issues and concerns. The center conducts scientifically informed, interdisciplinary research and evaluation, program development, training and education, technical assistance and consultation and policy advisement. Professors Alcabes, Wheeler, and Parson are also affiliated with this center. http://www.hunter.cuny.edu/schoolhp/centers/comm_urb/index.htm

Centro de Estudios Puertorriqueños/Center for Puerto Rican Studies

The Centro de Estudios Puertorriqueños/Center for Puerto Rican Studies is a university-based research institute whose mission consists of two components. One is to collect, preserve and provide access to archival and library resources documenting the history and culture of Puerto Ricans and Latinos. The other is to produce, facilitate and disseminate interdisciplinary research about the Diaspora experiences of Puerto Ricans and to link this scholarly inquiry to social action and policy debates.

The Centro Library and Archives is the principal Puerto Rican Studies research collection in the United States and the most extensive Latino research and archival facility in the Northeast. It is also the only library and archives in the State of New York exclusively dedicated to Puerto Rican and Latino documentation. The Library and Archives is open to the public and serves diverse users, scholars and the general public from the New York area, from other parts of the U. S. and from abroad.

CENTRO participates in two exchange programs. (1) The CUNY/UPR Academic Exchange Program (Intercambio) is a program of academic interchange between the City University of New York (CUNY) and the University of Puerto Rico (UPR). The program serves all CUNY colleges. CUNY undergraduates may study for a semester, or the full academic year at the Rio Piedras Campus of the UPR and receive full credit from their home college. (2) The CUNY-Caribbean Exchange promotes institutional, faculty, and student intellectual and scientific exchange with academic institutions in the Caribbean.

[Return to: General Information](#)

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. To increase your chances of receiving a scholarship, we encourage ALL students to fill out the online scholarship application: www.hunter.cuny.edu/scholarship.

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 be obtained from the Office of Student Services (11th floor, East Building, 772-4878).

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.

Graduate Assistantships

Graduate assistantships may be 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 advisers about such opportunities.

School of Social Work

Partial tuition waivers from the Dorothy and Alfred 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 School of Social Work sponsored 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. For further information, contact the office of the registrar at 217 Hunter North or (212) 650-3995.

External Scholarships

Other fellowship awards may be available through government and private organizations. For study in the fields of the art, humanities and social sciences, students may apply for the Jacob K. Javits Fellowship, www.ed.gov/programs/jacobjavits.html. For study in the fields of the social sciences and physical and natural sciences, students may apply for the National Science Foundation Graduate Research Fellowship, www.nsfgradfellows.org. Information on other scholarships from outside organizations are listed in the Grants Guide, available in the Office of Student Services, Room 1119 East or online at: <http://studentservices.hunter.cuny.edu/grant.htm>

Return to: General Information

School of Arts and Sciences

Academic Programs	Degree	HEGIS	ADM/CURR
Accounting	MS	502	593

Anthropology	MA	2202	500
	BA/MA	2202	412
Art (Creative)	MFA	1002	501
Art History	MA	1003	503
Biochemistry	MA	414	505
Biochemistry	PhD (with CUNY Grad School)	0414	
Biological Sciences	MA	401	506
Medical Laboratory Sciences/Biological Sciences	BS/MA	1223/401	
Biological Sciences	BA/MA	401	
Biological Sciences	PhD (with CUNY Grad School)	0401	
Biological Sciences/Environmental and Occupational Health Sciences	BA/MS	0401/1299	
Chemistry	MA	1905.01	511
Chemistry	PhD (with CUNY Grad School)	1905	
Creative Writing	MFA	1507	523
Economics	MA	220	517
	BA/MA	220	
English	BA/MA	1501	426
English Literature	MA	1502	521
French	MA	1102	522
Geography	MA	2206	549
Post-Baccalaureate Certificate Program in Geographic Information Science (GIS)	Cert.	2206	301
History	MA	2205	526
	BA/MA	2205	440
Integrated Media Arts	MFA	606	525

Italian	MA	1104	528
Mathematics (Pure)	MA	1701	527
Mathematics (Pure or Applied)	BA/MA	1701	454
Music	MA	1004	532
Music	BA/MA	1004	456
Physics	MA	1902	539
Physics	BA/MA	1902	462
Physics	PhD (with CUNY Grad School)	1902	
Playwriting	MFA	1007	509
Psychology	MA	2001	542
Sociology and Social Research	BA/MS	2208	478
Social Research	MS	2208	550
Spanish	MA	1105	555
Statistics and Applied Mathematics	MA	1703	529
Theatre	MA	1007	559
Urban Affairs	MS	2214	554
Urban Planning	MUP	2214	553
Urban Planning/Law (with Brooklyn Law School)	MUP/JD	2214/1401	

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School of Education

Academic Programs	Degree	HEGIS	ADM/CURR
Childhood Education 1-6	MSEd	802	170
Childhood Education w/Bilingual Teacher Extension, 1-6	MSEd	802	171
Childhood Education with a Concentration in Mathematics and Science, 1-6	MSEd	802	167

Early Childhood Education, Birth-2	MSEd	823	172
Early Childhood Education with Bilingual Extension	MSEd	823	168
Literacy: Birth-Grade 6	MSEd	830	173
Literacy: Adolescent Grades 5-12	MSEd	0830.01	183
Bilingual Extension	Advanced Certificate	899	311
Guidance and Counseling School Guidance and Counseling	MSEd	826.01	850
Mental Health Counseling	MSEd	2104	853
Rehabilitation Counseling	MSEd	2104.1	852
Adolescent Education	MA/Adv Cert		
Offered in collaboration with the following departments or programs			
Biology 7-12	MA	401.01	185
Biology 7-12	Adv Cert	401.01	385
Chinese 7-12	MA	1199.01	197
Chemistry 7-12	MA	1905.01	186
Chemistry 7-12	Adv Cert	1905.01	386
Earth Science 7-12	MA	1917.01	187
Earth Science 7-12	Adv Cert	1917.01	387
English 7-12	MA	1501.01	188
English 7-12	Adv Cert	1501.01	388
French 7-12	MA	1102.01	189
French 7-12	Adv Cert	1102.01	389
Italian 7-12	MA	1104.01	190
Italian 7-12	Adv Cert	1104.01	390
Latin 7-12	MA	1109.01	191
Mathematics 7-12	MA	1701	192

Mathematics 7-12	Adv Cert	1701	392
Mathematics 7-12 Professional Certification	MA	1701.01	198
Mathematics 7-12	BA/MA	1701	461
Music, (All grades)	MA	1004	193
Music	BA/MA	1004	457
Physics 7-12	MA	1902.01	194
Physics 7-12	Adv Cert	1902.01	394
Social Studies 7-12	MA	2201.01	195
Social Studies 7-12	Adv Cert	2201.01	395
Spanish 7-12	MA	1105.01	196
Spanish 7-12	Adv Cert	1105.01	396
Teaching English to Speakers of Other Languages, (All grades)	MA	1508	182
Special Education	MSEd		
Advanced Preparation in Special Education	MSEd	808	150
Applied Behavior Analysis	Adv. Cert.	808	315
Childhood Special Education 1-6		808	176/156
Childhood Special Education 1-6 w/an Annotation in Severe or Multiple Disabilities		808	177/157
Early Childhood Special Education		808	174/175
Early Childhood Special Education 1-6 w/an annotation in Severe/Multiple Disabilities		808	169
Deaf and Hard-of-Hearing		812	178/158
Blind and Visually Impaired		814	179/159
Blind and Visually Impaired	Adv. Cert.	814	302
Orientation and Mobility	Adv. Cert.	814	309
Gifted and Talented Extension	Adv. Cert.	811	313
Severe Disabilities and Autism	Adv. Cert.	808	308

Visual Impairment: Rehabilitation Teaching		814	179
School Building Leader	Adv. Cert.	828	303
School District Leader	Adv. Cert.	827	304

Return to: HEGIS/Admission Codes

School of Education

Peggy,

This filter uses show hide links to display programs and courses.

-Lauren

School of Education

General Information

Teacher Education Programs

Graduate programs in education are designed to equip teachers with the knowledge and skills they will need to have a major and positive impact on the learning of their future students. Our programs integrate current research findings, offer exposure to best practices through coursework and field experiences, incorporate instruction in the analysis and timely use of assessment data, and include the use of case studies to ensure proper modeling of real world teacher challenges. 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 (including fieldwork); 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 performance in fieldwork settings.

Time Considerations

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 adviser 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.

Opportunities for graduate study are available during the summer. Some programs may offer day-time courses for full-time students.

Most graduate courses in education held during the academic year begin at either 4:30 PM or 7:10 PM to meet the needs of students who are employed during the day. Summer courses are offered during the day, early evening or on-line.

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

Hunter College Elementary School and Hunter College High School 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.

Accreditation

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). Many of our programs have also received national recognition status from their respective specialized professional associations.

The Office of Educational Services

1000 West Building
(212) 772-4624

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: advisement; assistance with registration; placements for fieldwork and student teaching; graduation audit; New York State certification; job placement; and various other student services such as course permits, transfers of credit, course waivers or exemptions, and leaves of absence.

The O.E.S. maintains regular office hours throughout the year and is open from 10-6 PM. Monday through Thursday and 10-4 PM. on Fridays, whenever the college is open.

Admission

Graduate admissions to the School of Education are coordinated by:

**Coordinator of Educational Services for
Admissions and Recruitment:**

Mr. Andrew King
1000 West
(212) 772-4688
edadmissions@hunter.cuny.edu

Hunter's graduate application is online:
<http://ww5.hunter.cuny.edu/graduateadmissions/applying>.

Note:

Check the admissions website for due dates. Students who have taken postsecondary coursework outside the USA have an earlier due date to submit applications. See the International Student portion of the admissions website <http://studentservices.hunter.cuny.edu/international.htm>.

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. Admission to programs is competitive; meeting the minimum admission requirements does not ensure admission.

Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit an official TOEFL score report. These applicants must score at least a 575 on the paper-administered test or 233 on the computer administered test or 68 (less speaking component) on the TOEFL IBT. They must score at least 4.5 on the Test of Written English (TWE) or 22 on the IBT Writing Section; and 45 on the Test of Spoken English (TSE) or 23 on the IBT Speaking section. The Teaching English to Speakers of Other Languages Programs (TESOL) program has its own requirements.

Admission 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.

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. Students wishing to change from one track in their program to another must complete a change of major form, available in 1000 West Building.

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 from probation.

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.

Candidates should consult their program coordinator or adviser about the comprehensive examination or culminating project at least one year in advance of the expected date of graduation.

All graduate students are expected to demonstrate competence in the use of technology. Most programs require passing the School of Education technological competency assessment before graduation. All students are assigned a college e-mail address to which important announcements and materials are sent.

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.”

The following limitations apply:

1. 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.
2. Courses for which transfer and approval of credit are sought must have been completed within five years preceding the anticipated date of graduation.
3. Application for transfer and approval of course credits taken prior to matriculation may be made after registering for the first semester of matriculation.
4. Transfer of credit can only be granted for courses with grades of B or better.

Permit Credit

Graduate courses taken at other colleges or universities after matriculation are considered “Permit” credit. Students planning to take courses “on permit” at other colleges or universities during the period of matriculation must request and receive permission prior to taking the course. The student should obtain the appropriate form in Room 1000 West Building; attach course descriptions and obtain appropriate signatures from the department office; and return the completed form to Room 1000 West Building.

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 matriculated students in programs that lead to New York State Certification and who do not have prior NYS teacher certification 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. Any student who fails the LAST may be required to enroll in a reading/writing course before being permitted to register for any additional courses.

The School of Education has an outstanding pass rate on the New York State Teacher Certification Examinations. The pass rate on the LAST for 2009-2010 was 100%; the pass rate on the ATS-W (Assessment of Teaching Skills-Written) for 2009-2010 was also 100%.

Student Teaching, Field Experiences and Practica

All teacher preparation, counseling, and school leadership programs require field experiences and student teaching or practica. Students must apply for student teaching 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 adviser is necessary in developing a program plan. All field experiences, practica, and student teaching take place in New York City schools. Applicants for admission and teacher candidates should be aware of this policy when planning their programs.

Graduation

All potential graduates must apply for graduation within the first three weeks of the semester in which they plan to graduate. A graduation audit form may be obtained from our website: <http://hunter.cuny.edu/education> under Current Students, Degree Audit. Completed graduation audits must be returned to Room 1000 West Building.

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 be recommended for certification the student must complete the approved program of study, and file an on-line application for certification. Instructions for applying for certification are available in the Office of Educational Services and on the School of Education website.

Students must pass the required New York State Teacher Certification Examinations (NYSTCE) in order to be granted certification by the State. For an initial certificate, the State of New York requires the applicant to pass three examinations: the Liberal Arts and Science Test (LAST), the Assessment of Teaching Skills-Written (ATS-W) and the appropriate Content Specialty Test (CST) for their certificate. The ATS-W is offered at the elementary and secondary levels; students should check with the Office of Educational Services or an adviser if they are unsure about which version to take.

Students must officially graduate from one of our approved preparation programs in order to receive a recommendation for NYS Teacher 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 at tcert.@hunter.cuny.edu.

Administration and Faculty

Acting Dean:

David Steiner
Klara & Larry Silverstein Dean
1000 West
(212) 772-4622

Associate Dean:

Carla Asher
1000 West
(212) 772-4621

Acting Senior Associate Dean:

Sherryl Graves
1024 West
(212) 650-3375

**Educational Services Coordinator for
Admissions and Recruitment:**

Andrew King
1000 West
(212) 772-4688

**Educational Services Coordinator
for Current Students:**

Christina Kim
1000 West
(212) 772-4629

Departmental Chairs:

Department of Curriculum and Teaching
Jennifer Tuten
906 West
(212) 772-4639

Department of Educational Foundations
Gess LeBlanc
1016 West
(212) 772-4710

Department of Special Education
David Connor
909 West
(212) 772-4746

Website: www.hunter.cuny.edu/education

Faculty

Curriculum and Teaching

Laura Baecher, Assistant Professor; EdD, Teachers College, Columbia; TESOL

Carmen Sherry Brown; Assistant Professor, EdD Buffalo; Early Childhood Education

Nadine Bryce, Assistant Professor; EdD, Teachers College, Columbia; Reading and Language Arts

Jenny Castillo, Associate Professor; PhD, CUNY; Hispanic and Luso-Brazilian Literature

Brian Collins, Assistant Professor; PhD, NYU; Bilingual Education

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

Ann Ebe, Assistant Professor; PhD, Univ. of Arizona; Language Reading and Culture: Reading and Writing Processes, Uses and Research

Anne M. Ediger, Professor; PhD, UCLA; Applied Linguistic

Terrie Epstein, Professor; EdD, Harvard; Education

Timothy Farnsworth, Assistant Professor; PhD, UCLA; Applied Linguistics

Dolores Fernández, University Professor; PhD, Hofstra; Language and Cognition

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

Robert Gyles, Professor; PhD, NYU; Mathematics Education/Curriculum and Instruction

Yang Hu, Associate Professor; EdD, Teachers College, Columbia; English Education

Kathleen Isaac, Distinguished Lecturer; MA, NYU; Dance Education

Deborah Ann Jensen, Associate Professor; PhD, Fordham; Language, Literacy and Learning

Marcia Knoll, Associate Professor; EdD, St. John's; Curriculum and Teaching

Karen Koellner, Associate Professor; PhD, Arizona State; Mathematics

Patricia Martin, Lecturer; PhD CUNY; Clinical Psychology

John Niman, Professor; PhD, Columbia; Mathematics and Mathematics Education

Janet Patti, Professor; EdD, Northern Arizona; Education

Lacey Peters, Assistant Professor; PhD Arizona State; Early Childhood Education

Anthony Picciano, Professor; PhD, Fordham Univ.; Educational Administration, Technology

Jody Polleck, Assistant Professor; PhD, NYU; English Education

Dennis Robbins, Associate Professor; EdD, Teachers College, Columbia; Science Education

Christine Rosalia, Assistant Professor; PhD, Teachers College, Columbia; Educational Communications & Technology

Melissa Schieble, Assistant Professor; PhD, Univ. of Wisconsin-Madison; Curriculum/Instruction

Debbie Sonu, Assistant Professor; EdD, Teacher's College, Columbia; Curriculum and Teaching Urban-Multicultural Education

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

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

John Toth, Distinguished Lecturer; PhD, European Graduate School; Media & Communications

Jenny Tuten, Associate Professor and Chair; PhD, Fordham; Language and Literacy Education

Rachael Welder, Assistant Professor; PhD, Montana State; Mathematics and Mathematics Education

Sandra Wilde, Professor; PhD, Univ. of Arizona; Elementary Education

Jason Wirtz, Assistant Professor; PhD, Michigan State; Rhetoric and Writing

Educational Foundations

Markus Bidell, Associate Professor; PhD, Univ. of California, Santa Barbara; Clinical Counseling/School Psychology

Sarah Bonner, Associate Professor; PhD, Univ. of Arizona; Educational Psychology

Tamara Buckley, Associate Professor; PhD, Teachers College, Columbia; Counseling Psychology

Elizabeth Cardoso, Professor; PhD, Univ. of Wisconsin-Madison; Psychology

Peggy Pei-I Chen, Associate Professor; PhD, CUNY; Educational Psychology

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

Jorge Fuentes, Assistant Professor; EdD Grambling State; Student Development and Personnel Affairs

Sherryl Browne Graves, Professor and Acting Senior Associate Dean; PhD, Harvard; Clinical Psychology, Public Practice

Priscilla Hambrick-Dixon, Associate Professor; PhD, Univ. of Michigan; Education, Psychology

Calliope Haritos, Associate Professor; PhD, CUNY; Developmental Psychology

John Keegan, Assistant Professor; PhD, Univ. of Wisconsin-Madison; Rehabilitation Psychology

Mario A. Kelly, Associate Professor; EdD, Univ. of Rochester; Developmental/Educational Psychology

Kimberly Kinsler, Professor; PhD, CUNY; Educational Psychology

Michelle Lask, Distinguished Lecturer, EdM, Teachers College; Psychological Counseling

Gess LeBlanc, Associate Professor and Chair; PhD, CUNY; Developmental Psychology

Fredericka Liggins, Lecturer; MEd, Fordham; Counseling and Personnel Services

Stephaney Morrison, Assistant Professor; PhD, Western Michigan Univ.; Counseling Education

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

Cynthia Walley, Assistant Professor; PhD, Old Dominion; Counseling

Jeanne Weiler, Associate Professor; PhD, SUNY (Stony Brook); Social Foundations of Education

Arnold Wolf, Professor; PhD, NYU; Philosophy

Special Education

Jamie Bleiweiss, Assistant Professor; PhD, SUNY (Stony Brook); Clinical Psychology

Elissa Brown, Distinguished Lecturer, PhD, College of William and Mary; Educational Policy, Planning and Leadership

David Connor, Associate Professor and Chair; EdD, Teachers College, Columbia; Curriculum and Teaching, Learning Disabilities

Donia Fahim, Assistant Professor; PhD, Birkbeck College, London; Applied Linguistics

Elaine Gale, Assistant Professor; PhD, Univ. of Colorado, Boulder; Speech, Language and Hearing Sciences

Katherine Garnett, Professor; EdD, Columbia; Assessment and Curriculum Development–Learning Disabilities

Sara Hines, Assistant Professor; PhD, Univ. of Maryland, College Park; Special Education

Timothy Lackaye, Assistant Professor; EdD, Teachers College, Columbia; Learning Disabilities

Thomas C. McIntyre, Professor; PhD, Univ. of Connecticut; Emotional and Behavior Disorders

Angela Mouzakitis, Assistant Professor; PhD, CUNY; School Psychology

Jennifer Samson, Assistant Professor; EdD, Harvard ; Human Development and Psychology

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

Ellen Trief, Professor; EdD, Teachers College, Columbia; Visual Impairment, Severe/Multiple Disabilities

Early Childhood Education, Birth through Grade 2: Program 1

(For applicants who do not hold New York State Certification)

Admission 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: 9 credits in math and science with at least one course in math and one course in science (a course in calculus meets 6 credits of this requirements); 6 credits in English; 6 credits in social studies (of which at least one course must be in history or geography); 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement); 3 credits in the arts; and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).
4. A personal statement as part of the application for admission.

5. Two letters of recommendation.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. Program 1 students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any additional courses.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

Program 1 students must receive a grade of at least B in fieldwork (ECC 712). Any student who receives a grade of B-, C+ or C must apply to the Chairperson of the Department for permission to repeat the course, 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. 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).
4. Students must pass the School of Education technology assessment.

Early Childhood Course of Study — Program 1:

36-42 credits

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*

ECC 70500 - Language and Literacy: Birth through Kindergarten

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.)

prereq or coreq: ECF 70000

*Hours 45 hrs,
Credits 3 cr*

ECC 70600 - Language and Literacy: K through Grade 2

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.)

*prereq or coreq: ECC 70500 (early childhood students only)
Hours 45 hrs,
Credits 3 cr*

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

*coreq: ECC 70400
prereq or coreq: 70500 or 70600
Hours 15 hrs,
Credits 1 cr*

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

*prereq: ECC 70300
prereq or coreq: ECF 70200
Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels*

ECC 71000 - Early Childhood Mathematics: Birth through Grade 2

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.)

*prereq or coreq: ECC 70300
Hours 45 hrs,
Credits 3 cr*

ECC 71100 - Science in Early Childhood Education: Birth through Grade 2

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.)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

Hours 15 hrs,

Credits 1 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71600 - Student Teaching in Early Childhood Settings

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.(Birth– 3, preK–2)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only))

Hours 30 hrs of seminar plus 40 days of student teaching for students who are not teaching in an early childhood program

Or

ECC 71700 - Supervised Practicum in Early Childhood

Teaching practicum for students in early childhood education. Students who take ECC 717 must also complete ECC 71800 . (Not for students who have completed ECC 716.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1)

*Hours 15 hrs of seminar plus conferences,
Credits 1 cr*

Plus

ECC 71800 - Early Childhood Student Teaching

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 71700 . (Also offered during the summer.) (Not for students who have completed ECC 716.)

prereq: prereqs: ECF 702; ECC 703, 704 (program 2) or 705 and 706 (program 1), 707, 708, 709 (program 2) or 710 and 711 (program 1), 712 (program 1)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

Total credits: 36-42

Note(s)

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 71951 , ECC 71952 , ECC 71953 (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. Students may be exempted from up to 6 credits (Program 1) or 5 credits (Program 2) based on prior equivalent course work.

Early Childhood Education, Birth through Grade 2: Program 2

Admission Requirements: Program 2

(For students with New York State teacher certification.)

1. Undergraduate degree with GPA of 2.8 or master's degree with GPA of 3.5 or better.
2. New York State initial, professional, or permanent teacher certification in childhood education, elementary education Pre-K-6, special education, or TESOL.
3. A personal statement.
4. Two letters of recommendation.

Progress Standards

A. 12 Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

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).
4. Students must pass the School of Education technology assessment.

Early Childhood Course of Study — Program 2:

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400

prereq or coreq: 70500 or 70600

Hours 15 hrs,

Credits 1 cr

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

*Hours 45 hrs,
Credits 3 cr*

ECC 71300 - The Expressive Arts in Early Childhood

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.

*Hours 45 hrs,
Credits 3 cr*

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

*prereq or coreq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 71500 - Educational Technology in Early Childhood

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.

*Hours 15 hrs,
Credits 1 cr*

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71600 - Student Teaching in Early Childhood Settings

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.(Birth– 3, preK–2)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only))
Hours 30 hrs of seminar plus 40 days of student teaching for students who are not teaching in an early childhood program

Or

ECC 71700 - Supervised Practicum in Early Childhood

Teaching practicum for students in early childhood education. Students who take ECC 717 must also complete ECC 71800 . (Not for students who have completed ECC 716.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1)

*Hours 15 hrs of seminar plus conferences,
Credits 1 cr*

Plus

ECC 71800 - Early Childhood Student Teaching

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 71700 . (Also offered during the summer.) (Not for students who have completed ECC 716.)

prereq: prereqs: ECF 702; ECC 703, 704 (program 2) or 705 and 706 (program 1), 707, 708, 709 (program 2) or 710 and 711 (program 1), 712 (program 1)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

Total credits: 30-35

Note(s)

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 71951 , ECC 71952 , ECC 71953 (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. Students may be exempted from up to 6 credits (Program 1) or 5 credits (Program 2) based on prior equivalent course work.

Graduate Adolescent Education Course Sequence: Mathematics Track I

(37-39 credits)

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

*prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr*

SEDC 72000 - Adolescent Health and Safety

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.

*Hours 15 hrs,
Credits 1 cr*

Take Either

SEDC 75300 - Student Teaching in Mathematics, Grades 7–12

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.

*prereq: SEDC 72300, SEDF 70600
Hours 30 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr*

Or One of the Following

SEDC 76310 - Student Teaching in Mathematics, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member and a certified mathematics 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.

*prereq: SEDC 72300
prereq or coreq: SEDF 70600
Hours 30 hrs, 30 days student teaching plus conferences,*

Credits 3 cr

Students who enroll in SEDC 76310 must also complete SEDC 76320 or SEDC 77320.

SEDC 77310 - Practicum in Mathematics, Grades 7–9

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 77310 must also take SEDC 77320 .

prereq: SEDC 72300

Hours 30 hrs plus conferences,

Credits 2 cr

Plus One of the Following

SEDC 76320 - Student Teaching in Mathematics, Grades 10–12

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.

prereq: SEDC 72300

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76320 must also complete SEDC 76310 or SEDC 77310.

SEDC 77320 - Practicum in Mathematics, Grades 10-12

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 SEDC 77310 .

prereq: SEDC 723, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Mathematics and Statistics Department Courses for Track I

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

prereq: Calculus II and a course in linear or matrix algebra

Hours 45 hrs,

Credits 3 cr

Open only to Teacher Education Program students.

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

Hours 45

Credits 3

Open only to Teacher Education Program students.

MATH 64000 - 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.

prereq: MATH 63000

Hours 45

Credits 3

Open only to Teacher Education Program students

MATH 66100 - 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.

Hours 45

Credits 3

STAT 61400 - Data Analysis Using Statistical Software

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.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

Culminating Experiences

- Comprehensive examination in two parts: mathematics and pedagogy
- Professional teaching portfolio

Note(s)

* Students who present certain courses and prior experience may be able to substitute another course or seminar(s) with approval of graduate mathematics adviser. See mathematics and statistics department.

See the Mathematics and Statistics section of the catalog for information about the comprehensive examination in mathematics.

Graduate Adolescent Education Course Sequence: Mathematics Track II

(34.5-38 credits)

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.

Education Courses

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

One of the Following:

SEDC 76310 - Student Teaching in Mathematics, Grades 7–9

Teacher candidates complete 30 days of student teaching at grades 7–9 under the supervision of a Hunter College faculty member and a certified mathematics 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.

prereq: SEDC 72300

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76310 must also complete SEDC 76320 or SEDC 77320.

SEDC 77310 - Practicum in Mathematics, Grades 7–9

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 77310 must also take SEDC 77320 .

prereq: SEDC 72300

Hours 30 hrs plus conferences,

Credits 2 cr

Plus One of the Following

SEDC 76320 - Student Teaching in Mathematics, Grades 10–12

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.

prereq: SEDC 72300

prereq or coreq: SEDF 70600

Hours 30 hrs, 30 days student teaching plus conferences,

Credits 3 cr

Students who enroll in SEDC 76320 must also complete SEDC 76310 or SEDC 77310.

SEDC 77320 - Practicum in Mathematics, Grades 10-12

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 SEDC 77310 .

prereq: SEDC 723, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Mathematics and Statistics Department Courses for Track II

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

prereq: Calculus II and a course in linear or matrix algebra

Hours 45 hrs,

Credits 3 cr

Open only to Teacher Education Program students.

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

Hours 45

Credits 3

Open only to Teacher Education Program students.

MATH 64000 - 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.

prereq: MATH 63000

Hours 45

Credits 3

Open only to Teacher Education Program students

MATH 62100 - Introduction to Abstract Algebra

Introduction to the theory of groups and rings.

prereq: a course in linear algebra

Hours 45 hrs,

Credits 3 cr

MATH 62300 - Theory of Numbers

Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.

prereq: a course in linear algebra

Hours 45 hrs,

Credits 3 cr

MATH 66100 - 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.

Hours 45

Credits 3

STAT 61400 - Data Analysis Using Statistical Software

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.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

Electives

- Courses in math and statistics or such areas as computer science, with approval of graduate mathematics adviser. 4 1/2 – 6 cr

Culminating Experiences

- Comprehensive examination in two parts: mathematics and pedagogy
- Professional teaching portfolio

Note(s)

** Students who present certain courses and prior experience may be able to substitute another course or seminar(s) with approval of graduate mathematics adviser. See mathematics and statistics department.*

TESOL Program 2

TESOL Pre-K-12 Program for Students with Prior Certification

Admission Requirements

The Pre-K-12 Program 2 is intended for students who already have prior New York State certification in another subject area. Students completing this program qualify for New York State certification in TESOL, in this case, an additional certification.

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.
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 a 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; students with disabilities; or literacy).
4. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample.
5. Submission of two letters of recommendation, to be included in the graduate application.
6. Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit an official TOEFL score report. These applicants must score at least a 600 on the paper-administered test or 250 on the computer-administered test or 75 (less speaking component) on the TOEFL IBT. They must score at least 5.0 on the Test of Written English (TWE) or 24 on the IBT Writing Section; and 50 on the Test of Spoken English (TSE) or 26 on the IBT Speaking Section.

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subjects as well as in teacher education, in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 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.

5. Program 1 students must take the Liberal Arts and Sciences Test (LAST) of the New York State Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in a college writing course or workshop series approved by an adviser before being permitted to register for any additional courses.

B. Fieldwork Benchmarks

Students must receive a grade of at least B in EDESL 79610 , EDESL 78500 and EDESL 78800 .Any student who receives a grade of B-, C+ or C must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU will not be allowed to continue in the program.

TESOL Program 2 Course of Study

Total Credits: 25-37 credits

Core Requirements

EDESL 79620 - Methodology of Teaching English to Speakers of Other Languages

An overview of program types and classroom options for teaching English to speakers of other languages. The course covers basic language teaching methods, options for classroom management, and setting up optimal learning environments. Required of students in Programs 2 and 3.

Hours includes 20 hours fieldwork

Credits 4

20 hours fieldwork

LING 70200 - Analysis and Structure of English from a Pedagogical Perspective

A comprehensive overview of the English Language for teachers of ESL, covering the sound system, systems of meaning making, orthographic and other representations, and the structures of English, with a specific focus on and application to teaching ESL. Required for students in Programs 1, 2, and 3.

Hours includes 10 hrs fieldwork

Credits 4

LING 77400 - Theory and Research in Second Language Acquisition and Learning

A survey of current theory and research in second language acquisition with particular reference to the acquisition of

English and applications of the classroom. Includes introduction to research methodology. Required of students in Program 1, 2, and 3.

prereq: G LING 70200

Credits 4

5 hours of field work.

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

prereq or coreq: G LING 70200

Credits 4

10 hours of field experience.

EDESL 77100 - K-12 ESL Curriculum and Materials through the Content Areas

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.

prereq: EDESL 79600/79610

prereq or coreq: G EDESL 79600 or G EDESL 79610 or G EDESL 79620

Hours includes 20 hrs fieldwork in K-12 classrooms

Credits 4

20 hrs fieldwork.

EDESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL

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. Includes identification and diagnosis of ESL students with special needs. Required of students in **Program 1** and **Program 2**.

prereq: EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser

Credits 4

includes 10 hrs fieldwork

EDESL 77200 - First and Second Language, and Technological Literacy in K-12 ESL

An in-depth treatment of theory and practice in the teaching of literacy skills, including technological, to English language learners in the public schools. Required of students in both Pre-K-12 Programs 1 and 2.

prereq: LING 70200

Hours includes 10 hrs fieldwork

Credits 4

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork
Credits 3 cr

Plus One of the Following:

EDESL 78500 - Supervised Student Teaching, Pre-K-6 and 7-12

Two-semester supervised student teaching experience in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser
Hours 60 hrs seminar plus student teaching and conference
Credits 2
this is a year-long course

EDESL 78800 - Supervised Practicum, Pre-K-6 and 7-12

Two-semester supervised practicum in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser
Hours 60 hrs seminar plus student teaching and conference
Credits 2
this is a year-long course

And One of the Following:

EDESL 76000 - Master's Essay Seminar in Educational Research

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits or permission of TESOL adviser
Credits 4

Comprehensive Examination

Note(s)

Students may be exempted from up to eight credits if they have taken equivalent course work elsewhere

**Student Teaching is a year-long course. Students must complete 60 days during one semester at the K-6 level, and 60 days during the other semester at the 7-12 level. Student teachers may start their student teaching in either the fall or spring semester.*

***Practicum Teaching is a year-long course. Students are expected to be in the classroom during the entire year of teaching. Practicum students may start their practicum in either the fall or spring semester.*

Exit Standards

1. A passing score on the comprehensive examination or successful completion of a master's essay (EDES 76000).
2. Students must demonstrate graduate-level academic oral and written communication skills in their coursework, and the ability to serve as appropriate models of the English language for their future students. Students who cannot demonstrate this level of language ability must take a non-credit writing course offered by the School of Education in order to enroll in any courses after completing 12 credits.
3. An overall GPA of 3.0.
4. Students must pass the School of Education technology assessment.

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Administration & Supervision Programs

School Building Leader/School District Leader - Advanced Certificate

Program Coordinator:

Marcia Knoll; 1025 West Building; (212) 772-4761; mknoll@hunter.cuny.edu

Hunter College offers qualified candidates a program in the administration and supervision of nursery, Pre-K, elementary, and secondary schools. The program leads to an advanced certificate granted by Hunter College. Students who complete the program qualify for New York State certification as school building leader (SBL) and school district leader (SDL). Leadership experiences of 25-35 hours, which provide field applications of course knowledge, skills and dispositions, are required in each course in the program. Students must also pass the required NY State exams to be certified in SBL and SDL.

All students must meet with a faculty member for advisement prior to registration each semester. All courses must be completed in five years.

Admission Requirements

1. Completion of an approved master's degree with a minimum average of B (3.0).
2. NYS certification as a teacher and/or pupil personnel service provider within grades N-12 is required.
3. A minimum of three years of approved teaching and/or school service within grades N-12 under regular appointment (or its equivalent for counselors, social workers, and school psychologists) or two years approved teaching and/or school service and at least one year of relevant management/leadership experience.
4. Submission of two letters of recommendation, including a letter of support from the candidate's immediate site supervisor
5. Promise of success in educational supervision and administration as determined by the completion of a comprehensive interview process that includes both oral and written activities.

Total Credits 32

ADSUP 70400 - Leadership to Enhance Human Resources

Interpersonal and group relationships applied to administrative and supervisory functions in schools and districts; intensive experience in group process and the development of a positive school climate and culture.

Hours 60 hours plus 25 to 35 hrs of leadership experiences in field-work

Credits 4

ADSUP 71500 - Supervision for the Improvement of Instruction

An examination of varied productive supervisory techniques which promote the improvement of instruction and enhance the supervisory process.

Hours 60 hours plus 25 to 35 hrs of leadership experiences in field-work

Credits 4

ADSUP 71600 - Leadership Strategies for School Reform

An introduction to leadership theory, school, district reform and the school principalship. Leadership theory is explored from a systems perspective with a focus on both the theoretical and practical tools for promoting school and district change that leads to high levels of student achievement.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work

Credits 4

ADSUP 71700 - Seminar in Evaluating and Applying Educational Research

This course provides students seeking to be educational leaders with the theoretical and the practical considerations for evaluating, conducting and using research in schools and school districts.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 72100 - Legal Issues, Finance, Facilities and Operations

A study of school legal issues finance and budgeting. Processes and cases from New York State, New York City, local school district and building level management of operations and facilities.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work
Credits 4

ADSUP 73100 - Using Data, Technology and Assessment to Plan and Design Curriculum and Instruction

This course provides students seeking to be instructional leaders with both the theoretical and the practical considerations necessary for using technology, data, and assessment to plan and design curriculum for effective instruction.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field-work
Credits 4

ADSUP 75100 - District and School Based Field Experience Seminar in Administration and Supervision

Intensive applications of program knowledge, skills and dispositions in school and district field settings available to the student, and a 40 hour seminar that includes a two-hour unit on each of both child abuse prevention and violence prevention.

Hours 60 hrs plus 200 hrs of leadership experiences in field work stipulated in a contract
Credits 4

ADSUP 74100 - School District Leadership: Problems and Issues

System-wide administrators must combine the elements of vision, with instructional and administrative leadership in order to guide learning organizations. They must develop skills, strategies and knowledge of the leading educational

issues they are facing to be able to create collaborative, safe, and successful educational environments capable of being successful.

Hours 60 hrs plus 25 to 35 hrs of leadership experiences in field work
Credits 4

Exit Requirements

1. The culminating experiences of the program consist of an oral exit interview and a program portfolio review of selected leadership experiences and reflections on the learning process.
2. Students must pass the School of Education technology assessment.
3. Passing both parts of the NYSTCE School District Leader exam.

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Adolescent Education Programs

Adolescent Biology - MA / Advanced Certificate

Education Adviser

Stephen Demeo
(212) 772-4776
908 West
sdemeo@hunter.cuny.edu

Biology Department Adviser (master's degree only)

Patricia Rockwell
(212) 650-3234
821 North
rockwell@genectr.hunter.cuny.edu

These programs are designed to serve individuals who do not have initial, professional or permanent certification in the teaching of science.

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative GPA of 2.8.

2. A minimum of 21 credits in biology to include a year of introductory biology with laboratory and a semester of organic chemistry.
3. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and one course in calculus.
4. Two professional references to be included with the application for admission.
5. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in biology and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College. Coursework at either the undergraduate or graduate level must include a course in introductory biology with laboratory and a semester of organic chemistry.
2. A general education core in the liberal arts and sciences to include the following (in addition to biology): 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and one course in calculus.
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in biology.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must

enroll in the school's reading/writing workshop series for teachers before being permitted to register for any further courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Biology Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Biology courses listed below. (For other biology courses, go to Biological Sciences)

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

37-41 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

41-44 credits: Master's Degree program for students who matriculated on or after Fall 2011.

Education Courses for Advanced Certificate and Master's Degree Programs

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

*Hours 15 hrs,
Credits 1 cr*

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12

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.

*prereq: SEDC 71300
prereq or coreq: SEDF 70500
Hours 45 plus 36 hrs fieldwork
Credits 3*

Take either

SEDC 75401 - Student Teaching in Biology, Grades 7–12

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.

*prereq: SEDC 72400, SEDF 70600
prereq or coreq: SEDF 70600
Hours 30 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr*

-or-

SEDC 77411 - Practicum in Biology, Grades 7–9

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.

*prereq: SEDC 72400, SEDF 70600
Hours 30 hrs plus conferences,
Credits 2 cr
Students who take SEDC 774.11 must also take SEDC 774.21.*

plus

SEDC 77421 - Practicum in Biology, Grades 10-12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Students who take SEDC 77421 must also take SEDC 77411.

Biological Science Courses for Master's Degree Programs

BIOL 61055 - Laboratory Workshop in Biology Education

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.

prereq: a graduate course in biology or permission of instructor

Hours 120 hrs,

Credits 3 cr

BIOL 63000 - 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.

prereq: BIOL 61055 or permission of instructor

BIOL 66000 - Challenging Concepts in the Biological Sciences

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.

prereq: BIOL 61055, BIOL 63000, and one elective course or permission of instructor

Hours 4 hrs,

Credits 4 cr

Category A:

For students who have completed molecular biology and molecular genetics at the undergraduate level. Choose one:

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,

Credits 4 cr

fall only

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr

fall only

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry

Hours 60 hrs,

Credits 4 cr

spring only

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,

Credits 4 cr

Spring only

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 60000 - Molecular Biology for Science Teachers

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.

prereq: An undergraduate degree in Biology and a course in Organic Chemistry and permission of instructor.

Fall only

BIOL 60210 - Molecular Genetics for Science Teachers

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.

prereq: BIOL 60000 or equivalent and permission of instructor

Spring only

Culminating Experiences

- Professional teaching portfolio

Culminating Project in Biology:

Students will be expected either to prepare a research proposal or to conduct a research project while enrolled in the following, which serves as the capstone course in biology.

BIOL 66000 - Challenging Concepts in the Biological Sciences

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.

prereq: BIOL 61055, BIOL 63000, and one elective course or permission of instructor

Hours 4 hrs,

Credits 4 cr

Exit Standards

An overall GPA of 3.0.

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students will also be expected to prepare a research proposal or to conduct a research project while enrolled in BIOL 66000 - Challenging Concepts in the Biological Sciences, which serves as the capstone course in biology.

Students must pass the School of Education technology assessment.

Adolescent Chemistry - MA / Advanced Certificate

Education Adviser Stephen Demeo; (212) 772-4776; sdemeo@hunter.cuny.edu

Chemistry Department Adviser (Master's Degree only) Pamela Mills; (212) 772-5331; pam.mills@hunter.cuny.edu

These programs are designed to serve individuals who do not have initial, professional or permanent certification in the teaching of science.

Admission Requirements

Master's Degree

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 minimum of 29 credits in science and mathematics to include two years of chemistry (general and organic), one year of introductory physics with laboratory, and one semester of calculus.
3. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and one college course in calculus.
4. Two professional references to be included with the application for admission.
5. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in chemistry and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College. Coursework at either the undergraduate or graduate level must include a course in introductory chemistry with laboratory, one year of introductory physics with laboratory, and one semester of calculus.
2. A general education core in the liberal arts and sciences to include the following (in addition to chemistry): 6 credits in English, 6 credits in a language other than English (3 years of the same language in high school with a grade of "C" or better satisfies this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and one college course in calculus.
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in chemistry.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.

2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Chemistry Course of Study

Education Courses

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Chemistry courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

37-41 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

41-44 credits: Master's Degree program for students who matriculated on or after Fall 2011.

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

*prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr*

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12

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.

prereq: SEDC 71300

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

Take Either

SEDC 75402 - Student Teaching in Chemistry, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

Or

SEDC 77412 - Practicum in Chemistry, Grades 7–9

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.

prereq: SEDC 72400, SEDF 70600
Hours 30 hrs plus conferences,
Credits 2 cr
Students who take SEDC 77412 must also take SEDC 77422.

Plus One of the Following

SEDC 77422 - Practicum in Chemistry, Grades 10–12

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.

prereq: SEDC 72400, SEDF 70600
Hours 30 hrs plus conferences,
Credits 2 cr
Students who take SEDC 77422 must also take SEDC 77412.

Chemistry Courses

For Master's Degree Program Only (For other chemistry courses go to, Chemistry Department)

Minimum of 15 credits

CHEM 65500 - Demonstrations, Models, and Technology

Demonstrations, models, and technology.

Credits 3 cr

CHEM 63000 - 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.

prereq: permission of instructor
Credits 3

CHEM 66000 - Challenging Concepts in Chemistry

Overview of research and theory related to misconceptions in chemistry. 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.

Hours 4 hrs,
Credits 4 cr

- Two electives chosen from 600- or 700-level courses in chemistry or biochemistry at least 5 cr.

for students who have not taken physical chemistry, one of the electives must be:

CHEM 65000 - Biophysical Chemistry

Essential physical chemical principles as applied to biological problems. Emphasis on kinetics, thermodynamics, equilibria.

prereq: 1 year organic chemistry, 1 year biology, MATH 15000 or equivalent

Hours 4 hrs,

Credits 4 cr

Fall

Culminating Experiences

- Professional teaching portfolio

Culminating Project in Chemistry:

See Exit Standards

CHEM 66000 - Challenging Concepts in Chemistry

Overview of research and theory related to misconceptions in chemistry. 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.

Hours 4 hrs,

Credits 4 cr

Exit Standards

An overall GPA of 3.0

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students will also be expected to either prepare a research proposal or to conduct a research project while enrolled in CHEM 66000 - Challenging Concepts in Chemistry, which serves as the capstone course in chemistry.

Students must pass the School of Education technology assessment.

Adolescent Chinese - MA

Program Adviser Fang Dai;

1426 West Building; (212) 772-5062;

fdai@hunter.cuny.edu

The MA program in the teaching of Chinese is designed for students who have majored in Chinese at the undergraduate level and want to pursue a teaching career in adolescent education. This program is not for individuals with initial, professional, or permanent certification in Chinese. The Teacher Education Program in Chinese does not offer an advanced certificate program.

Admission Requirements

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8 and a major in Chinese with a grade point average of 3.0, including a minimum of 18 credits in Chinese literature above the intermediate level and oral proficiency at the advanced low level of the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI);

OR

2. Applicants who do not have a Chinese major but have a liberal arts and science major (or interdisciplinary liberal arts or science concentration) of at least 30 credits can take two exams to meet the Chinese coursework requirement: the Oral Proficiency Interview (OPI) and the Written Proficiency Test (WPT) administered by American Council on the Teaching of Foreign Language (ACTFL). Candidates must achieve a minimum score of advanced-low on each to meet the admission requirement and must achieve a passing score on the on-site written test in Chinese/English about Chinese literature.

PLUS (for ALL applicants)

3. A general education core in the liberal arts and science to include the following: 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

4. Two professional references to be included with the application for admission.

5. A personal statement to be completed as part of the application for admission.

6. An interview conducted in Chinese/English with program adviser.

7. An on-site English writing sample.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.

2. Students with more than one course grade below B in the first 12 credits of SEDC, SEDF, or CHND course work will not be allowed to continue in the program.

3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Chinese Course of Study

33-34 credits for students who matriculated before Fall 2011.

37-38 credits for students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

CHND 71200 - Methods 1: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Chinese, Grades 7-12

The course covers options for classroom management, learning environment appropriate to 7-12 classrooms, and assessment. Attention is given to classroom management task, setting up and exploiting various learning environments, and methods for assessment. New York state and city teaching standards will be applied throughout the course. Writing

Requirement includes homework assignment and projects.

prereq or coreq: SEDF 70400 or permission of the adviser

CHND 71300 - Methods 2: Intensive Study of Teaching Diverse Learners in Chinese, Grades 7-12

This course aims to familiarize prospective 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 curricula in Chinese. Innovative uses of technology, development of instructional units, individualization for students with special needs, and strategies for managing problem behavior will be emphasized throughout the course. Thirty-six hours of field experience/observation is a part of this course. New York state and city teaching standards will be applied throughout the course. Writing Requirement includes development of lesson plans, homework assignment, and projects for classroom use.

prereq or coreq: CHND 71200 and SEDF 70500 or permission of the adviser

Hours 30 hrs plus 36 hrs fieldwork,

Credits 2

Take Either

CHND 73100 - Student Teaching in Chinese, Grades 7-12

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 criticism. These presentations will be videotaped for further self-analysis at home.

prereq or coreq: CHND 71300 or permission of the adviser.

Hours 60 days, 30 hrs seminar plus workshops and conferences,

Credits 5

or

CHND 74110 - Practicum in Chinese, Grades 7-9

Supervised practicum for teachers of Chinese 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. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take **CHND 74110** must also take **CHND 74120**.

prereq or coreq: CHND 71200 or permission of the adviser.

Hours 30 hrs plus conferences

Credits 2

plus

CHND 74120 - Practicum in Chinese, Grades 10-12

Supervised practicum for teachers of Chinese 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. Emphasis is placed on classroom management, learning environments, and working within the structure in public school policies and practices. Students who take **CHND 74120** must also take CHND 74110

prereq or coreq: CHND 71200 or permission of the adviser.

Hours 30 hrs plus conferences,

Credits 2

Chinese Courses

CHIN 70100 - Chinese Phonology and Romanization

This course will introduce Chinese phonetics, phonology, and the major sound transcription systems commonly used in teaching Chinese as a foreign language and found in Chinese dictionaries. Emphasis will be on acquiring accurate tones and standard pronunciation for English-speaking learners as well as learners who speak a Chinese dialect at home.

Hours 3

Credits 3

CHIN 70300 - Chinese Orthography and Lexicology

This course will give an overview of the development of Chinese orthography and Chinese lexicology. Differences between the spoken and written styles will be discussed. The relationship of formation methods of the Chinese lexicon to syntactic functions and the process of character-based meaning derivation will be emphasized.

Hours 3

Credits 3

CHIN 70200 - Modern Chinese Pedagogical Grammar

This course will introduce the grammatical system of modern Mandarin Chinese, including the characteristics of grammatical morphemes, word order, and sentence and discourse structures. The content will highlight difficulties for native speakers of English and helping them to overcome these difficulties effectively. The course will discuss pedagogical issues concerning grammar instruction such as how it differs from syntax; what grammar points need to be taught at each level; and the methods of teaching grammar.

Hours 3

Credits 3

Advanced Language and Culture Training (may choose 1 or more)

CHIN 70500 - Topics in Advanced Conversation

This course will give students advanced language training in speaking in a wide range of topics as well as specialized vocabulary needed to discuss Chinese instruction in Chinese. Students will further practice speaking skills to achieve advanced-mid or advanced-high oral proficiency according to the ACTFL (American Council for Teachers of Foreign Languages) scale. Authentic materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70600 - Topics in Advanced Writing

This course will give students advanced language training in writing Chinese in everyday life situations as well as a Chinese language teaching professional with writing samples. Students will further practice writing skills to achieve advanced-low proficiency according to the ACTFL scale. Authentic writing tasks and materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70700 - Topics in Advanced Reading

This course will give students advanced language training in reading Chinese. Students will further practice reading skills to achieve advanced-mid or advanced-high proficiency according to the ACTFL scale. Authentic writing tasks and materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70800 - Topics in Chinese Culture and Society

This course will give students advanced language training in topics related to Chinese culture and society. Students will learn topics concerning Chinese culture and society in traditional and contemporary China. Authentic writing tasks and materials will be used throughout the course.

Hours 3

Credits 3

CHIN 70900 - Independent Study

Students will carry out an independent project approved by their faculty advisor and chairperson and supervised by a staff member.

Credits 1-3

Notes:

1. *Students who enter with initial or professional certification in adolescent education in another area will not be required to take any SEDC or SEDF courses. They will be required to take all CHIN and CHND courses in the program.*
2. *The minimum number of credits for the degree for students who enter with certification in adolescent education is 24 credits.*
3. *Students without certification may be exempted from up to 6 credits based on prior equivalent course work.*

Culminating Experiences

Professional teaching portfolio - School of Education

Students must pass the School of Education technology assessment.

Adolescent Earth Science - MA / Advanced Certificate

Education Adviser Stephen Demeo; (212) 772-4776; 908 West Building; sdemeo@hunter.cuny.edu

Geography Department General Advising Jochen Albrecht; 1030 North Building; (212) 772-5221; geog@geo.hunter.cuny.edu

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

Admission Requirements

Master's Degree

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 the liberal 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 (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 6 credits in math/technology (a college course in calculus meets this requirement).
5. Two professional references to be included with the application for matriculation.
6. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in earth science and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College. Coursework at either the undergraduate or graduate level must include a course in introductory earth science with laboratory, one of introductory physics with laboratory, and one semester of calculus.
2. A general education core in the liberal arts and sciences to include the following (in addition to earth science): 6 credits in English, 6 credits in a language other than English (3 years of the same language in high school with a grade of "C" or better satisfies this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and one college course in calculus.
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in earth science.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Earth Science Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Geography courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

38-41 credits: Master's Degree program for students who matriculated on or after Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

42-44 credits: Master's Degree program for students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

*prereq or coreq: SEDF 70400
Hours 45 hrs,
Credits 3 cr*

SEDC 72000 - Adolescent Health and Safety

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.

*Hours 15 hrs,
Credits 1 cr*

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12

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.

*prereq: SEDC 71300
prereq or coreq: SEDF 70500
Hours 45 plus 36 hrs fieldwork
Credits 3*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

*Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3
A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit*

course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

Take Either

SEDC 75404 - Student Teaching in Earth Science, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

Or

SEDC 77414 - Practicum in Earth Science, Grades 7–9

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 77414** must also take **SEDC 77424**.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2

Plus

SEDC 77424 - Practicum in Earth Science, Grades 10–12

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 77424** must also take **SEDC 77414**.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Earth Science Courses

For Master's Degree Programs Only (For other earth science courses go to, Geography Department)

Minimum of 16 credits

PGEOG 70563 - Earth Science Today

A survey of the primary topics included in an earth science curriculum (grades 7-12). Laboratory methodology and demonstration techniques used to convey information about the earth's lithosphere, hydrosphere and atmosphere, as well as its place in the solar system, will be introduced.

Hours 45 hrs including conference,

Credits 3 cr

Course pending Senate approval. Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

GTECH 71000 - Introduction to GIS

Thorough introduction to geographic information systems with an emphasis on spatial data handling and project management.

Hours 60 hrs including conference (2 lectures, 2 labs),

Credits 3 cr

fall and spring Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics.

Material Fee:\$ 15

PGEOG 63000 - 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.

Hours 45 hrs including conference,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

PGEOG 66000 - 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.

Hours 45 hrs, including conferences,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the

prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

Students lacking a significant background in geology or earth science may be required to take the following course as their elective:

PGEOG 70564 - Introducing Earth Science at the Museum of Natural History

This course is part of the MA Teacher Education Program in Earth Sciences.

Culminating Experiences

- Professional teaching portfolio

Culminating Project in Earth Science:

Students will be expected either to prepare a research proposal or to conduct a research project while enrolled in the following, which serves as the capstone course in earth science.

PGEOG 66000 - 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.

Hours 45 hrs, including conferences,

Credits 3 cr

Courses cover geographic methods and techniques, and are divided into geographic information science, quantitative and qualitative research methods, remote sensing and cartography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course is part of the MA Teacher Education Program in Earth Sciences.

Exit Standards

An overall GPA of 3.0.

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students will also be expected to either prepare a research proposal or to conduct a research project while enrolled in PGEOG 660, which serves as the capstone course in earth science.

Students must pass the School of Education technology assessment.

Adolescent Education

Return to: [School of Education](#)

Master's degree and advanced certificate programs at Hunter College prepare prospective teachers to serve as highly effective educators in urban middle and high schools. Through rigorous course work, fieldwork and student teaching experiences in New York City schools, students learn how to provide an academically rigorous education to students of diverse backgrounds, abilities and interests.

Content Knowledge

Courses in the academic discipline offered by the School of Arts & Sciences will deepen teacher candidates' subject knowledge. They will learn how to use knowledge of their subject to design and implement classroom instruction that reflects State and professional standards.

Professional Knowledge

Teacher candidates will learn the theory and practice of effective pedagogy in their subject area. They will gain a grounding in the history, philosophy, psychology and sociology of education that will inform their teaching. They will study research-based theories and methods of teaching their subject to students with special needs, including special education students and English language learners.

Skills

Teacher candidates will learn to design lessons and units of work for students, and to adapt their instruction to students' prior knowledge and level of skill. They will gain expertise in analyzing and using assessments of student achievement to guide and inform their instruction. They will master the use of technology as a tool for teaching their subject. They will learn to manage their classrooms to provide effective instruction for all students. They will practice ways to assess and reflect on their teaching practice in order to strengthen their work with students and grow as professionals.

Creating Community

Teacher candidates will learn to create humane and ethical learning communities in their classrooms and schools in which all students receive the support they need to achieve academically. They will learn to communicate effectively with parents, families, community members and other members of the school faculty and staff in order to provide this support.

Adolescent Education Programs

- Biology - MA / Advanced Certificate
- Chemistry - MA / Advanced Certificate
- Earth Science - MA / Advanced Certificate
- English - MA / Advanced Certificate
- French - MA / Advanced Certificate

- Italian - MA / Advanced Certificate
- Latin - MA
- Mathematics - MA / Advanced Certificate
- Mathematics Professional Certificate- MA
- Physics - MA / Advanced Certificate
- Social Studies - MA / Advanced Certificate
- Spanish - MA / Advanced Certificate

Adolescent English - MA / Advanced Certificate

Education Adviser Melissa Schieble; (212) 772-4044; 902 West Building; mschiebl@hunter.cuny.edu

English Department Adviser (Master's Degree only) Angela Reyes; (212) 772-5076; 1248 West Building; gradenglished@hunter.cuny.edu

These programs are designed to serve individuals who do not have initial, professional, or permanent certification in the teaching of English. Provisionally certified teachers should apply for the MA in English .

Admission Requirements

Master's Degree

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 minimum of 21 credits of advanced courses in British, American or World Literature written in English (no more than 3 credits of the latter).
3. A general education core in the liberal arts and sciences to include the following (in addition to English major): 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
4. Students must submit a writing sample of about 10 pages (preferably an undergraduate research paper of literary criticism).
5. Two references (preferably including at least one academic reference) to be included with the application for matriculation.
6. A personal statement to be completed as part of the application for matriculation.

Advanced Certificate

1. An undergraduate major of at least 30 credits in English, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.

2. A general education core in the liberal arts and sciences to include the following (in addition to English): 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 6 credits in a language other than English (3 years of the same language in high school with a grade of "C" or better fulfills this requirement), 3 credits in the arts, and 12 credits in math/ science/ technology (a college course in calculus satisfies 6 credits of this requirement).
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
5. In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in English.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

Please note: Nonmatriculated students should apply for matriculation at the beginning of the semester in which they will complete 12 credits in the program.

B. Fieldwork Benchmarks

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

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent English Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the English courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

46-48 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

50-51 credits: Master's Degree program for students who matriculated on or after Fall 2011.

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71100 - Advanced Study of Young Adult Literature in Our Diverse Society

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72100 - Advanced Study of Teaching English Methods to a Diverse Population in Grades 7–12

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.

prereq: SEDC 71100

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

Take Either

SEDC 75100 - Student Teaching in English, Grades 7–12

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.

prereq: SEDC 72100, SEDF 706

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

Or

SEDC 77110 - Practicum in English, Grades 7–9

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 **SEDC 77120**.

prereq: SEDC 72100, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Plus

SEDC 77120 - Practicum in English, Grades 10–12

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 77120** must also take **SEDC 77110**.

prereq: SEDC 72100, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

English Department Courses

(see English Programs and Courses, for course descriptions)

For Master's Degree Programs

Minimum 24 credits

- **Literature** Eighteen credits in literature courses given by the English department, including 3 credits in Shakespeare, 3 credits in literature with a multicultural/minority emphasis, 6 credits in American literature, and 6 credits in electives.

ENGL 60700 - English Linguistics

Structure of Modern English, with emphasis on analytical method and pedagogical implications. Survey of phonology, morphology, syntax, and dialectal variation.

*Hours 45 hrs,
Credits 3 cr*

ENGL 61500 - Rhetoric and Composition

Rhetorical theory; analysis of selected masterpieces of prose; practice in writing a variety of prose forms.

*Hours 45 hrs,
Credits 3 cr*

Exit Criteria: Culminating Experiences

An overall GPA of 3.0.

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students must also pass a written comprehensive examination in British and American literature.

Students must pass the School of Education technology assessment.

Adolescent French - MA / Advanced Certificate

Education Adviser Jenny Castillo

(212) 772-4614
905 West Building
jmcastil@hunter.cuny.edu

Romance Languages Department Adviser (Master's Degree only)

Marlene Barsoum
(212) 772-3511
1320 West Building
mbarsoum@hunter.cuny.edu

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

Admission Requirements

Master's Degree

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8 and a major of at least 30 credits in French with a GPA of 3.0.
2. A general education core in the liberal arts and sciences to include the following (in addition to a French major): 6 credits in English, 3 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
5. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

Advanced Certificate

1. An undergraduate major of at least 30 credits in French, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.
2. A general education core in the liberal arts and sciences to include the following (in addition to French): 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/ science/ technology (a college course in calculus satisfies 6 credits of this requirement).
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
5. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in French.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.

3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent French Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and French courses listed below.

22-24 credits: Advanced Certificate Program for students who matriculated before Fall 2011.

43-45 credits: Master's Degree Program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate Program for students who matriculated on or after Fall 2011.

47-48 credits: Master's Degree Program for students who matriculated on or after Fall 2011.

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12

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.

prereq or coreq: SEDF 70400

*Hours 45 hrs,
Credits 3 cr*

SEDC 72000 - Adolescent Health and Safety

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.

*Hours 15 hrs,
Credits 1 cr*

SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12

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 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.

*prereq: SEDC 71200
prereq or coreq: SEDF 70500
Hours 45 plus 36 hrs fieldwork
Credits 3*

Take either

SEDC 75201 - Student Teaching in French, Grades 7–12

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.

*prereq: SEDC 722, SEDF 706
Hours 30 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr*

-or-

SEDC 77211 - Practicum in French, Grades 7–9

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 77211** must also take **SEDC 77221**.

prereq: SEDC 72200

*Hours 30 hrs plus conferences,
Credits 2 cr*

plus

SEDC 77221 - Practicum in French, Grades 10–12

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 77221 must also take SEDC 77211.

*prereq: SEDC 72200, SEDF 70600
Hours 30 hrs plus conferences,
Credits 2 cr*

Romance Language (French) Courses

For Master's Degree Programs Only

Minimum 21 Credits

Graduate level French and Francophone literature. See Romance Languages

Culminating Experiences

Comprehensive examination in French: See Exit Standards

Romance Languages department

Professional teaching portfolio

School of Education

Exit Standards

An overall GPA of 3.0.

Master's degree 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 advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students must also pass a written comprehensive examination in French.

Students must pass the School of Education technology assessment.

Adolescent Italian - MA / Advanced Certificate

Education Adviser Jenny Castillo; (212) 772-4614; 905 West Building: jmcastil@hunter.cuny.edu

Romance Languages Department Adviser(Master's Degree Only) (Italian) Maria Paynter; (212) 772-5090; 1312 West Building; mpaynter@hunter.cuny.edu

and/or

Paolo Fasoli; (212) 772-5129; 1307 West Building; pfasoli@hunter.cuny.edu

These programs are designed to serve individuals who do not have initial or provisional certification in the teaching of Italian.

Admission Criteria

Master's Degree

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8 and a major of at least 30 credits in Italian with a GPA of 3.0.
2. 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 U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
3. Two professional references to be included with the application for admission.
4. A personal statement to be completed as part of the application for admission.
5. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

Advanced Certificate

1. An undergraduate major of at least 30 credits in Italian, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.
 2. A general education core in the liberal arts and sciences to include the following (in addition to Italian): 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/ science/ technology (a college course in calculus satisfies 6 credits of this requirement).
 3. Two professional references to be included with the application for admission.
 4. A personal statement to be completed as part of the application for admission.
 5. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).
- In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in Italian.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Italian Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Italian courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

43-45 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

47-48 credits: Master's Degree program for students who matriculated on or after Fall 2011.

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

*Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3*

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12

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 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.

prereq: SEDC 71200

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

Take Either

SEDC 75202 - Student Teaching in Italian, Grades 7–12

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.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

Or

SEDC 77212 - Practicum in Italian, Grades 7–9

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 77212 must also take SEDC 77222 .

prereq: SEDC 72200

Hours 30 hrs plus conferences,

Credits 2 cr

Plus

SEDC 77222 - Practicum in Italian, Grades 10–12

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 77222 must also take SEDC 77212.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Romance Languages (Italian) Courses

For Master's Degree Program Only

21 Credits

Graduate level Italian literature. See Romance Languages

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 through critical reflection.

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation). See the School of Education Graduate Handbook in Adolescent Education, available in the Office of Educational Services, Room 1000 West Building, for specific guidelines.

See the Romance Languages section of the catalog for information about the comprehensive examination in Italian.

Students must pass the School of Education technology assessment.

Adolescent Latin - MA / Advanced Certificate

Education Adviser Carla Asher; (212) 772-4621; 1000 West Building; carla.asher@hunter.cuny.edu

Classical and Oriental Studies Department Adviser Larry Kowerski; (212) 772-5007; 1435 West Building; lkowerski@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 adolescent 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

Master's Degree

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. Students with 18 credits in Latin may be admitted provisionally if they are certified to teach a language other than Latin.
3. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 3 credits in the arts, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
4. Two professional references to be included with the application for matriculation.
5. A personal statement to be completed as part of the application for matriculation.

Advanced Certificate

1. Minimum of 30 credits in Latin at the undergraduate and/or graduate level, and a master's degree in Classics, Latin, or Ancient Greek with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.
2. A general education core in the liberal arts and sciences to include the following (in addition to Latin): 6 credits in English, 3 credits in the arts, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
3. Two professional references to be included with the application for matriculation.
4. A personal statement to be completed as part of the application for matriculation.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC, SEDF, or LATED course work will not be allowed to continue in the program.
3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop series before being permitted to register for any courses.

B. Fieldwork Benchmarks

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

Any student who receives a grade of B-, C+ or C in a field experience or student teaching course must apply to the chairperson of the department for permission to repeat that course, 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.

Adolescent Latin Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and Latin courses listed below.

25-26 credits for Advanced Certificate Program students.

46-47 credits for Masters of Education students students who matriculated before Fall 2011.

49-50 credits for Masters of Education students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

*Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3*

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

LATED 71200 - Methods 1: Classroom Organization, Management, and Assessment of Instruction in Latin

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.

prereq: completion of 18 credits of graduate Latin courses

prereq or coreq: SEDF 70400

Hours 45 hrs, including conferences,

Credits 3

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

LATED 71300 - Methods 2: Teaching for Diverse Learners in Latin

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.

prereq: LATED 71200

prereq or coreq: SEDF 70500

Hours 30 hrs plus 36 hrs fieldwork,

Credits 2

Take Either

LATED 73100 - Student Teaching in Latin, Grades 7–12

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 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 this course and may not continue in the program.

prereq: LATED 71300

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

Or

LATED 74110 - Practicum in Latin, Grades 7-9

Supervised practicum in the teaching of Latin in grades 7–9. 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 this course and may not continue in the program. Students who take **LATED 74110** must also take **LATED 74120**.

prereq: LATED 71300

Hours 30 hrs plus conferences,

Credits 2 cr

plus

LATED 74120 - Practicum in Latin, Grades 10-12

Supervised practicum in the teaching of Latin in grades 10–12. 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 this course and may not continue in the program. Students who take **LATED 74120** must also take **LATED 74110**.

prereq: LATED 71300

Hours 30 hrs plus conferences,

Credits 2 cr

Latin Literature and Composition and Classical Culture Courses (24 credits)

Each course is 45 hours, including conferences, and 3 credits unless otherwise noted.

For Master's Degree Programs Only

Latin 18 credits

LAT 72700 - Speaking and Writing Latin

Development of aural/oral and written skills, including traditional Latin Composition, history of the language, and analysis of Latin grammar and syntax.

LAT 71000 - Topics in Latin literature.

May be taken three times for credit.

A. At least 3 credits from the following courses:

LAT 71100 - Literature of the Republic

Selection from poetry and prose authors of the Latin language and the development of literary forms and styles.

LAT 71200 - Literature of the Augustan Age

Selections from poetry and prose authors of the Augustan period.

LAT 71300 - Literature of the Empire

Selections from poetry and prose authors of the Imperial period.

B. At least 3 credits from the following courses:

LAT 70500 - Caesar

Selections from the Commentaries on the Civil War and Commentaries on the Gallic War.

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

LAT 70600 - Cicero

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

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

LAT 70700 - Vergil

Selections from the Aeneid, Eclogues, and Georgics.

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

LAT 72500 - Ovid

Selections from the *Metamorphoses* and *Amores*.

LAT 72600 - Horace and Catullus

Selections.

6 additional credits from the courses in section A and/or B or LAT 708 or LAT 710 (LAT 708 and LAT 710 may each be taken up to 3 times total).

Classical Culture 6 credits

CLA 70100 - The Legacy of Ancient Greece

A survey of Greek culture and civilization from the second millennium BCE to the rise of Alexander.

Hours 45 hrs, including conferences,

Credits 3 cr

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

CLA 70200 - 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.

Hours 45 hrs, including conferences,

Credits 3 cr

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

CLA 70700 - A Survey of Classical Literature in Translation

CLA 70600 - Supervised Reading

Independent reading on a particular aspect of ancient Greek or Roman culture, supervised by a faculty member.

Prior approval of graduate adviser required. May be taken twice for credit.

Culminating Experiences

Comprehensive examination in Latin and Classical Culture: Classics Division

Professional teaching portfolio: School of Education

See Exit Criteria

Note (s)

Students who enter with initial or provisional certification in adolescent 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 adolescent education is 39 credits. Students may be exempted from up to 6 credits based on prior equivalent course work.

Exit Criteria: Culminating Experiences

An overall GPA of 3.0.

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 advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Students must pass the School of Education technology assessment.

Check with the Classical and Oriental Studies Department adviser for information about the Comprehensive Examination in Latin and Classical Culture.

Adolescent Mathematics - MA / Advanced Certificate

Program Coordinator Patrick Burke

1138 West Building; (212) 772-4728;

patrick.burke@hunter.cuny.edu

The master's degree and advanced certificate degree programs are designed to serve individuals who do not have initial, professional, or permanent certification in the teaching of mathematics.

Applicants with permanent or professional certification in mathematics should apply to the Professional Certificate master's degree program.

Admission Requirements

Master's Degree

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 adviser, 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. A grade point 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 (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 6 credits in science/technology, 3 credits in the arts.
5. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in mathematics and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College. Coursework at either the undergraduate or graduate level must include a course in elementary statistics, a year of calculus and a course in matrix algebra or linear algebra.
 2. A general education core in the liberal arts and sciences to include the following (in addition to mathematics): 6 credits in English, 6 credits in a language other than English (3 years of the same language in high school with a grade of "C" or higher satisfies this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 6 credits in science and technology.
 3. Two professional references to be included with the application for admission.
 4. A personal statement to be completed as part of the application for admission.
- In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in mathematics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Mathematics Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Mathematics courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

37-39 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

41-42 credits: Master's Degree program for students who matriculated on or after Fall 2011.

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72300 - Methods II: Intensive Study of Teaching Diverse Learners in Mathematics, Grades 7–12

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.

prereq: SEDC 71300
prereq or coreq: SEDF 70500
Hours 45 plus 36 hrs fieldwork,
Credits 3

Take either

SEDC 75300 - Student Teaching in Mathematics, Grades 7–12

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.

prereq: SEDC 72300, SEDF 70600
Hours 30 hrs, 60 days student teaching plus workshops and conferences,
Credits 5 cr

-or-

SEDC 77310 - Practicum in Mathematics, Grades 7–9

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 77310 must also take SEDC 77320 .

prereq: SEDC 72300
Hours 30 hrs plus conferences,
Credits 2 cr

plus

SEDC 77320 - Practicum in Mathematics, Grades 10-12

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 SEDC 77310 .

prereq: SEDC 723, SEDF 70600
Hours 30 hrs plus conferences,
Credits 2 cr

Mathematics and Statistics Course of Study

Master's Degree Only (For other courses go to Mathematics and Statistics Department)

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

prereq: Calculus II and a course in linear or matrix algebra

Hours 45 hrs,

Credits 3 cr

Open only to Teacher Education Program students.

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

Hours 45

Credits 3

Open only to Teacher Education Program students.

MATH 63300 - Axiomatic Geometry

The development of geometry from the point of view of axiom systems. The course includes axiomatic systems for Euclidean geometry from the classical period to the Hilbert axioms of the early 20th century, and the development of non-Euclidean hyperbolic geometry.

prereq: MATH 63000

Hours 3

Credits 3

MATH 63500 - Problem Solving Explorations in Mathematics

A study of the heuristics of problem solving through intensive work with non-routine problems chosen from many areas of mathematics.

Hours 3

Credits 3

STAT 61200 - Discrete Probability

Hours 3

Credits 3

Or

STAT 61400 - Data Analysis Using Statistical Software

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.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

Note:

1. *Students who present certain courses and prior experience may be able to substitute another course or seminar(s) with approval of graduate mathematics adviser.*
2. *Although students are required to take EITHER STAT 612 or STAT 714, students are encouraged to take both courses.*

Culminating Experiences

Comprehensive examination in two parts: mathematics and pedagogy:

See Exit Standards

Mathematics and Statistics department

Professional teaching portfolio

School of Education

Exit Standards

An overall GPA of 3.0.

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students must also pass a comprehensive examination in mathematics. A student can take the comprehensive exam in mathematics twice; after that, a committee formed by the mathematics/statistics chairperson and consisting of members from the Department of Mathematics and Statistics and the School of Education will decide if the students can take the exam a third and final time.

Students must pass the School of Education technology assessment.

Adolescent Mathematics Professional Certificate- MA

Program Coordinator Patrick Burke

1138 West Building; (212) 772-4728;

patrick.burke@hunter.cuny.edu

This 30-credit program provides advanced coursework in methods of teaching mathematics, as well as coursework in mathematics focused on the needs of secondary teachers. It is intended for teachers holding initial certification in mathematics 7-12 and leads to professional certification in adolescent mathematics. It is also intended for teachers who already hold professional or permanent certification and who are seeking to further their knowledge/skills, and gain additional graduate credits. Teachers holding initial, permanent or professional certification in adolescent mathematics may apply to this program. Students who do not hold New York State certification in mathematics should refer to the Adolescent Mathematics program, which leads to initial certification.

The program is designed to increase students' pedagogical and content knowledge in mathematics. Coursework includes courses in the School of Education and in the Mathematics Department of the School of Arts & Sciences.

Admission Requirements

1. Completion of an approved bachelor's degree program with a minimum overall GPA of 2.8
2. New York State Certification to teach mathematics in grades 7-12.
3. Students must have at least 24 undergraduate credits in mathematics with a B average, including courses in Calculus and Linear Algebra.
4. Students who possess a master's degree in mathematics or mathematics education must have a minimum overall GPA of 3.0 in their graduate courses, with a B average in mathematics courses.

Professional Certification in Mathematics Course of Study

Total Credits: 33 credits

(For other courses in Mathematics or Statistics go to, Mathematics and Statistics Department)

CEDC 74000 - Contemporary Mathematics in the Elementary School

A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

Hours 45 hrs,

Credits 3 cr

SEDC 73000 - Development of Mathematical Thinking: Implications For Teaching and Learning Mathematics in Grades 7 to 12

A course exploring the role of the teacher in developing mathematical reasoning ability in students. What are the possibilities and limitations? A research-based approach to the problem of providing a solid mathematics education for all students.

SEDC 73100 - Seminar in Mathematics Curriculum, Grades 7-12

A study of the current Standards-Based Mathematics Curriculum from an historical perspective.

SEDC 73200 - Research Seminar in Mathematics Education, Grades 7-12

A course in which students will study the research relative to the mathematics curriculum and complete a research project in a field of mathematics education of their choice.

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

MATH 62000 - Secondary School Mathematics from an Advanced Perspective 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.

prereq: Calculus II and a course in linear or matrix algebra

Hours 45 hrs,

Credits 3 cr

Open only to Teacher Education Program students.

MATH 62300 - Theory of Numbers

Congruences, quadratic residues, elementary diophantine analysis, continued fractions, sums of squares.

prereq: a course in linear algebra

Hours 45 hrs,

Credits 3 cr

MATH 63000 - Secondary School Mathematics from an Advanced Perspective 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.

Hours 45

Credits 3

Open only to Teacher Education Program students.

STAT 61400 - Data Analysis Using Statistical Software

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.

prereq: STAT 21300 or both MATH 12500 and STAT 11300 with C or better in each course familiarity with a Windows computing environment encouraged

Hours 45

Credits 3

Electives (Choose 2): Any MATH or STAT 600 or 700 Level Course (6 cr)

Exit Standards

An overall GPA of 3.0.

Students must pass the School of Education technology assessment.

Adolescent Physics - MA / Advanced Certificate

Education Adviser Stephen Demeo; (212) 772-4776; 908 West Building; sdemeo@hunter.cuny.edu

Physics and Astronomy Department Adviser (Master's Degree Only) Rodney Varley; (212) 772-5252; 1216 North Building; rvarley@hunter.cuny.edu

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

Admission Requirements

Master's Degree

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 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 (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 6 credits in math/technology (a college course in calculus meets 6 credits of this requirement).
4. Two professional references to be included with the application for admission.
5. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in physics and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.
2. A general education core in the liberal arts and sciences to include the following (in addition to physics): 6 credits in English, 6 credits in a language other than English (3 years of the same language in high school with a grade of "C" or higher satisfies this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 6 credits in math/technology (a college course in calculus meets this requirement).
3. Two professional references to be included with the application for admission.

4. A personal statement to be completed as part of the application for admission.

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in physics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Physics Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Physics courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

38-40 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

42-43 credits: Master's Degree program for students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

*Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3*

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71300 - Methods I: Advanced Study of Secondary Learning Environments for Teaching Mathematics and Science

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72400 - Methods II: Intensive Study of Teaching Diverse Learners in Science, Grades 7–12

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.

prereq: SEDC 71300

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

Take either

SEDC 75403 - Student Teaching in Physics, Grades 7–12

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.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77413 - Practicum in Physics, Grades 7–9

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 77413 must also take SEDC 77424.

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2

plus

SEDC 77423 - Practicum in Physics, Grades 10–12

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 77423 must also take SEDC 77413 .

prereq: SEDC 72400, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Physics Courses*

For Master's Degree Programs Only

16 Credits

PHYS 63000 - Science and Society

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.

prereq: one graduate-level physics course or permission of instructor

Hours 45

Credits 3

PHYS 66000 - Challenging Concepts in Physics: Using Research to Identify Student Misconceptions and Assess Student Learning

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.

prereq: PHYS 63000 and two elective courses in physics or permission of instructor

Hours 60

Credits 4

Plus three electives (9 cr)

PHYS 60500 - Mathematical Physics

Introduction to basic mathematical techniques used in physics.

Hours 45

Credits 3

PHYS 61500 - Electromagnetic Theory

Electrostatics; electromagnetics; Maxwell's equations with application to waves; waves in guides; radiation.

Hours 45

Credits 3

PHYS 62500 - Introduction to Quantum Mechanics

Fundamental ideas in the study of atomic sized systems.

Hours 45

Credits 3

PHYS 64500 - Solid State Physics

Introduction to basic theory and techniques in study of matter on solid state.

Hours 45

Credits 3

PHYS 68500 - Numerical Methods I

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 (Cross-listed with MATH 68500.)

prereq: MATH 15500

Hours 45

Credits 3

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

Culminating Experiences

Culminating Project in Physics: See Exit Standards

Physics Department

Professional teaching portfolio

School of Education

Exit Standards

An overall GPA of 3.0

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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).

Master's degree students will also be expected to either prepare a research proposal or to conduct a research project while enrolled in PHYS 660, which serves as the capstone course in physics.

Students must pass the School of Education technology assessment.

Adolescent Social Studies - MA / Advanced Certificate

Education Adviser Terrie Epstein; (212) 772-4675; 1108 West Building; tepstein@hunter.cuny.edu

History Department Adviser (Master's Degree only) Jonathan Rosenberg; (212) 772-5546; 1519A West Building; jrosen8637@aol.com

This program is designed to serve individuals who do not have initial, professional or permanent certification in the teaching of social studies.

Admission Requirements

Master's Degree

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 (history, political science, geography, or economics) with a GPA of 3.0, 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 general education core in the liberal arts and sciences to include the following: 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better

documented by high school transcript meets this requirement), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

4. Two professional references to be included with the application for admission.

5. A personal statement to be completed as part of the application for admission.

Advanced Certificate

1. An undergraduate major of at least 30 credits in one of the areas of social studies, and a master's degree in the discipline (history, political science, geography, or economics) with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College. Coursework at either the undergraduate or graduate level must include 21 credits of history, 3 credits in geography, 3 credits in political science and 3 credits in economics. The coursework 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.

2. 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 (3 years of the same language in high school fulfills this requirement), 3 credits in the arts, and 12 credits in math/ science/ technology (a college course in calculus satisfies 6 credits of this requirement).

3. Two professional references to be included with the application for admission.

4. A personal statement to be completed as part of the application for admission

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in social studies.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.

2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.

3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Adolescent Social Studies Course of Study

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the history and geography courses listed below.

22-24 credits: Advanced Certificate program for students who matriculated before Fall 2011.

40-42 credits: Master's Degree credits for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

44-45 credits: Master's Degree credits for students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 71500 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Social Studies, Grades 7–12

Rationales and methodologies for teaching social studies based on current theories of the nature of students, the social sciences and secondary schooling.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72500 - Methods II: Intensive Study of Teaching Diverse Learners in Social Studies, Grades 7–12

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.

prereq: SEDC 71500

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

Take either

SEDC 75500 - Student Teaching in Social Studies, Grades 7–12

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.

prereq: SEDC 72500, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77510 - Practicum in Social Studies, Grades 7–9

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 77510 must also take SEDC 77520.

prereq: SEDC 72500, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

plus

SEDC 77520 - Practicum in Social Studies, Grades 10–12

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 77520 must also take SEDC 77510.

prereq: SEDC 72500, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

History And Geography Courses

For Master's Degree Programs Only

18 Credits

History and Geography Courses

History 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.

Plus 3 Credits (One Course) from the Following:

GEOG 70100 - Geographic Thought and Theory

Principal people and themes in American geography and its historical antecedents. Emphasis on change in geographical technology, philosophy, methods, and the nature of the discipline to the present day.

Hours 45 hrs including conference,

Credits 3 cr

fall only This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70500 - Cultural and Social Geography

Review of recent work in cultural and social geography; emphasis on literature, critiques.

prereq: GEOG 34700 and 34100 or permission of instructor

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70600 - Latin Americanist Geography

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

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 70900 - 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.)

prereq: permission of the graduate adviser

Hours 45 hrs including conference

Credits 3 cr

Field courses may be offered during intersession periods. GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 71200 - Geography of Sustainable Development in Developing Countries

Analysis of factors that influence sustainable development, e.g., available resources, environment, population, food production, water supply in developing countries.

prereq: graduate standing and one course focusing on development of a developing region, or permission of instructor

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 74100 - Population Geography

Theoretical and empirical analyses of spatial distribution of population. Particular emphasis is on processes and impacts of migration, residential mobility, and immigration.

Hours 45 hrs including conference,

Credits 3 cr

Classes cover human geography, nature/society, and regional geography. Check with the department during the middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

GEOG 74200 - International Migration and Ethnicity

Asynchronous online seminar. 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.

Hours 45 hrs including conference,

Credits 3 cr

GEOG classes cover human geography, nature/society, and regional geography. Check with the department during the

middle of the prior term for tentative course schedule including list of special topics. This course may be used as part of the MA Teacher Education Program in Social Studies.

Culminating Experiences

Comprehensive examination in history: History department (see Exit Standards)

Professional teaching portfolio: School of Education

Exit Standards

An overall GPA of 3.0

Master's degree 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).

Master's degree students must also pass a written comprehensive examination in history. These examinations are offered twice each year, in February and September. A student who fails the examination twice is dropped from the program but may appeal in writing to the Graduate Committee, Department of History, to take the examination a third time.

Students must pass the School of Education technology assessment.

Adolescent Spanish - MA / Advanced Certificate

Education Advisor Jenny Castillo; (212) 772-4614; 905 West Building; jmcastil@hunter.cuny.edu

Romance Languages Department Adviser, Spanish (Master's Degree only) Magdalena Perkowska; (212) 772-5132; 1319 West Building; mperkows@hunter.cuny.edu

and/or

Rolando Perez; (212) 772-5126; 1349A West Building; rperez@hunter.cuny.edu

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

Admission Criteria

Master's Degree

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 2.8, or better, and a major in Spanish with a GPA of 3.0, with a minimum of 18 credits in upper-level Spanish literature (not to include courses in civilization/culture, linguistics or advanced language).

Or

2. Applicants who do not have a Spanish major but have a liberal arts and science major (or interdisciplinary liberal arts or science concentration) or at least 30 credits may take a Spanish literature exam designed and administered by the Department of Romance Languages. Candidates must achieve a passing score on the Department's test of Spanish literature, which will be graded by the Department. They must also achieve a minimum grade of Advanced Low on the ACTFL Writing Proficiency Test.

Plus (for all applicants)

3. A general education core in the liberal arts and sciences to include the following: 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

4. Two professional references to be included with the application for admission.

5. An essay to be completed as part of the application for admission.

6. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

Advanced Certificate

1. An undergraduate major of at least 30 credits in Spanish, and a master's degree in the content area with a GPA of at least 3.3 from an accredited institution acceptable to Hunter College.

2. A general education core in the liberal arts and sciences to include the following (in addition to Spanish): 6 credits in English, 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), 3 credits in the arts, and 12 credits in math/ science/ technology (a college course in calculus satisfies 6 credits of this requirement).

3. Two professional references to be included with the application for admission.

4. A personal statement to be completed as part of the application for admission.

5. Oral proficiency at the Advanced Low level on the American Council on the Teaching of Foreign Language (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI).

In addition, all students in this program will be required to take the Content Specialty Test (CST) of the New York State Teacher Certification Examinations and submit their scores to the School of Education before they complete 12 credits of course work. A student who does not receive a passing score on the CST may be required to enroll in additional courses in Spanish.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.

2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.

3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Graduate Adolescent Education Course Sequence in Languages Other Than English (Spanish)

Advanced certificate students take only the education courses in the program. Master's degree students take both education courses and the Spanish courses listed below.

22-23 credits: Advanced Certificate program for students who matriculated before Fall 2011.

43-45 credits: Master's Degree program for students who matriculated before Fall 2011.

26-27 credits: Advanced Certificate program for students who matriculated on or after Fall 2011.

44-45 credits: Master's Degree program for students who matriculated on or after Fall 2011.

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

*prereq: SEDF 70500
coreq:
Hours 30 hrs, plus lab,
Credits 2 cr*

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

*Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3*

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDC 71200 - Methods I: Intensive Study of Classroom Organization, Management, and Assessment of Instruction in Languages Other Than English, Grades 7–12

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SEDC 72200 - Methods II: Intensive Study of Teaching Diverse Learners in Languages Other Than English, Grades 7–12

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 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.

prereq: SEDC 71200

prereq or coreq: SEDF 70500

Hours 45 plus 36 hrs fieldwork

Credits 3

Take Either

SEDC 75203 - Student Teaching in Spanish, Grades 7–12

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.

prereq: SEDC 72200, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

Or

SEDC 77213 - Practicum in Spanish, Grades 7–9

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 77213 must also take SEDC 77223.

prereq: SEDC 72200, SEDF 70600
Hours 30 hrs plus conferences,
Credits 2 cr

Plus

SEDC 77223 - Practicum in Spanish, Grades 10

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 77223 must also take SEDC 77213.

prereq: SEDC 72200, SEDF 70600
Hours 30 hrs plus conferences,
Credits 2 cr

Romance Languages (Spanish) Courses

For Master's Degree Program Only (18 Credits)

Graduate Credits in Spanish to include 3 credits in Structures of Modern Spanish (SPAN 601) to be taken during the first year; 15 credits in literature (2 courses in Spanish, 2 courses in Latin American Literature, and one in either). See Romance Languages department.

Culminating Experiences

- A final examination in Spanish based on a short reading list (42 titles: 21 in Spanish literature, 21 in Latin American literature). This exam will be different from the one offered to MA students in Spanish, although it may be administered on the same day. Passing score is 80.
- Professional teaching portfolio
- Technology Assessment

Total Credits for Master's Degree Program

44-45 credits

Exit Standards

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 through critical reflection.

Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation). See the School of Education Graduate Handbook in Adolescent Education, available in the Office of Educational Services, Room 1000 West Building, for specific guidelines.

See the Romance Languages section of the catalog for information about the comprehensive examination in Spanish.

Students must pass the School of Education technology assessment.

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Childhood, Early Childhood, and Bilingual Education Programs

Bilingual Education Extension NYS Teacher Certificate - Advanced Certificate

We offer two different advanced certificate programs in bilingual education extension. This six-course, 14-credit program is for teachers with NYS certification.

The program has been designed to prepare individuals to become effective bilingual practitioners with high levels of competence using two languages as mediums of instruction.

Admission Requirements

1. Either a master's degree with an overall GPA of at least 3.5 from an accredited institution acceptable to Hunter College or a bachelor's degree with an overall GPA of at least 2.8 and NYS teacher certification (initial, permanent or professional).

- Early childhood education (birth-grade 2)
- Childhood education (grades 1- 6)
- Common Branches PreK-grade 6
- Middle childhood education (grades 5 - 9)
- Adolescent education (grades 7 - 12)
- Special subjects
- Literacy education
- Students with disabilities in early childhood, childhood, middle childhood, or adolescent education or special education K-12
- Teachers of students who are blind or visually impaired, deaf or hard of hearing, or speech and language impaired

2. An on-site writing sample in English and in Spanish or French and an interview conducted in English and in Spanish or French.

3. Two letters of recommendation, including one from a supervisor.

Bilingual Extension NYS Teacher Certification Course of Study

Total Credits: 14 credits

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400

Hours 30 hrs plus 5 hrs of fieldwork and lab,

Credits 2 cr

BILED 71100 - Bilingual Literacy-Spanish

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.

coreq: BILED 71150

prereq or coreq: BILED 77100

Hours 30

Credits 2

OR

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education

Hours 30

Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100

Hours 75 hrs,

Credits 1 cr

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MEd/Childhood Education Grades 1-6 with bilingual extension; for the MEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

Hours 45

Credits 3

OR

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

Exit Standards:

1. An overall GPA of 3.0
2. A grade of at least B in the field experience course BILED 71150.

Bilingual Extension for Pupil Personnel Services

This Advanced Certificate Program is a course of study leading to a Bilingual Extension in Pupil Personnel Services, consistent with regulations of the New York State Education Department. The program is designed for bilingual pupil personnel professionals currently working full time without the bilingual certificate or through nomination and commitment by the district superintendent, building principal, or preschool director to appoint the applicant to a full-time position as a result of participating in and completing the program.

Admission Requirements

1. A master's degree and either permanent or professional certification in:

- Administration and Pupil Personnel Services
- School Counseling
- School Social Work
- School Psychology

OR

A bachelor's degree and provisional certification as a school counselor, social worker, or school psychologist.

2. An undergraduate GPA of at least 2.8 or a master's degree GPA of at least 3.5.

3. An on-site writing sample in English and in Spanish and an interview conducted in English and Spanish with two professors.

4. A recommendation from a supervisor.

Exit Standards

1. An overall GPA of 3.0.
2. A grade of at least B in the field experience course BILED 71150.

Intensive Teacher Institute (ITI) Additional Requirements

In addition, students who wish to receive ITI funding must meet the following criteria:

1. Currently working full time (100%) as bilingual pupil personnel professional (guidance counselor, social worker, or psychologist)

OR

2. A nomination and commitment by the district superintendent, building principal, or preschool director to appoint the applicant to a full-time position in bilingual pupil personnel services as a result of participating in and completing the ITI program.

- Applicants for the Bilingual Education Extension must already possess oral and written language proficiency in English and in the native language of instruction.
- Applicants must be working in either a NYSED-approved bilingual education preschool or in the K–12 grade continuum in a New York State school district.
- Applicants must complete the ITI application in its entirety and provide **all** required documentation.

- Applicants must agree to serve as bilingual pupil personnel professionals for 2 years in the nominating district/school or preschool upon completion of the ITI program.
- Applicants must **not** have received prior NYCDOE scholarships or funding incentives for shortage areas.

Curriculum

Course of Study for Pupil Personnel Services: Bilingual Education Extension (15 credits)

BILED 70100 - Foundations of Bilingual Education

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.

*Hours includes 5 hrs of fieldwork
Credits 3 cr*

BILED 71700 - Language Assessment for English Language Learners

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.

*prereq: BILED 77100, CEDCF 70050
Hours 45 hrs,
Credits 3 cr*

BILED 77900 - Multicultural Education

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.

*prereq or coreq: BILED 70100 and CEDF 70900
Hours includes 5 hrs of fieldwork
Credits 3 cr*

COCO 70700 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 71800 - Practicum in Counseling

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.

prereq: COCO 70000 and COUNS 71700 or COUNM 71600 or COUNR 71600

coreq: COCO 71900

prereq or coreq: COCO 70600

Hours 100

Childhood Education, Grades 1-6 - MSEd

Program Coordinator Jason Riffaterre; 1001 West; (212) 772-4638; jriffate@hunter.cuny.edu

Hunter College's program in childhood education has been nationally recognized by the Association for Childhood Education International (ACEI). This program, which focuses on preparing teachers for New York City public schools is designed for students who do not have New York State 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; Childhood Special Education, Grades 1-6; TESOL (pre-K - 12); Early Childhood Education, Birth through Grade 2; or the Childhood Education Math/Science Specialist program. 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.

Admission Requirements

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.
3. A liberal arts core to include the following: 6 credits in English, including one course in English composition in with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better); 6 credits in social studies (one course in must be in history or geography); 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 3 credits in the arts; 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement); and 3 credits in information retrieval (library studies, research, computer literacy or educational technology).
4. A personal statement to be completed as part of the application for admission.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students should take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any additional courses.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

Students must receive a grade of at least B in fieldwork CEDC 715. Any student who receives a grade of B-, C+ or C must apply to the Chairperson of the Department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU will not be allowed to continue in the program.

Childhood Education Course of Study

Total Credits: 36 - 49 credits

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.

Initial Core:

CEDF 71500 - Diversity in the American School

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.

Hours 45 hrs,

Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 70500 - Mathematics Curriculum and Methods

An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 70400 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

Literacy Core:

CEDC 73000 - Perspectives on Literacy Across the Content Areas

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.

prereq: CEDF 70900 and CEDC 70400
coreq: CEDC 71500 and 72200
Hours 30 hrs,
Credits 2 cr

CEDC 72200 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq: CEDF 70900
coreq: CEDC 71500 and CEDC 73000
Hours 30 hrs,
Credits 2

CEDC 71500 - Fieldwork: Reading and Social Studies

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.

prereq: CEDF 70900

coreq: CEDC 73000 and 72200

Hours 75 hrs of fieldwork,

Credits 1 cr

Extended Core:

CEDF 71000 - Educational Psychology

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.

prereq: CEDF 70900

Hours includes 5 hrs of field work

CEDC 70000 - The Art of Effective Teaching

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.

prereq or coreq: CEDF 70900

Hours includes 5 hrs of fieldwork

CEDC 70300 - Teaching Science in the Elementary School

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900 and CEDC 70000

CEDC 71300 - Health Education for the Classroom Teacher

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDC 70700 - The Arts: An Interdisciplinary Learning Experience

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 71600 - Assessment of Teaching and Learning

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.

prereq: CEDF 70900 and CEDF 71000

CEDF 70600 - 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.

prereq: CEDF 70900 and CEDF 71500

Hours 45 hrs,

Credits 3 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit

course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

Culminating Core

CEDF 79200 - Integrative Seminar: Research in Childhood Education

Students prepare research proposals on topics which summarize and apply previous learnings. Written and oral presentations.

prereq: completion of 31 credits of course work including CEDC 73000 and CEDF 71600 or permission of the childhood education adviser

Hours 45 hrs,

Credits 3 cr

Choose either:

CEDC 72400 - Student Teaching in Grades 1–3 and 4–6

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 preregister 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.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus a minimum of 60 days of student teaching,

Credits 5 cr

Or one of the following:

CEDC 72500 - Student Teaching in Grades 1–3

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800 . Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 728: Practicum in grades 4–6. 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 preregister 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 CEDC 72400 or 72700.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus 30 days of student Teaching

CEDC 72700 - Practicum in Grades 1–3

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72800 . Note: Applications for spring semester student teaching are due in October; applications for fall semester practicum are due in March. Students who receive a grade of C+ or C in practicum must apply to the department chairperson for permission to preregister 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 CEDC 72400 or 72500.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus supervision and conferences,

Credits 2 cr

Plus either

CEDC 72600 - Student Teaching in Grades 4–6

Teacher candidates who take this course must also take CEDC 72500 or CEDC 72700 . Supervised student teaching in an elementary school selected by Hunter College plus conferences and professional development workshops. This course is limited to students who are employed as teachers and have completed, or will complete, CEDC 72700 Practicum in grades 1–3.

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus 30 days of student teaching

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 preregister 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 CEDC 72400 or 72800.

Or

CEDC 72800 - Practicum in Grades 4–6

Teacher candidates who take this course must also take CEDC 72600 or CEDC 72700 .

prereq: completion of 31 credits of course work including CEDC 73000 or permission of the childhood education adviser

Hours 30 hrs of seminar plus supervision and conferences,

Credits 2 cr

Note: Applications for spring semester practicum are due in October; applications for fall semester student teaching are due in March. Students who receive a grade of C+ or C in practicum must apply to the department chairperson for permission to preregister 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 CEDC 72400 or 72600.

Exit Standards

1. An 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, which may be repeated only once. 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 (CEDF 792) with a grade of B or better.
4. Students must pass the School of Education technology assessment.

Childhood Education, Grades 1-6 Bilingual (French/English)-MSEd

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 49 credits. Master's candidates who have completed some pedagogical coursework 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 the 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.

Admission 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 27 credits, distributed as follows: 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement); 6 credits in English including one course in English composition with a grade of at least B plus a writing intensive course in any discipline with a grade of B or better; 6 credits in social studies (of which one course must be in history or geography); 3 credits in the arts; and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).
4. Completion of a satisfactory writing sample in English and in French as part of the application process.
5. An on-site writing sample in English and in French and an interview conducted with at least two professors.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Course of Study

Total Credits: 37–49

(Master's candidates who have completed some pedagogical coursework 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 37.)

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

CEDCF 70050 - The Art and Science of Effective Teaching

This course is designed to introduce pre-service bilingual and TESOL 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.

Hours includes 5 hrs of fieldwork

CEDC 70400 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

CEDC 72950 - Fieldwork in Childhood Education for Bilingual Educators

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 preregister 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.

prereq: CEDF 70900; BILED 70100. Observing and assisting teaching in an elementary school setting

Hours 15 hrs of seminar plus 50 hrs fieldwork,

Credits 1 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400

*Hours 30 hrs plus 5 hrs of fieldwork and lab,
Credits 2 cr*

CEDF 70800 - Social, Historical, Philosophical Foundations of Education: The American School

For students pursuing certification in childhood education with a bilingual extension or in TESOL. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.

*prereq or coreq: CEDF 70900
Hours 45 hrs,
Credits 3 cr*

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

*prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education
Hours 30
Credits 2*

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

*coreq: BILED 77100
Hours 75 hrs,
Credits 1 cr*

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

*Hours 30 hrs,
Credits 2 cr*

CEDC 70500 - Mathematics Curriculum and Methods

An exploration of 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.

*prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork*

CEDC 70300 - Teaching Science in the Elementary School

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900 and CEDC 70000

CEDC 71400 - Advanced Educational Technology for Elementary School Teachers

Students will link prior knowledge of instructional technology with curriculum development strategies to design integrated learning events.

*prereq: CEDF 70900, 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)
Hours 45 hrs,
Credits 3 cr*

BILED 71700 - Language Assessment for English Language Learners

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.

*prereq: BILED 77100, CEDCF 70050
Hours 45 hrs,
Credits 3 cr*

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MEd/Childhood Education Grades 1-6 with bilingual extension; for the MEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

Hours 45

Credits 3

BILED 78000 - Bilingual Research Seminar

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.

prereq or coreq: 39 credits or permission of program coordinator

Hours 30 hrs plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

Take Either

BILED 78200 - Supervised Student Teaching Grades 1–3 and 4–6

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 preregister 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.

prereq or coreq: completion of 39 cr of course work or permission of the program coordinator

Hours 60 days (30 in grades 1-3, 30 in grades 4-6) plus 15 hrs of seminar

Credits 4

Or One of the Following

BILED 78300 - Practicum in Grades 1–3

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 preregister 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 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 15 hrs of seminar plus conferences
Credits 2 cr

BILED 78500 - Student Teaching in Grades 1–3

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 preregister 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 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 30 days student teaching, 15 hrs of seminar plus conferences,
Credits 2 cr

Plus One of the Following

BILED 78400 - Practicum in Grades 4–6

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 preregister 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 78300 or BILED 78500

prereq: completion of 39 cr of course work or permission of the program coordinator
Hours 15 hrs of seminar plus conferences,
Credits 2 cr

BILED 78600 - Student Teaching in Grades 4–6

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 preregister 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 78300 or BILED 78500.

prereq: completion of 39 credits of course work or permission of the program coordinator
Hours 30 days student teaching, 15 hrs of seminar plus conferences,
Credits 2 cr

Exit Standards

1. 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 or WU 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 days.

3. Completion of the culminating experience BILED 780 (Bilingual Research Seminar), with a grade of B or better.

4. Students must pass the School of Education technology assessment.

Childhood Education, Grades 1-6 Bilingual (Spanish/English) - MSEd

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.

Admission 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 27 credits, distributed as follows: 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement); 6 credits in English including one course in English composition with a grade of B plus a writing intensive course in any discipline with a grade of B or better; 6 credits in social studies (of which one course must be in history or geography); 3 credits in the arts; and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).
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.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Childhood Education With a Bilingual Extension: Course of Study

Total Credits: 37-49 credits

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

CEDCF 70050 - The Art and Science of Effective Teaching

This course is designed to introduce pre-service bilingual and TESOL 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.

Hours includes 5 hrs of fieldwork

CEDC 70400 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308
prereq: 12 credits of coursework
Hours 45
Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900
Hours includes 5 hrs of fieldwork
Credits 3 cr

CEDC 72950 - Fieldwork in Childhood Education for Bilingual Educators

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 preregister 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.

prereq: CEDF 70900; BILED 70100. Observing and assisting teaching in an elementary school setting
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400
Hours 30 hrs plus 5 hrs of fieldwork and lab,
Credits 2 cr

CEDF 70800 - Social, Historical, Philosophical Foundations of Education: The American School

For students pursuing certification in childhood education with a bilingual extension or in TESOL. Advanced review of issues and themes in the social foundations of education viewed from an interdisciplinary perspective.

prereq or coreq: CEDF 70900
Hours 45 hrs,
Credits 3 cr

BILED 71100 - Bilingual Literacy-Spanish

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.

coreq: BILED 71150
prereq or coreq: BILED 77100
Hours 30
Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100
Hours 75 hrs,
Credits 1 cr

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70500 - Mathematics Curriculum and Methods

An exploration of 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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 70300 - Teaching Science in the Elementary School

A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools.

prereq or coreq: CEDF 70900 and CEDC 70000

CEDC 71300 - Health Education for the Classroom Teacher

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

BILED 71700 - Language Assessment for English Language Learners

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.

prereq: BILED 77100, CEDCF 70050

Hours 45 hrs,

Credits 3 cr

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

BILED 78000 - Bilingual Research Seminar

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.

prereq or coreq: 39 credits or permission of program coordinator

Hours 30 hrs plus lab,

Credits 2 cr

Take Either

BILED 78200 - Supervised Student Teaching Grades 1–3 and 4–6

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 preregister 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.

prereq or coreq: completion of 39 cr of course work or permission of the program coordinator

Hours 60 days (30 in grades 1-3, 30 in grades 4-6) plus 15 hrs of seminar

Credits 4

Or One of the Following

BILED 78500 - Student Teaching in Grades 1–3

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 preregister 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 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator

Hours 30 days student teaching, 15 hrs of seminar plus conferences,

Credits 2 cr

BILED 78300 - Practicum in Grades 1–3

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 preregister 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 78400 or BILED 78600.

prereq: completion of 39 cr of course work or permission of the program coordinator

Hours 15 hrs of seminar plus conferences

Credits 2 cr

Plus One of the Following

BILED 78600 - Student Teaching in Grades 4–6

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 preregister 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 78300 or BILED 78500.

prereq: completion of 39 credits of course work or permission of the program coordinator

Hours 30 days student teaching, 15 hrs of seminar plus conferences,

Credits 2 cr

BILED 78400 - Practicum in Grades 4–6

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 preregister 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 78300 or BILED 78500

prereq: completion of 39 cr of course work or permission of the program coordinator

Hours 15 hrs of seminar plus conferences,

Credits 2 cr

* Master's candidates who have completed some pedagogical courses may be exempted from up to 12 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained.

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.
4. Students must pass the School of Education technology assessment.

Childhood Education: Mathematics/Science Specialization - MSEd

Program Coordinator Patrick Burke; 1138 West Building; (212) 772-4728; patrick.burke@hunter.cuny.edu

This is a 33-credit program that prepares students with NYS initial/permanent certification in childhood education to become better qualified in the teaching of mathematics and science in the elementary grades. This program leads to professional certification in childhood education.

Admission Requirements

1. Undergraduate degree with a GPA of at least 2.8.
2. New York State initial professional or permanent certification in childhood education.
3. Completion of a satisfactory writing sample as part of the application process.
4. Two letters of recommendation including one from a supervisor.
5. Successful completion with a grade of C or better of college level mathematics course and a lab science course. Those who do not meet the mathematics requirement must successfully complete MATH 104 and MATH 105 in the School of Arts and Sciences. Those who do not meet the science requirement must take a one semester course in a lab science (biology, chemistry, physics or geology.)

Course Waivers

1. Master's candidates may transfer in and/or waive up to three required courses in the master's in mathematics and science education by providing evidence of prior equivalent coursework.
2. An elective course must be substituted for a waived course with adviser'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

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue the program.

2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

Childhood Education Mathematics/Science Specialization Course of Study

Total Credits: 33 credits

CEDC 71600 - Educational Technology in Mathematics and Science Teaching/Learning

An advanced educational technology course for students concentrating in mathematics and science at the elementary school level. Students will link prior knowledge of instructional technology to curriculum development creating the strategies to design integrated learning materials in mathematics and science.

*Hours 45 hrs,
Credits 3 cr*

CEDC 73800 - The English Language: Theories and Pedagogical Implications

An overview of the acquisition, structure and use of English. Its goal is to provide Pre-K thru 6 teachers who already have prior certification in childhood education with the awareness and understanding of the aspects of the English language they will need in order to teach a variety of content area in grades Pre-K thru 6.

*Hours 45 hrs,
Credits 3 cr*

CEDC 74000 - Contemporary Mathematics in the Elementary School

A study of selected advanced mathematical topics that underlie modern elementary school curricula. The structure and use of mathematical systems and their historical development; geometrical constructions.

*Hours 45 hrs,
Credits 3 cr*

CEDC 74200 - Workshop Seminar in Elementary School Mathematics/Science

The major course goals are to continue to develop a foundation for the growth of the professional mathematics/science educator and to increase the effectiveness as a curriculum decision-maker. Through selective experiences, the course will focus on instructional styles and strategies.

prereq: CEDC 74400, CEDC 77600 and CEDC 777000

*Hours 45 hrs,
Credits 3 cr*

CEDC 74300 - Research Seminar in Mathematics/Science Education

An examination of the current research in mathematics and science education. Includes the evaluation of selected mathematics and science education research studies. Students will prepare a comparative, evaluative paper of research related to a specific curriculum topic or problem in the learning/teaching of mathematics and/or science.

prereq or coreq: CEDC 71600 and CEDC 73800 and CEDC 74000 and CEDC 74400 and CEDC 77600 and CEDC 77700 and CEDF 71600

*Hours 45 hrs,
Credits 3 cr*

CEDC 74400 - Development of Mathematical/Scientific Concepts in Children

Exposure to the development theories and school-based practices which allow children to develop the concepts in mathematical and science which underpin the learning in these areas. Appropriate learning activities for particular developmental levels will be addressed. Individual projects with children will be carried out.

prereq: all program courses except CEDC 74200 and CEDC 74300

prereq or coreq: None

*Hours 45 hrs,
Credits 3 cr*

CEDC 77600 - Planet Earth: Life Science, Environmental and Earth Science for Elementary School Teachers

Concepts in the biological sciences, ecological and earth sciences necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided.

*Hours 45 hrs,
Credits 3 cr*

CEDC 77700 - Physical Science for Elementary Teachers

Concepts in the physical sciences, chemistry and physics necessary for teaching science in the elementary school will be explored. Appropriate laboratory experiences will be provided.

*Hours 45 hrs,
Credits 3 cr*

CEDF 71600 - Assessment of Teaching and Learning

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.

prereq: CEDF 70900 and CEDF 71000

CEDC 74600 - Geographic Perspectives in Elementary Education

Geographic principles and practices; development of pedagogic skills to teach geography at the elementary school level; development of skills in teaching geography of New York City and New York State; development of understanding of global issues and of geographic factors affecting historical events.

Hours 45

Credits 3

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

CEDC 71700 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 1

CEDC 71800 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 2

CEDC 71900 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 3

** Note: Students who have already completed an introductory special education course may enroll in SPED 783.50 Math, Organizational and Social Strategies for Students with Learning Disabilities (for those not in the LD specialization).*

*** Independent study may be taken in lieu of a required course with permission of the program coordinator.*

Exit Standards

1. Overall GPA of 3.0 or better.
2. Students must pass the School of Education technology assessment.

Early Childhood Education, Birth - Grade 2 Bilingual (Spanish/English or French/English) - MEd

There are three master's degree programs in Early Childhood Education with a Bilingual Extension.

- Program 1 is for students without prior NYS certification.
- Program 2 is for students with initial certification in childhood education or with provisional certification in elementary education, special education, or TESOL.
- Program 3 is for students who have initial certification in early childhood education.

Program 1

The number of credits required to complete Program 1 of the master's degree in Early 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 52 credits. Master's candidate who have completed some pedagogical courses may be exempted from up to 12 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained. No one may be exempted from student teaching or practicum.

Program 2

The number of credits required to complete Program 2 of the master's degree in Early 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 45 credits. Master's candidate who have completed some pedagogical courses may be exempted from up to 12 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained. No one may be exempted from student teaching or practicum.

Program 3

The number of credits required to complete Program 3 of the master's degree in Early 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 36 credits. Master's candidate who have completed some pedagogical courses may be exempted from up to 6 credits of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained. No one may be exempted from student teaching or practicum.

Admission Standards

Program 1

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 distributed as follows: 9 credits in math and science (a college course in calculus meets 6 credits of this requirement); 6 credits in English; 6 credits in social studies (of which one course must be in history or geography); 3 credits in the arts; and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).
4. Completion of a satisfactory on-site writing sample in English and in Spanish or French as part of the application process.
5. Demonstration of satisfactory oral English and Spanish or French through an interview.

Program 2

1. Undergraduate degree with GPA of 2.8 or master's degree with GPA of 3.5 or better.
2. NYS initial/professional/permanent teacher certification in childhood education, elementary education Pre-K-6, special education, or TESOL.
3. Completion of a satisfactory writing sample in English and in Spanish or French as part of the application process.
4. An on-site writing sample in English and in Spanish or French and an interview.

Program 3

1. Undergraduate degree with GPA of 2.8 or master's degree with GPA of 3.5 or better.
2. NYS initial teacher certification in early childhood education.
3. Completion of a satisfactory writing sample in English and in Spanish or French as part of the application process.
4. An on-site writing sample in English and in Spanish or French and an interview.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All Program 1 students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12

credits of coursework. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any additional courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Students must receive a grade of at least B in fieldwork BILED 71150. Any student who receives a grade of B-, C+ or C must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU will not be allowed to continue in the program.

Early Childhood Bilingual Education Birth through Grade 2, with a Bilingual Extension Course of Study

Total Credits: **Program 1: 40-52 credits** **Program 2: 33-45 credits** **Program 3: 30-36 credits**

Program 1

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 70500 - Language and Literacy: Birth through Kindergarten

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.)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70600 - Language and Literacy: K through Grade 2

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.)

prereq or coreq: ECC 70500 (early childhood students only)

Hours 45 hrs,

Credits 3 cr

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

Hours 15 hrs,

Credits 1 cr

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 71100 - Bilingual Literacy-Spanish

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.

coreq: BILED 71150

prereq or coreq: BILED 77100

Hours 30

Credits 2

OR

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education

Hours 30

Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100

Hours 75 hrs,

Credits 1 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400

Hours 30 hrs plus 5 hrs of fieldwork and lab,

Credits 2 cr

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MEd/Childhood Education Grades 1-6 with bilingual extension; for the MEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

Hours 45

Credits 3

OR

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71650 - Student Teaching in Early Childhood Bilingual Settings

Two student teaching placements of 20 days each at different age/grade levels (Pre-K–K and 1–2).

prereq: prereqs: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

Hours 30 hrs of seminar plus 40 days of student teaching

Or

ECC 71750 - Supervised Practicum in Early Childhood Bilingual Setting

Teaching practicum for students in early childhood bilingual education. Students who take ECC 71750 must also complete ECC 71850. (Not for students who have completed ECC 71650.)

*Hours 15 hrs of seminar plus conferences,
Credits 1 cr*

Plus

ECC 71850 - Early Childhood Bilingual Student Teaching

Student teaching for 20 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 71850 must also complete ECC 71750 . (Not for students who have completed ECC 71650.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

Program 2

33-45 credits

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

*prereq or coreq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

*prereq: ECF 70300
prereq or coreq: ECF 70200
Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels*

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

Hours 15 hrs,

Credits 1 cr

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 71100 - Bilingual Literacy-Spanish

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.

coreq: BILED 71150

prereq or coreq: BILED 77100

Hours 30

Credits 2

OR

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education

Hours 30

Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100

Hours 75 hrs,

Credits 1 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400

Hours 30 hrs plus 5 hrs of fieldwork and lab,

Credits 2 cr

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MEd/Childhood Education Grades 1-6 with bilingual extension; for the MEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

Hours 45

Credits 3

OR

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71650 - Student Teaching in Early Childhood Bilingual Settings

Two student teaching placements of 20 days each at different age/grade levels (Pre-K–K and 1–2).

prereq: prereqs: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

Hours 30 hrs of seminar plus 40 days of student teaching

Or

ECC 71750 - Supervised Practicum in Early Childhood Bilingual Setting

Teaching practicum for students in early childhood bilingual education. Students who take ECC 71750 must also complete ECC 71850. (Not for students who have completed ECC 71650.)

Hours 15 hrs of seminar plus conferences,

Credits 1 cr

Plus

ECC 71850 - Early Childhood Bilingual Student Teaching

Student teaching for 20 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 71850 must also complete ECC 71750 . (Not for students who have completed ECC 71650.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

Program 3

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*

BILED 70100 - Foundations of Bilingual Education

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.

*Hours includes 5 hrs of fieldwork
Credits 3 cr*

BILED 71100 - Bilingual Literacy-Spanish

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.

*coreq: BILED 71150
prereq or coreq: BILED 77100
Hours 30
Credits 2*

OR

BILED 71200 - Bilingual Literacy-French

This course will be conducted in French and English and will present how to differentiate the instruction in a bilingual balanced literacy program to meet the needs of both French dominant students and French language learners.

prereq or coreq: BILED 77100 and BILED 71150 for the Childhood Education and Early Childhood Education master's degrees and BILED 71150 for the Advanced Certificate Leading to an Extension in Bilingual Education

Hours 30

Credits 2

BILED 71150 - Fieldwork in Bilingual Literacy

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 preregister 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.

coreq: BILED 77100

Hours 75 hrs,

Credits 1 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400

Hours 30 hrs plus 5 hrs of fieldwork and lab,

Credits 2 cr

BILED 76800 - Instruction through the Native Language-French

This course will be conducted in French. Students will learn to master academic french as it relates to bilingual education and the content areas. They will also learn to integrate french language development into content area instruction.

prereq or coreq: BILED 70100 and CEDF 70900 for the MEd/Childhood Education Grades 1-6 with bilingual extension; for the MEd in Early Childhood Education with bilingual extension, Program 1, BILED 70100 and ECF 70000, Program 3 BILED 70100

Hours 45

Credits 3

OR

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71650 - Student Teaching in Early Childhood Bilingual Settings

Two student teaching placements of 20 days each at different age/grade levels (Pre-K–K and 1–2).

prereq: prereqs: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

Hours 30 hrs of seminar plus 40 days of student teaching

Or

ECC 71750 - Supervised Practicum in Early Childhood Bilingual Setting

Teaching practicum for students in early childhood bilingual education. Students who take ECC 71750 must also complete ECC 71850. (Not for students who have completed ECC 71650.)

Hours 15 hrs of seminar plus conferences,

Credits 1 cr

Plus

ECC 71850 - Early Childhood Bilingual Student Teaching

Student teaching for 20 days at one age/grade level: Pre-K–K or Grades 1–2. Students who take ECC 71850 must also complete ECC 71750 . (Not for students who have completed ECC 71650.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70800; ECC 70900; ECC 71200 and BILED 71100, 71150, 77800 (program 1 only)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

Plus 7-13 credits from the courses below based on a transcript review of prior coursework in early childhood education

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

*prereq or coreq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

*prereq: ECC 70300
prereq or coreq: ECF 70200
Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels*

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

Hours 15 hrs,

Credits 1 cr

Master's candidates who have completed some pedagogical courses may be exempted from up to 12 credits (Program 2) or 6 credits (program 3) of coursework by providing transcripts and course syllabi as evidence that the content is equivalent to courses in the sequence and a grade of at least B has been attained.

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 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 obtains a grade of F in Student Teaching and/or Practicum will not be allowed to continue in the program.
3. Completion of ECC 72000 (Integrative Seminar in Early Childhood Education) with a grade of B or better.
4. Students must pass the School of Education technology assessment.

Early Childhood Education, Birth through Grade 2 - MEd

Coordinator Christina Taharally; (212) 772-4679; 1103 West Building; christina.taharally@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 NYS initial, professional, or permanent 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). 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. The programs in early childhood education have been recognized by the National Association for the Education of Young Children.

Admission Requirements

PROGRAM 1

(For applicants who do not hold New York State Certification)

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 distributed as follows: 9 credits in math, and science with at least one course in math and one course in science (a course in calculus meets 6 credits of this requirements); 6 credits in English; 6 credits in social studies (of which at least one course must be in history or geography); 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement); 3 credits in the arts; and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).
4. A personal statement to be completed as part of the application for admission.
5. Two letters of recommendation.

PROGRAM 2:

(For applicants who hold New York State Certification in childhood education, preK-6 education, childhood or early childhood special education, or TESOL)

1. Undergraduate degree with GPA of 2.8 or master's degree with GPA of 3.5 or better.
2. New York State initial, professional, or permanent teacher certification in childhood education, elementary education Pre-K-6, special education, or TESOL.
3. A personal statement.
4. Two letters of recommendation.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. Program 1 students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any additional courses.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

Program 1 students must receive a grade of at least B in fieldwork ECC 71200. Any student who receives a grade of B-, C+ or C must apply to the Chairperson of the Department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU will not be allowed to continue in the program.

Early Childhood Education Course of Study - Program 1

Total Credits: 36-42 credits

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

prereq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 70500 - Language and Literacy: Birth through Kindergarten

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.)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 70600 - Language and Literacy: K through Grade 2

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.)

prereq or coreq: ECC 70500 (early childhood students only)

Hours 45 hrs,

Credits 3 cr

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400

prereq or coreq: 70500 or 70600

Hours 15 hrs,

Credits 1 cr

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 71000 - Early Childhood Mathematics: Birth through Grade 2

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.)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71100 - Science in Early Childhood Education: Birth through Grade 2

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.)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

Hours 15 hrs,

Credits 1 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71600 - Student Teaching in Early Childhood Settings

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.(Birth– 3, preK–2)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only))

Hours 30 hrs of seminar plus 40 days of student teaching for students who are not teaching in an early childhood program

Or

ECC 71700 - Supervised Practicum in Early Childhood

Teaching practicum for students in early childhood education. Students who take ECC 717 must also complete ECC 71800 . (Not for students who have completed ECC 716.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1)

*Hours 15 hrs of seminar plus conferences,
Credits 1 cr*

Plus

ECC 71800 - Early Childhood Student Teaching

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 71700 . (Also offered during the summer.) (Not for students who have completed ECC 716.)

prereq: prereqs: ECF 702; ECC 703, 704 (program 2) or 705 and 706 (program 1), 707, 708, 709 (program 2) or 710 and 711 (program 1), 712 (program 1)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

Note(s)

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. Students may be exempted from up to 6 credits (Program 1) or 5 credits (Program 2) based on prior equivalent course work.

Early Childhood Education Course of Study - Program 2

Total Credits: 30-35 credits

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECF 70100 - Social and Historical Contexts of Early Childhood Education

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, childcare centers, schools and communities in urban settings.

*Hours 45 hrs,
Credits 3 cr*

ECF 70200 - Assessment in Early Childhood Education: Birth through Grade 2

Basic concepts, principles and fundamentals of measurement and assessment, both formal and informal, are examined along with their relevance in early childhood education.

*prereq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

*prereq or coreq: ECF 70000
Hours 45 hrs,
Credits 3 cr*

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

*coreq: ECC 70400
prereq or coreq: 70500 or 70600
Hours 15 hrs,
Credits 1 cr*

ECC 70800 - Children with Special Needs: Birth through Grade 2

The special learning needs of young children with developmental delays and disabilities along with intervention guidelines.

prereq: ECC 70300

prereq or coreq: ECF 70200

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of three age levels

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

ECC 71400 - Health, Safety and Nutrition in Early Childhood

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.

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

ECC 71500 - Educational Technology in Early Childhood

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.

Hours 15 hrs,

Credits 1 cr

ECC 72000 - Integrative Seminar in Early Childhood Education

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.

prereq: ECF 70100, 70200; ECC 70300, 70400 (program 2) or 70500 and 70600 (program 1), 70700, 70800, 70900 (program 2) or 71000 and 71100 (program 1), 71200 (program 1)

Take Either

ECC 71600 - Student Teaching in Early Childhood Settings

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.(Birth– 3, preK–2)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1 only))
Hours 30 hrs of seminar plus 40 days of student teaching for students who are not teaching in an early childhood program

Or

ECC 71700 - Supervised Practicum in Early Childhood

Teaching practicum for students in early childhood education. Students who take ECC 717 must also complete ECC 71800 . (Not for students who have completed ECC 716.)

prereq: ECF 70200; ECC 70300; ECC 70400 (program 2) or 70500 and 70600 (program 1); ECC 70700; ECC 70800; ECC 70900 (program 2) or 71000 and 71100 (program 1); ECC 71200 (program 1)

*Hours 15 hrs of seminar plus conferences,
Credits 1 cr*

Plus

ECC 71800 - Early Childhood Student Teaching

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 71700 . (Also offered during the summer.) (Not for students who have completed ECC 716.)

prereq: prereqs: ECF 702; ECC 703, 704 (program 2) or 705 and 706 (program 1), 707, 708, 709 (program 2) or 710 and 711 (program 1), 712 (program 1)

*Hours 15 hrs of seminar plus 20 days of student teaching,
Credits 2 cr*

Note(s)

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. Students may be exempted from up to 6 credits (Program 1) or 5 credits (Program 2) based on prior equivalent course work.

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 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).
4. Students must pass the School of Education technology assessment.

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Counseling Programs

Mental Health Counseling - MSED

Program Coordinator Markus Bidell; 1114 West Building; (212) 772-4714; mbidell@hunter.cuny.edu

The curriculum at Hunter includes basic core courses for the three counseling programs and specialization courses. Mental Health Counseling students select one elective from a sequence of predetermined courses. School Counseling students do not take electives. The curriculum integrates theory and practice through a carefully sequenced series of courses with emphasis on fieldwork in urban settings.

The **Mental Health Counseling Program** prepares graduates to work as mental health counselors in hospital, agency and community settings as well as in private practice. This program leads to professional licensure in New York State; professional licensure is required to practice mental health counseling.

Students in the mental health counseling program are eligible for licensure by New York State. Students in rehabilitation counseling may take the national certification examination for the Certified Rehabilitation Counselor (CRC) status after completing 75% of their course work.

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.

Admission Standards

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 references to aid in determining potential for work as a professional counselor.
6. Meeting these minimum requirements does not guarantee acceptance to the program. 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.

Progress Standards

1. Students must maintain a 3.0 GPA to remain in the program and must complete the total number of 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 below B, including WU, in any of the following courses cannot continue in the programs: COCO 70100, COCO 70600, COCO 71800, COCO 71900, COCO 72500 and COCO 72600.
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. Seven courses – COCO 701, 706, 707, 718, 719, 725, 726 – cannot be taken at other colleges or universities. These courses must be taken in the Hunter College Counselor Education program.

Mental Health Counseling Course of Study

Total Credits: 60 credits

COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

*Hours 45 hrs,
Credits 3 cr*

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs,
Credits 3 cr*

COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

*Hours 45 hrs,
Credits 3 cr*

COCO 70300 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70600 - Group Counseling

Theory and principles of group counseling. Developing group-counseling skills through practice.

*prereq: COCO 70100 and COCO 70200
Hours 45 hrs,
Credits 3 cr*

COCO 70700 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70800 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70900 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 71100 - 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.

prereq: COCO 70600 and COCO 71800

Hours 45 hrs,

Credits 3 cr

COCO 71200 - Career Counseling, Assessment and Placement

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site 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.

Hours 60 hrs,

Credits 4 cr

COCO 71500 - 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 in interaction with the family unit.

Hours 45 hrs,

Credits 3 cr

COCO 71800 - Practicum in Counseling

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.

prereq: COCO 70000 and COUNS 71700 or COUNM 71600 or COUNR 71600

coreq: COCO 71900

prereq or coreq: COCO 70600

Hours 100

COCO 71900 - Individual Supervision

Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student's proficiency and competence as a professional counselor.

coreq: COCO 71800

Hours 45

Credits 3

COCO 72500 - Internship in Counseling I

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.

prereq: COCO 71800 and COCO 71900

prereq or coreq: COUNM 71700 or COUNR 72000 or COUNS 72100

Hours Each 300 hrs to be arranged in selected field settings

Credits 4 cr each semester

COCO 72600 - Internship in Counseling II

The second part of the internship: follows COCO 72500 Internship in Counseling I.

prereq: COCO 72500

Hours 45

Credits 3

COUNM 71600 - Foundations of Mental Health Counseling

This course provides an overview of mental health counseling. The course will address the following: professional identity, functions and issues facing mental health practitioners; disparities in mental health services across culturally and linguistically diverse communities; principles, theories and practice of community interventions; public policy and governmental relations impacting mental health.

pre- or coreq: DSM-IV Workshop

COUNM 71700 - Psychopathology: Diagnosis and Treatment

This course provides a framework for understanding the range of personality and behavioral conditions that are presented in the Diagnosis and Statistical Manual of Mental Disorders of the American Psychiatric Association (DSM-IV). The class focuses on the description, etiology, assessment, diagnosis, treatment and prevention of these disorders within diverse urban settings.

prereq or coreq: COUNM 71600

Hours 45

Credits 3

Electives (Select One Course)

COCO 71000 - 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.

*Hours 45 hrs,
Credits 3 cr*

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

*Hours 45 hrs,
Credits 3 cr*

COUNS 72100 - Counseling Interventions for Children and Adolescents

This course focuses on prevention and intervention of mental health disorders of children and adolescents.

*prereq: COCO 70800
Hours 45
Credits 3*

Exit Standards

1. An overall GPA of 3.0.
2. Students must pass the School of Education technology assessment.

Rehabilitation Counseling - MSEd

Program Coordinator Arnold Wolf; 1127 West Building; (212) 772-4616; awo@hunter.cuny.edu

The curriculum at Hunter includes basic core courses for the three counseling programs and specialization courses. Rehabilitation Counseling students select two electives from a sequence of predetermined courses. The curriculum integrates theory and practice through a carefully sequenced series of courses with emphasis on fieldwork in urban settings.

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.

Students in rehabilitation counseling may take the national certification examination for the Certified Rehabilitation Counselor (CRC) status after completing 75% of their course work.

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.

Admission Requirements

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 references to aid in determining potential for work as a professional counselor.
6. Meeting these minimum requirements does not guarantee acceptance to the program. 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.

Progress Standards

1. Students must maintain a 3.0 GPA to remain in the program and must complete the total number of 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 below B including WU, in any of the following courses cannot continue in the programs: COCO 70100, COCO 70600, COCO 71800, COCO 71900, COCO 72500 and COCO 72600.
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. Seven courses – COCO 701, 706, 707, 718, 719, 725, 726 – cannot be taken at other colleges or universities. These courses must be taken in the Hunter College Counselor Education program.

Rehabilitation Counseling Sequence of Courses

COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

*Hours 45 hrs,
Credits 3 cr*

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs,
Credits 3 cr*

COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

*Hours 45 hrs,
Credits 3 cr*

COCO 70300 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70600 - Group Counseling

Theory and principles of group counseling. Developing group-counseling skills through practice.

*prereq: COCO 70100 and COCO 70200
Hours 45 hrs,
Credits 3 cr*

COCO 70700 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70800 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70900 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 71100 - 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.

*prereq: COCO 70600 and COCO 71800
Hours 45 hrs,
Credits 3 cr*

COCO 71200 - Career Counseling, Assessment and Placement

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site 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.

*Hours 60 hrs,
Credits 4 cr*

COCO 71500 - 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 in interaction with the family unit.

*Hours 45 hrs,
Credits 3 cr*

COCO 71800 - Practicum in Counseling

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.

*prereq: COCO 70000 and COUNS 71700 or COUNM 71600 or COUNR 71600
coreq: COCO 71900*

prereq or coreq: COCO 70600
Hours 100

COCO 71900 - Individual Supervision

Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student's proficiency and competence as a professional counselor.

coreq: COCO 71800
Hours 45
Credits 3

COCO 72500 - Internship in Counseling I

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.

prereq: COCO 71800 and COCO 71900
prereq or coreq: COUNM 71700 or COUNR 72000 or COUNS 72100
Hours Each 300 hrs to be arranged in selected field settings
Credits 4 cr each semester

COCO 72600 - Internship in Counseling II

The second part of the internship: follows COCO 72500 Internship in Counseling I.

prereq: COCO 72500
Hours 45
Credits 3

COUNR 71600 - 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.

Hours 45 hrs,
Credits 3 cr

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs,
Credits 3 cr

Electives (select two courses)

COCO 71000 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 72300 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 72700 - Special Topics in Counseling

Study of significant issues, problems, and emerging trends in counseling.

*Hours 45 hrs,
Credits 3 cr*

Total 54 credits

Exit Standards

1. An overall GPA of 3.0.
2. Students must pass the School of Education technology assessment.

School Counseling - MEd

Program Coordinator Cynthia Walley; 1148 West Building; (212) 650-3983; cwalley@hunter.cuny.edu

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

The School Counseling 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.

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

In addition, school counseling students fluent in Spanish and English have the option of obtaining a New York 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.

Admission Requirements

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 references to aid in determining potential for work as a professional counselor.
6. Meeting these minimum requirements does not guarantee acceptance to the program. 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.

Progress Standards

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 below B including WU in any of the following courses cannot continue in the programs. COCO 70100, COCO 70600, COCO 71800, COCO 71900, COCO 72500, COCO 72600
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. Seven courses – COCO 701, 706, 707, 718, 719, 725, 726 – cannot be taken at other colleges or universities. These courses must be taken in the Hunter College Counselor Education program.

School Counseling Course of Study

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs,
Credits 3 cr*

COCO 70200 - Theories of Counseling

Study of major counseling theories to provide foundation for basic concepts and techniques of counseling.

*Hours 45 hrs,
Credits 3 cr*

COCO 70300 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70600 - Group Counseling

Theory and principles of group counseling. Developing group-counseling skills through practice.

*prereq: COCO 70100 and COCO 70200
Hours 45 hrs,
Credits 3 cr*

COCO 70700 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70800 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70900 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 71100 - 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.

*prereq: COCO 70600 and COCO 71800
Hours 45 hrs,
Credits 3 cr*

COCO 71200 - Career Counseling, Assessment and Placement

Application of principles of career development, vocational choice, work adjustment, job seeking skills, work site 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.

*Hours 60 hrs,
Credits 4 cr*

COCO 71800 - Practicum in Counseling

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.

*prereq: COCO 70000 and COUNS 71700 or COUNM 71600 or COUNR 71600
coreq: COCO 71900
prereq or coreq: COCO 70600
Hours 100*

COCO 71900 - Individual Supervision

Application of theoretical knowledge and integration of skills under individual supervision during clinical practice to develop and evaluate student's proficiency and competence as a professional counselor.

*coreq: COCO 71800
Hours 45
Credits 3*

COCO 72500 - Internship in Counseling I

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.

*prereq: COCO 71800 and COCO 71900
prereq or coreq: COUNM 71700 or COUNR 72000 or COUNS 72100*

Hours Each 300 hrs to be arranged in selected field settings
Credits 4 cr each semester

COCO 72600 - Internship in Counseling II

The second part of the internship: follows COCO 72500 Internship in Counseling I.

prereq: COCO 72500
Hours 45
Credits 3

COCO 70000 - Life Stage Development

Analysis of developmental stages throughout the lifespan.

Hours 45 hrs,
Credits 3 cr

COCO 71500 - 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 in interaction with the family unit.

Hours 45 hrs,
Credits 3 cr

COUNS 71700 - Foundations of School Counseling

History, philosophy, legal, and ethical considerations in school counseling. The school context and professional issues in school counseling will be emphasized, including the school counselor's role, developmental programming, counseling interventions, consultation and liaison, and advocacy.

Hours 45
Credits 3

COUNS 72000 - 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. (Taken last semester prior to graduation)

prereq: COCO 70900
prereq or coreq: COCO 72600
Hours 45
Credits 3

COUNS 72100 - Counseling Interventions for Children and Adolescents

This course focuses on prevention and intervention of mental health disorders of children and adolescents.

prereq: COCO 70800

Hours 45

Credits 3

COUNS 72200 - School Based Consultation

This upper level course provides counselors with the knowledge and skills necessary to engage in consultation, collaborative problem solving, and systems level intervention in educational settings. Theories, models, and processes of consultation of change will be examined.

prereq or coreq: COCO 72500

Hours 45

Credits 3

Total 60 credits

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 two courses in addition to the Counseling Programs Sequence of Courses:

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

Total 66 credits

Exit Standards

1. An overall GPA of 3.0.
2. Students must pass the School of Education technology assessment.

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Educational Psychology

Educational Psychology - MA

Program Coordinator Priscilla Hambrick-Dixon; 1129 West; (212) 772-4627; phambric@hunter.cuny.edu

The mission of the Hunter College Educational Psychology Program is to advance understanding and generate knowledge of human learning, development, and motivation; and to develop a solid foundation of research, measurement, assessment, program evaluation, and applied statistics in educational settings and related fields.

The Educational Psychology program at Hunter offers two concentrations of study: (1) General Educational Psychology; and (2) Assessment, Research, and Evaluation. This 32-credit program is designed for students with no prior experience in education as well as those who have a background in education and want to expand their skills and knowledge. All students will engage in analytical and scholarly approaches to assessing theoretical perspectives, research, and practice within and across disciplines.

The program is appropriate for students with diverse goals. Students in this program may use the degree as a bridge to a doctoral program in Educational Psychology or a related discipline. Alternatively, students may prepare for professional careers in program evaluation; institutional research; assessment, measurement and testing; and instruction and curriculum development in public and private institutions. The skills and knowledge base acquired in the program can be used in schools, education-related and government agencies, and business and health-related settings.

Admission Requirements

1. Prospective applicants 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 that are not fully accredited, or on the basis of nonacademic prior learning, test scores, and any coursework other than organized supervised coursework in academic subjects may not be considered comparable.
2. A 2.8 minimum undergraduate GPA. Students who do not meet the minimum GPA requirement may submit scores on the general aptitude test of the Graduate Record Examination (GRE) to serve as evidence of their ability to complete graduate-level work.
3. On-site interview.

Progress Standards

1. Students must maintain an overall GPA of 3.0 to continue in the program.

2. Students with more than one course grade below B in the first 12 credits of EDPS coursework will not be allowed to continue in the program.
3. Any student who receives a grade of F in the first 12 credits will not be allowed to continue in the program.

Educational Psychology Course of Study

Total Credits: 32 credits

Core Courses

All students in the Master's Program are required to take 3 core courses and a proseminar.

EDPS 70100 - Statistics and Statistical Computing in Education I

This course provides students with an introduction to statistical analyses used in educational research, including descriptive statistics, hypothesis testing, t-tests, analysis of variance, correlation, regression, and the use of computer packages for these analyses.

Hours 60

Credits 4

EDPS 70200 - Educational Research Methods

This course is to increase students' understanding of the nature, purposes, needs, and types of research conducted by educational researchers and psychologists. Students will learn a range of research designs and methods, and their applications to education-related settings and issues.

Hours 60

Credits 4

EDPS 70300 - Learning and Behavior Theories

This course provides students with an overview of the study of human learning and behavior. A major goal of this course is to provide students with the knowledge and skills necessary to enable them to appropriately apply theories of learning in instructional settings.

Hours 60

Credits 4

EDPS 70000 - Educational Psychology Proseminar

This proseminar consists of workshops, discussions and presentations on topics orienting students to the field of educational psychology and introducing them to the research interests of faculty members.

Credits : none

Concentration Area Courses

Students are required to select 8 credits in their concentration area.

Concentration I: General Educational Psychology

EDPS 71100 - EDPS Metacognitive and Cognitive Processes in Education

This course provides students with an overview of major research on metacognitive and cognitive processes in learning and instruction. Focuses will be on major theories and research as well as metacognitive and cognitive processes and strategy applications in the areas of mathematical learning, text comprehension, science, and writing.

prereq: EDPS 70200

coreq: EDPS 70300

Hours 60

Credits 4

EDPS 71200 - Multicultural Issues in Learning and Instruction

This course will examine the current research in K-12 education to explore the role of multicultural issues in teaching and learning.

prereq or coreq: EDPS 70200

Hours 60

Credits 4

EDPS 71300 - Cognition and Educational Technology

This course covers research about the influence of educational technology on the development of thinking and learning.

prereq: EDPS 70300

Hours 60

Credits 4

Or

Concentration II: Assessment, Research, and Evaluation

EDPS 72100 - Statistics and Statistical Computing in Education II

This course builds on knowledge of basic statistics, focusing on multiple regression and factorial ANOVA for statistical analysis of continuous and categorical independent variables. Diagnosis and treatment of data analytic problems such as missing data are discussed.

prereq: EDPS 70100, EDPS 70200

Hours 60

Credits 4

EDPS 72200 - Tests and Measurement

This course covers the following topics: classical test theory, tests construction, reliability estimation and generalizability theory, validation, item analysis, test bias, and introduction to item response theory, and the use of high-stakes testing in educational policy.

prereq: EDPS 70100 and EDPS 70200

Hours 60

Credits 4

EDPS 72300 - Educational Program Evaluation

This course is designed to provide students with an overview of key concepts, theories, and methodologies utilized in the field educational evaluation.

Hours 60

Credits 4

Elective Courses in Educational Psychology

Students select 8 additional credits either from a concentration area or from the following electives:

CEDF 71200 - Child and Adolescent Development

This course provides a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and explore their potential impact on student behavior and learning in the classroom.

Hours includes 5 hrs of field work

Credits 4

CEDF 71700 - Independent Study in Educational Foundations

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.

Credits 1 cr

permission of faculty adviser and chairperson required

CEDF 71800 - Independent Study in Educational Foundations

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.

Credits 2 cr

permission of faculty adviser and chairperson required

CEDF 71900 - Independent Study in Educational Foundations

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.

Credits 3 cr

permission of faculty adviser and chairperson required

EDPS 71100 - EDPS Metacognitive and Cognitive Processes in Education

This course provides students with an overview of major research on metacognitive and cognitive processes in learning and instruction. Focuses will be on major theories and research as well as metacognitive and cognitive processes and strategy applications in the areas of mathematical learning, text comprehension, science, and writing.

prereq: EDPS 70200

coreq: EDPS 70300

Hours 60

Credits 4

EDPS 71200 - Multicultural Issues in Learning and Instruction

This course will examine the current research in K-12 education to explore the role of multicultural issues in teaching and learning.

prereq or coreq: EDPS 70200

Hours 60

Credits 4

EDPS 71300 - Cognition and Educational Technology

This course covers research about the influence of educational technology on the development of thinking and learning.

prereq: EDPS 70300

Hours 60

Credits 4

EDPS 72100 - Statistics and Statistical Computing in Education II

This course builds on knowledge of basic statistics, focusing on multiple regression and factorial ANOVA for statistical analysis of continuous and categorical independent variables. Diagnosis and treatment of data analytic problems such as missing data are discussed.

prereq: EDPS 70100, EDPS 70200

Hours 60

Credits 4

EDPS 72200 - Tests and Measurement

This course covers the following topics: classical test theory, tests construction, reliability estimation and generalizability theory, validation, item analysis, test bias, and introduction to item response theory, and the use of high-stakes testing in educational policy.

prereq: EDPS 70100 and EDPS 70200

Hours 60

Credits 4

EDPS 72300 - Educational Program Evaluation

This course is designed to provide students with an overview of key concepts, theories, and methodologies utilized in the field educational evaluation.

Hours 60

Credits 4

EDPS 74100 - Mediating Factors in Student Achievement

This course will examine the current research in K-12 education in an effort to explore several of the more widely identified mediating factors that directly impact upon student achievement.

prereq: EDPS 70300

Hours 60

Credits 4

EDPS 74200 - Special Topics in Educational Research Methods

This course will examine in-depth a selected method of research and statistical procedure in an educational psychology-related field. Topics and corresponding readings will vary each semester.

prereq: EDPS 70100, EDPS 70200, EDPS 70300

Hours 60

Credits 4

EDPS 74300 - Special Topics in Educational Psychology

This course will examine current research regarding a selected topic within the field of educational psychology; topics and readings will vary by semester.

prereq: EDPS 70100, EDPS 70200, EDPS 70300

Hours 60

Credits 4

(EDPS 711, EDPS 712, EDPS 713, EDPS 721, EDPS 722, EDPS 723) For students not using these courses to fulfill the concentration area requirement.

Culminating Courses

As a culminating experience, students elect either a thesis or a non-thesis option.

Students electing Thesis Research (EDPS 79501) and (EDPS 79502) will prepare a report of a research investigation in which they design and execute an empirical study under the supervision of a faculty advisor. Students electing the non-thesis option will enroll in a seminar course (EDPS 79000) in which they prepare a scholarly publishable-quality review of the research literature on a topic approved by the faculty.

EDPS 79000 - Educational Psychology Seminar

This course provides an opportunity for students to prepare an original scholarly review of research literature or theoretical paper of publishable quality on an educational psychological topic of interest. The general goal of the course is to enable students to apply their knowledge of educational psychological issues and research through the development of a scholarly research paper.

prereq: students must have completed a minimum of 24 credits

Hours 60

Credits 4

or

EDPS 79501 - Educational Psychology Thesis Research 1

This course provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

prereq: students must have completed a minimum of 24 credits

Hours 30

Credits 2

and

EDPS 79502 - Educational Psychology Thesis Research 2

This course provides an opportunity for students to conduct original research in the field of educational psychology under the supervision of a faculty member.

prereq: students must have completed a minimum of 24 credits

Hours 30

Credits 2

Exit Standards

1. An overall GPA of 3.0.
2. Completion of all required courses (32 credits).
3. Completion of Culminating Experience.
4. Students must pass the School of Education technology assessment.

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Literacy Programs

Literacy Education: Birth - Grade 6 - MEd

Program Coordinator Yang Hu; 901 West Building; (212) 772-4753; yang.hu@hunter.cuny.edu

This is a 31-37 credit program that prepares teachers with NYS initial, professional, or permanent certification to meet New York State requirements for permanent certification as a teacher of literacy-birth through grade 6. The program has been nationally recognized by the International Reading Association (IRA).

Admission Requirements

1. Undergraduate degree with a GPA of at least 2.8.
2. New York State initial, professional, or permanent teacher certification in early childhood education, childhood education, elementary education, TESOL or special education.
3. Submission of a letter of recommendation from a supervisor as one of the two letters of recommendation to be included in the graduate application.
4. Completion of a satisfactory on-site writing sample after the application is reviewed.
5. Completion of a satisfactory interview.

Progress Standards

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 EDLIT 736, EDLIT 737, EDLIT 742 and EDLIT 740 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 more than one course. Those with two or more grades of Incomplete are prohibited from registering for any more courses until the Incomplete grades are removed.

Note: It is recommended that students with two or more INs take an official leave of absence.

Literacy Education: Birth through Grade 6 Course of Study

Total Credits: 31-37 credits

ECC 70400 - Language and Literacy: Birth through Grade 2

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 in early childhood; see ECC 70500 and ECC 70600 .)

prereq or coreq: ECF 70000

Hours 45 hrs,

Credits 3 cr

EDLIT 73200 - 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.

Hours Includes 5 hrs in a classroom-based dramatic demonstration
Credits 3 cr

EDLIT 73300 - Theories and Process of Teaching Writing: Pre-K–Grade 6

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.

Hours Includes 15 hours in the field observing and analyzing writing development
Credits 3 cr

EDLIT 73500 - Survey of Instructional Approaches for Language and Literacy Development: Grades K-12

Critically examine instructional approaches appropriate for language and literacy development in literacy education informed by current research. Course participants examine, select, design and organize linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of elementary, middle and high school students with varying developmental abilities.

Hours Includes 5 hours fieldwork
Credits 3 cr

EDLIT 73000 - Language, Literacy and Culture, Grades 1-12

Study linguistic knowledge base, as well as the interrelationship between language, literacy and learning in a pluralistic society. Topics include the structure of English language and its role in reading and writing; the nature of language acquisition; English language proficiency for academic purposes; strategies for meeting English language learners' needs and for promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools.

prereq or coreq: ECC 70400 (for Birth-Grade 6 students only) and EDLIT 73500
Hours includes 10 hrs in the field analyzing language use of ESL learners
Credits 3 cr

EDLIT 73100 - Literacy Assessment: Birth–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.

prereq or coreq: ECC 70400 and EDLIT 73500
Hours Includes 15 hrs in the field assessing diverse learners 45 hrs,
Credits 3 cr

EDLIT 73400 - Literacies within the Disciplines: K–Grade 6

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.

prereq or coreq: ECC 70400 and EDLIT 73500

Hours Includes 10 hrs in a classroom focused on older learners (grades 3-6) and content area literacy

Credits 3 cr

EDLIT 73600 - Diagnosis of Reading Difficulties

A study of factors related to students who are experiencing difficulty acquiring literacy. Procedures for diagnosing reading achievement and related language skills.

prereq: EDLIT 73100

Hours Includes 15 hours of diagnosis, under supervision, of students with reading difficulties

Credits 3 cr

EDLIT 73700 - Practicum in Remedial Reading

Theoretical consideration and procedures in the instruction of students with reading difficulties.

prereq: EDLIT 73600

Hours Includes 20 hrs of supervised remedial sessions with individual students on-site at Hunter College

Credits 3 cr

EDLIT 73800 - Literacy Programs: Organization and Resources

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.

prereq: EDLIT 73100 (for Birth-Grade 6 students only)

Hours Includes 15 hours of survey for the enhancement of literacy programs

Credits 3 cr

EDLIT 73900 - Literacy Instruction for Struggling Readers and Writers, PreK-6

prereq or coreq: None

Credits 3

EDLIT 74000 - Leadership in Literacy

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.

prereq: minimum of 27 cr. in the literacy program
Hours 45 hrs,
Credits 3 cr

EDLIT 74200 - Practicum in Literacy

Fifty-hour college-supervised practicum divided into two 25-hour placements; one at early childhood level and one at the childhood level.

prereq: 15 credit hours in the literacy master's program
Hours 15 hr seminar plus 50 hrs in the field,
Credits 1 cr

Students may be exempted from up to 6 credits on the basis of prior or equivalent coursework.

Exit Standards

1. Overall GPA of 3.0 or better.
2. An "achieved the standard" rating, or better, on the Professional Teaching Portfolio during final presentation to the Master's in Literacy Portfolio Review Committee.
3. A grade of B or better in literacy courses EDLIT 736, EDLIT 737, EDLIT 742, and EDLIT 740.
4. Students must pass the School of Education technology assessment.

Literacy Education: Grades 5-12 - MEd

Program Coordinator Yang Hu; 901 West Building; (212) 772-4753; yang.hu@hunter.cuny.edu

This is a 27-30 credit program that prepares teachers with NYS initial, professional, or permanent certification to meet New York State requirements for certification as a teacher of adolescent literacy. The program has been nationally recognized by the International Reading Association (IRA).

Admission Requirements

1. A cumulative undergraduate GPA of at least 2.8 from an accredited bachelor's degree program or a GPA of at least 3.5 from a master's program.
2. New York State initial, professional, or permanent teacher certification as a middle childhood (5-9) or adolescent (7-12) content teacher.
3. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample, after the application is reviewed.

4. Submission of a letter of recommendation from a supervisor to be included in the application as one of two required recommendations.

Progress Standards

1. Master's candidates must maintain an overall GPA of at least 3.0.
2. Master's candidates with more than one course grade 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. Those with two or more grades of Incomplete are prohibited from registering for any courses.

Note: It is recommended that students with two or more IN's take an official leave of absence.

Literacy Education: Adolescent Grades 5-12 Course of Study

Total Credits: 27-30 credits

Content Core (15 Credits)

EDLIT 73000 - Language, Literacy and Culture, Grades 1-12

Study linguistic knowledge base, as well as the interrelationship between language, literacy and learning in a pluralistic society. Topics include the structure of English language and its role in reading and writing; the nature of language acquisition; English language proficiency for academic purposes; strategies for meeting English language learners' needs and for promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools.

prereq or coreq: ECC 70400 (for Birth-Grade 6 students only) and EDLIT 73500

Hours includes 10 hrs in the field analyzing language use of ESL learners

Credits 3 cr

SEDC 71100 - Advanced Study of Young Adult Literature in Our Diverse Society

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.

prereq or coreq: SEDF 70400

Hours 45 hrs,

Credits 3 cr

EDLIT 75300 - Methods of Teaching Writing: Grades 5-12

Development and assessment of writing skills and methods for teaching writing including analysis of techniques and environments that foster writing development, and writing across the disciplines, in all students at middle childhood and adolescent levels (ELL, gifted, special needs). State writing standards and technology are integrated.

Hours includes 15 hours fieldwork

Credits 3

EDLIT 75400 - Literacies within the Disciplines: Grades 5-12

Exploration into the literacy demands and challenges inherent in the academic subjects of math, science, history and social studies, as well as media, health, technology and the arts.

Hours includes 10 hours in classrooms focused on literacies within the disciplines

Credits 3

EDLIT 73500 - Survey of Instructional Approaches for Language and Literacy Development: Grades K-12

Critically examine instructional approaches appropriate for language and literacy development in literacy education informed by current research. Course participants examine, select, design and organize linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of elementary, middle and high school students with varying developmental abilities.

Hours Includes 5 hours fieldwork

Credits 3 cr

Intervention Core (9 Credits)

EDLIT 75500 - Literacy Instruction for Struggling Readers and Writers: Grades 5-12

Exploration of historical, theoretical and research-based teaching practice issues related to overcoming reading/writing difficulties. Assessment and intervention strategies, adaptation and modification of instructional strategies, technology and curriculum to improve foundational skills and learning outcome of middle and high school struggling readers and writers.

Hours includes 15 hours fieldwork

Credits 3

EDLIT 75600 - Literacy Assessment: Grades 5-12

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 instruction planning and meeting NYS English Language Arts performance standards.

prereq: 9 credits in the content core

Hours includes 15 hours in the field assessing diverse learners

EDLIT 75700 - Practicum in Literacy Assessment and Intervention: Grades 5-12

A study of factors related to middle and high school students who are experiencing difficulty acquiring literacy. Implement, design and use a variety of procedures for diagnosing reading achievement and related language skills. Use assessment data to plan and implement intervention activities for students with literacy difficulties.

prereq: EDLIT 75600

Hours includes 25 hours of supervised assessment and intervention sessions with individual middle school students on-site at Hunter College Literacy Space and 25 hours of supervised assessment/intervention sessions off site with high school students

Credits 3

Leadership Core (6 Credits)

EDLIT 73800 - Literacy Programs: Organization and Resources

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.

prereq: EDLIT 73100 (for Birth-Grade 6 students only)

Hours Includes 15 hours of survey for the enhancement of literacy programs

Credits 3 cr

EDLIT 74000 - Leadership in Literacy

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.

prereq: minimum of 27 cr. in the literacy program

Hours 45 hrs,

Credits 3 cr

Students may be exempted from up to 3 credits based on prior equivalent coursework.

Exit Standards

1. An overall GPA of 3.0.
2. A grade of B or better in EDLIT 740, in which a culminating project is completed.
3. A grade of B or better in EDLIT 756.
4. An "achieved the standard" rating, or better, on the Professional Teaching Portfolio during final presentation to the Master's in Literacy Portfolio Review Committee.
5. Students must pass the School of Education technology assessment.

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PreK through Grade 12

Dance Pre-K - 12 - MA

Students applying for the MA program in Dance Education have the choice of applying to one of three tracks:

Track 1 - 49-credit MA: Those students who have a minimum of 34 credits in dance but who do not have NYS certification to teach dance in preK-12. This 49-credit program includes 27 credits in education (16 credits taken in the School of Education and 11 credits taken in the Dance Program). An additional 22 graduate credits in dance are required.

Track 2 - 30-credit MA: Those students who already have initial NYS certification to teach dance in preK-12. This 30-credit program includes 8 credits in education taken in the Dance Program in addition to 22 credits in dance.

Track 3 - 30-credit MA: Those students who have initial NYS certification in a subject area other than dance and have a minimum of 34 credits in dance. This 30-credit program includes 8 credits in education taken in the Dance Program in addition to 22 credits in dance.

Admission Requirements

All applicants to the MA in Dance Education must complete and submit the on-line Hunter Graduate School application. Minimum requirements for admission include:

A. Matriculation Requirements for Teacher Education Program in Dance

1. A bachelor's degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average of 2.8.
2. A minimum of 34 credits in dance with a grade point average in dance of 3.0.
3. For Track I only: A general education core in the liberal arts and sciences to include the following (in addition to dance): 6 credits in English, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (to include at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).

4. DVD or link to 1-3 clips of your creative work - between 5-15 minutes in total and a curriculum vitae. For more information on the additional admission requirements, visit the Dance program website: www.hunter.cuny.edu/dance.

Meeting the minimum requirements for admission does not guarantee acceptance to the program, which is based on the limitations of space and resources. Selected candidates, based on review of application, will be invited to an on-campus audition/interview.

B. Admission with Conditions

A student who is otherwise qualified for the MA in Dance but who has not completed all program prerequisites may be admitted 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. Any course taken to satisfy a deficiency will not be credited towards the Master's Degree in Dance.

Dance Course of Study

Track I

49 Graduate Credits

SEDF 70300 - Social Foundations of Adolescent 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.

*Hours 45 hrs,
Credits 3 cr*

SEDF 70400 - Adolescent Development, Grades 7–12

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.

*Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

*prereq: SEDF 70400
Hours 30 hrs, plus 36 hrs fieldwork,
Credits 2 cr*

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

DANED 76000 - Dance Methods I: Curriculum Design and Pedagogy for Productive Teaching and Learning

An introduction to pedagogical practices that support productive teaching and learning in dance. Students will examine pedagogical theories and practices and will conduct “action research” in order to identify conditions that support or hinder productive teaching and learning. This first phase of the “methods” course will lay the groundwork for deeper investigation, integration, and application of materials in the Methods II course. 36 hours of fieldwork is required. (track 2 MA students are exempt from the fieldwork requirement).

prereq or coreq: 6 credits in education and 12 credits in dance

Hours 3 hrs + 36 hours of fieldwork

Credits 3 cr.

DANED 76200 - Dance Methods II: Advanced Curriculum Design and Pedagogy for Productive Teaching and Learning

Advanced investigation of contexts for productive teaching and learning. Students will engage in intensive examinations of pedagogical theories and practices, conduct "action research" in order to identify conditions that support or hinder productive teaching and learning, develop unit plans, and participate in peer-to-peer inquiry groups to develop their own artistry in teaching.

prereq: DANED 76000

Hours 3

Credits 3

DANED 76605 - Student Teaching

Teacher candidates complete a total of 60 days of student teaching (30 days of student teaching at grades pre-K-5 and 30 days at grades 6-12) under the supervision of a Hunter College faculty member and a certified Dance teacher in a New York City school selected by the college. Student teachers will assume significant responsibility for classroom instruction and management and will be observed by Hunter dance faculty 4 times during their student teaching experience. All student teachers are required to participate in a seminar class meeting 1 hour per week for 15 weeks. A culminating professional project is required before graduation.

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000, DANED 76000, 76200

Hours 60 days + 15 hours seminar

Credits 5

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. All field placements are designated by Hunter College in New York City public schools. Scores on the LAST and the ATS-W exams must have been received by the coordinator of adolescent education prior to enrollment in student teaching. The dance content exam scores are required before graduation.

DAN 70100 - Physical Training

The ongoing, rigorous training in a dance/movement style pertinent to the individual student's artistic and pedagogical goals. Exploration of unfamiliar movement disciplines will be required. This course is designed to allow each student to articulate and execute a regular training regimen that will build and refine her/his skills as practitioner of an artistic movement discipline. A variety of individual training plans are overseen by faculty. Regular group meetings examine how underlying aesthetic and kinesiological assumptions embodied by the training inform students' approaches to teaching artistry, improvisation, and choreography.

prereq: Admission to a graduate dance program

Hours 3

Credits 2

Can be taken more than once for credit, required 3 times for MA, 2 times for BA/MA.

DAN 70500 - Maintenance of the Dancer's Instrument

An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motional training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

prereq or coreq: DAN 35000 or equivalent course and/or related professional background

Hours 3

Credits 3

DAN 73000 - Studies of Forms

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department

Hours 3

Credits 3

This course is repeatable once for credit.

DAN 73500 - Performance and Presentation

The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

prereq: Acceptance into one of the graduate dance programs: BA/MA, MA

Hours 3

Credits 1

This course is repeatable once for credit.

DAN 74000 - Aesthetics

A seminar examining a variety of global artistic practices and value systems from both aesthetic and cultural perspectives. The course focuses on a broad range of dance and examines how choreographers, dancers, designers, critics, audience members, teachers, producers and scholars function and interrelate. Students examine a variety of analytical paradigms-- including structuralism, semiotics and literary theory -- through the study of the major writers and thinkers in the field. A culminating study is typically a close analysis of the student's personal creative work.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

DAN 74200 - Graduate Dance History

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

prereq: Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.

Hours 3

Credits 3

DAN 74600 - Special Topics in Dance

A seminar/laboratory course focusing on a varying series of topics, selected according to student interests, current faculty research, and available guest artists and master teachers. Topics can include a wide variety of historical, aesthetic, cultural, technological and political issues. The course encourages advanced study in specialized areas of particular student interest. Possible topics include: dance in the digital age, specific cultural forms, dance in community settings, motor learning from multiple perspectives, etc.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

Can be repeated for credit with different content areas

Track II

30 Credits

DANED 76000 - Dance Methods I: Curriculum Design and Pedagogy for Productive Teaching and Learning

An introduction to pedagogical practices that support productive teaching and learning in dance. Students will examine pedagogical theories and practices and will conduct “action research” in order to identify conditions that support or hinder productive teaching and learning. This first phase of the “methods” course will lay the groundwork for deeper investigation, integration, and application of materials in the Methods II course. 36 hours of fieldwork is required. (track 2 MA students are exempt from the fieldwork requirement).

prereq or coreq: 6 credits in education and 12 credits in dance

Hours 3 hrs + 36 hours of fieldwork

Credits 3 cr.

DANED 76200 - Dance Methods II: Advanced Curriculum Design and Pedagogy for Productive Teaching and Learning

Advanced investigation of contexts for productive teaching and learning. Students will engage in intensive examinations of pedagogical theories and practices, conduct "action research" in order to identify conditions that support or hinder productive teaching and learning, develop unit plans, and participate in peer-to-peer inquiry groups to develop their own artistry in teaching.

prereq: DANED 76000

Hours 3
Credits 3

DANED 76400 - Practicum

Students with initial state certification in dance complete a semester of Practicum in their current full-time dance teaching situation or in assigned schools under the supervision of a Hunter College faculty member. Practicum teachers will assume all responsibility for classroom instruction and management and will be observed by Hunter faculty 4 times during the course of the semester. All Practicum students are required to participate in a seminar class meeting for a total of 15 hours. A culminating professional project is required before graduation.

prereq: DANED 76000, DANED 76200
Hours 2 hours and 15 hour seminar required
Credits 2

Students must apply in the fall semester if they have completed prerequisite courses and expect to register for Practicum in the spring, and in the spring semester if they wish to register for Practicum in the fall.

Open to MA/Dance Track 2 students with initial certification in dance OR by advisement, Track 1 students who are currently teaching dance in accredited schools that do not require teacher certification in dance.

DAN 70100 - Physical Training

The ongoing, rigorous training in a dance/movement style pertinent to the individual student's artistic and pedagogical goals. Exploration of unfamiliar movement disciplines will be required. This course is designed to allow each student to articulate and execute a regular training regimen that will build and refine her/his skills as practitioner of an artistic movement discipline. A variety of individual training plans are overseen by faculty. Regular group meetings examine how underlying aesthetic and kinesiological assumptions embodied by the training inform students' approaches to teaching artistry, improvisation, and choreography.

prereq: Admission to a graduate dance program
Hours 3
Credits 2
Can be taken more than once for credit, required 3 times for MA, 2 times for BA/MA.

DAN 70500 - Maintenance of the Dancer's Instrument

An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motional training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

prereq or coreq: DAN 35000 or equivalent course and/or related professional background
Hours 3
Credits 3

DAN 73000 - Studies of Forms

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department

Hours 3

Credits 3

This course is repeatable once for credit.

DAN 73500 - Performance and Presentation

The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

prereq: Acceptance into one of the graduate dance programs: BA/MA, MA

Hours 3

Credits 1

This course is repeatable once for credit.

DAN 74000 - Aesthetics

A seminar examining a variety of global artistic practices and value systems from both aesthetic and cultural perspectives. The course focuses on a broad range of dance and examines how choreographers, dancers, designers, critics, audience members, teachers, producers and scholars function and interrelate. Students examine a variety of analytical paradigms-- including structuralism, semiotics and literary theory -- through the study of the major writers and thinkers in the field. A culminating study is typically a close analysis of the student's personal creative work.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

DAN 74200 - Graduate Dance History

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

prereq: Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.

Hours 3

Credits 3

DAN 74600 - Special Topics in Dance

A seminar/laboratory course focusing on a varying series of topics, selected according to student interests, current faculty research, and available guest artists and master teachers. Topics can include a wide variety of historical, aesthetic, cultural, technological and political issues. The course encourages advanced study in specialized areas of particular student interest. Possible topics include: dance in the digital age, specific cultural forms, dance in community settings, motor learning from multiple perspectives, etc.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

Can be repeated for credit with different content areas

Track III

30 Credits

DANED 76000 - Dance Methods I: Curriculum Design and Pedagogy for Productive Teaching and Learning

An introduction to pedagogical practices that support productive teaching and learning in dance. Students will examine pedagogical theories and practices and will conduct "action research" in order to identify conditions that support or hinder productive teaching and learning. This first phase of the "methods" course will lay the groundwork for deeper investigation, integration, and application of materials in the Methods II course. 36 hours of fieldwork is required. (track 2 MA students are exempt from the fieldwork requirement).

prereq or coreq: 6 credits in education and 12 credits in dance

Hours 3 hrs + 36 hours of fieldwork

Credits 3 cr.

DANED 76200 - Dance Methods II: Advanced Curriculum Design and Pedagogy for Productive Teaching and Learning

Advanced investigation of contexts for productive teaching and learning. Students will engage in intensive examinations of pedagogical theories and practices, conduct "action research" in order to identify conditions that support or hinder productive teaching and learning, develop unit plans, and participate in peer-to-peer inquiry groups to develop their own artistry in teaching.

prereq: DANED 76000

Hours 3

Credits 3

DANED 76602 - Student Teaching

Teacher candidates complete a total of 20 days of student teaching under the supervision of a Hunter College faculty member and a certified Dance teacher in a New York City school selected by the college. Student teachers will assume significant responsibility for classroom instruction and management and will be observed by Hunter dance faculty twice during the course of their student teaching experience. All student teachers are required to participate in a seminar class meeting for a total of 15 hours. A culminating professional project is required before graduation.

prereq: SEDF 70300, 70400, 70500, 70600; SEDC 71000; DANED 76000, DANED 76200

Hours 20 days plus 15 hour seminar

Credits 2

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. All field placements are designated by Hunter

College in New York City public schools. Scores on the LAST and the ATS-W exams must be received by the coordinator of adolescent education prior to enrollment in student teaching. The dance content exam scores are required before graduation.

Open to Track 3 students with initial certification in a subject area other dance OR by advisement for students who are currently teaching dance in accredited schools that do not require teacher certification in dance.

All students must, the semester before taking this course, apply for student teaching through the education division and the dance program.

DAN 70100 - Physical Training

The ongoing, rigorous training in a dance/movement style pertinent to the individual student's artistic and pedagogical goals. Exploration of unfamiliar movement disciplines will be required. This course is designed to allow each student to articulate and execute a regular training regimen that will build and refine her/his skills as practitioner of an artistic movement discipline. A variety of individual training plans are overseen by faculty. Regular group meetings examine how underlying aesthetic and kinesiological assumptions embodied by the training inform students' approaches to teaching artistry, improvisation, and choreography.

prereq: Admission to a graduate dance program

Hours 3

Credits 2

Can be taken more than once for credit, required 3 times for MA, 2 times for BA/MA.

DAN 70500 - Maintenance of the Dancer's Instrument

An in-depth survey of a wide variety of somatic approaches to and interventions in dance training including ideokinetic and bodywork techniques, postural and motional training methods, and alternative movement disciplines. The course includes analytical, observational and participatory experiences, and will build on individual needs and interests of the students. Application of somatic knowledge to teaching movement and dance is stressed.

prereq or coreq: DAN 35000 or equivalent course and/or related professional background

Hours 3

Credits 3

DAN 73000 - Studies of Forms

This course develops choreographic proficiency through practical experience with, and observation of, artistic form and content across a range of disciplines. Short- and long-term experiments are presented in class and in occasional showings open to the public. The role of self-review, as well as external feedback during creative processes, is considered by utilizing a variety of protocols for response.

prereq: Undergraduate choreography training and/or equivalent professional experience, permission of department

Hours 3

Credits 3

This course is repeatable once for credit.

DAN 73500 - Performance and Presentation

The development and public presentation of original choreography in performance at Hunter College or another suitable public venue. Regularly scheduled showings will offer opportunities to reflect on the work, receive feedback, and dialogue with faculty during the process of conception and execution.

prereq: Acceptance into one of the graduate dance programs: BA/MA, MA

Hours 3

Credits 1

This course is repeatable once for credit.

DAN 74000 - Aesthetics

A seminar examining a variety of global artistic practices and value systems from both aesthetic and cultural perspectives. The course focuses on a broad range of dance and examines how choreographers, dancers, designers, critics, audience members, teachers, producers and scholars function and interrelate. Students examine a variety of analytical paradigms-- including structuralism, semiotics and literary theory -- through the study of the major writers and thinkers in the field. A culminating study is typically a close analysis of the student's personal creative work.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

DAN 74200 - Graduate Dance History

This course deepens the student's understanding of key points in concert and global vernacular dance in the 20th century. How those points have reflected social, cultural, and political forces, and impacted 21st century dance, is examined throughout the course. A major research paper is the culminating project. Both practice and theory are engaged through readings of historic texts and public reviews, film/video viewings, attendance at live performances, and group discussions.

prereq: Admission to one of the graduate dance programs AND DAN 23200 or comparable undergraduate dance history course or equivalent experience.

Hours 3

Credits 3

DAN 74600 - Special Topics in Dance

A seminar/laboratory course focusing on a varying series of topics, selected according to student interests, current faculty research, and available guest artists and master teachers. Topics can include a wide variety of historical, aesthetic, cultural, technological and political issues. The course encourages advanced study in specialized areas of particular student interest. Possible topics include: dance in the digital age, specific cultural forms, dance in community settings, motor learning from multiple perspectives, etc.

prereq: Admission to one of the graduate dance programs

Hours 3

Credits 3

Can be repeated for credit with different content areas

Music Education: Pre-K-12 – MA

Education Adviser Carla Asher; (212) 772-4621; 1000 West Building; carla.asher@hunter.cuny.edu

Music Department Adviser Victor Bobetsky; (212) 650-3574; 400A North Building;
victor.bobetsky@hunter.cuny.edu

The MA program in the teaching of Music is designed for students who have majored in music on the undergraduate level and want to pursue a teaching career in K-12 education. This program is not for individuals with initial, professional, or permanent certification in Music. The Teacher Education Program in Music does not offer an advanced certificate.

Admission Requirements

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 (with a minimum of 24 credits) or the equivalent. See the Music department section of the Hunter College catalog for additional requirements.
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 (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript will meet this requirement), 6 credits in social studies (with at least one course in U.S. history or U.S. geography), and 12 credits in math/science/technology (a college course in calculus meets 6 credits of this requirement).
4. Two professional references to be included with the application for admission.
5. A personal statement to be completed as part of the application for admission.
6. An audition and interview.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0.
2. Students with more than one course grade below B in the first 12 credits of SEDC or SEDF course work will not be allowed to continue in the program.
3. Students who receive a grade of F in any course, including arts and sciences courses, in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. All students must take the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course

work. Any student who does not receive a passing score on the LAST must enroll in the school's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmarks

All field experiences and student teaching will take place in New York City public schools.

Any student who receives a grade of B-, C+ or C in a supervised field experience or student teaching or practicum course must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU may not reregister and will not be allowed to continue in the program.

Music Education Course of Study

Education Courses

SEDF 70300 - Social Foundations of Adolescent 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.

Hours 45 hrs,

Credits 3 cr

SEDF 70400 - Adolescent Development, Grades 7–12

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.

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70500 - Educational Psychology: Applications to Adolescent Education

Prepares 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.

prereq: SEDF 70400

Hours 30 hrs, plus 36 hrs fieldwork,

Credits 2 cr

SEDF 70600 - Assessment of Teaching and Learning in Adolescent Education

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.

prereq: SEDF 70500

coreq:

Hours 30 hrs, plus lab,

Credits 2 cr

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

SEDC 71000 - Building the Foundations of Literacy in Adolescent 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.

Hours 45 hrs,

Credits 3 cr

MUSED 67700 - 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.

prereq or coreq: SEDF 70400

Hours 45 hrs plus 18 hrs of fieldwork

Credits 2

SEDC 72000 - Adolescent Health and Safety

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.

Hours 15 hrs,

Credits 1 cr

MUSED 67800 - 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.

prereq: MUSED 67700

prereq or coreq: SEDF 70500

Hours 45 hrs plus 18 hrs fieldwork,

Credits 2

Take either

SEDC 75600 - Student Teaching in Music, Pre-K–12

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.

prereq: MUSED 67800, SEDF 70600

Hours 30 hrs, 60 days student teaching plus workshops and conferences,

Credits 5 cr

-or-

SEDC 77610 - Practicum in Music, Grades Pre-K–6

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 77510 must also take SEDC 77620 .

prereq: MUSED 67800, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

plus

SEDC 77620 - Practicum in Music, Grades 7–12

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 77520 must also take SEDC 77610.

prereq: MUSED 67800, SEDF 70600

Hours 30 hrs plus conferences,

Credits 2 cr

Music Department Courses

MUS 64100 - 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.

Hours 225

Credits 1

MUS 64300 - 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.

Hours 225

Credits 1

MUS 64500 - 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.

Hours 225

Credits 1

MUS 64700 - Percussion Skills

The teaching of fundamental techniques of playing percussion instruments: rudiments, stick control, coordination of hands and feet, syncopation, ensemble playing; acoustical principles of percussion; thorough review of percussion technique; basic pedagogical methods.

MUS 64900 - Piano Skills for Music Teachers

Introduction to piano skills including scales, chord progressions, keyboard harmony and sightreading. The activities and materials used will reflect the needs of music education students.

MUS 65100 - Conducting

The teaching of technique and proficiency in basic conducting skills including conducting patterns, baton technique, expressive gestures, score study, and philosophical and psychological approaches to ensemble management.

MUS 72400 - Advanced Studies in Music Theory 1

Advanced contrapuntal techniques. Nineteenth century chromatic harmony. Compositional styles from 1500 to 1900.

prereq: 4 sem. of undergraduate music theory courses
Hours 45 hrs,
Credits 3 cr

MUS 75100 - 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.

Hours 45
Credits 3

MUS 75200 - 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.

Hours 45
Credits 3

MUS 77900 - 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.

Hours 45
Credits 3

Music electives: Courses chosen in consultation with graduate adviser

** Students who have studied these subjects at the undergraduate level may be exempted from these requirements.*

*** Please note that 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.*

Culminating Experiences

Professional teaching portfolio

School of Education

Total credits: 39-46 credits

Exit Standards

1. An overall GPA of 3.0
2. 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 through critical reflection. Teacher candidates must show progress toward the completion of the portfolio through regular review by their advisers. 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 assess the quality of the culminating experiences (portfolio and reflective presentation).
3. 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.
4. Students must pass the School of Education technology assessment.

TESOL Adult Program - MA

Program Coordinator: Anne Eideger; 1022 West Building; (212) 772-4686; aediger@hunter.cuny.edu

The TESOL Adult Program prepares students to teach adults in college, continuing education, literacy, business, private, and other community, 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.

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, related psychological, sociological, and anthropological aspects, as well as the methods and materials of English language instruction to various populations. Student must also complete a student teaching/practicum at the level(s) at which they intend to teach. 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 this sequence.

Students may be exempted from up to six credits of course work in any of the TESOL programs, subject to program approval, if they have taken similar content elsewhere.

Meeting minimum admission requirements does not guarantee acceptance into the program. Admission to the program is highly competitive. Each applicant's grade point average, college coursework, written personal statement and interview, English language proficiency, foreign language credits, letter of recommendation and quality of experience are all carefully considered for admission to the program.

Links to the ESL classroom are emphasized and students are exposed to extensive field experiences and practice. Students should be prepared to spend considerable amounts of time observing and participating in educational settings in addition to attending classes at Hunter.

Admission Requirements

1. A cumulative undergraduate GPA of 2.8 from an accredited bachelor's degree program or a GPA of 3.5 from a master's degree program. Applicants who have an undergraduate GPA between 2.5 and 2.8 may be interviewed by the TESOL faculty and accepted on a non-matriculated basis 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 a Foreign Language.
3. Submission of two letters of recommendation to be included in the graduate application.
4. Submission of statement of purpose to be included in the graduate applicant.
5. Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit an official TOEFL score report. These applicants must score at least 600 on the paper-administered test or 250 on the computer-administered test or 75 (less speaking component) on the TOEFL IBT. They must score at least 5.0 on the Test of Written English (TWE) or 24 on the IBT Writing Section; and 50 on the Test of Spoken English (TSE) or 26 on the IBT Speaking Section.
6. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subject as well as in teacher education, in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Student who receive a grade of F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

B. Fieldwork Benchmarks

- Fieldwork and clinical experience courses (EDES 77900 and EDES 77800) must be passed with at least a B.

TESOL Adult Program Course of Study

Total Credits: 36 credits

Core Requirements (24 credits)

EDES 79630 - Methodology of Teaching English to Speakers of Other Languages

Hours 25 hrs fieldwork
Credits 4

LING 70200 - Analysis and Structure of English from a Pedagogical Perspective

A comprehensive overview of the English Language for teachers of ESL, covering the sound system, systems of meaning making, orthographic and other representations, and the structures of English, with a specific focus on and application to teaching ESL. Required for students in Programs 1, 2, and 3.

Hours includes 10 hrs fieldwork
Credits 4

EDESL 77000 - Content and Curriculum & Materials in Adult TESOL

An overview of current theory and practice in the design of content, curriculum, and materials for the teaching of Adult ESL, focusing primarily on designing ESL instruction for academic and adult continuing ESL contexts. Includes adult content area learning and English for Specific purposes, and integrating the 4 language skills.

prereq or coreq: pre- or coreq: EDESL 79600 or permission of TESOL adviser
Hours includes 10 hrs of fieldwork in Adult ESL classrooms,
Credits 4

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

prereq or coreq: G LING 70200
Credits 4
10 hours of field experience.

LING 77400 - Theory and Research in Second Language Acquisition and Learning

A survey of current theory and research in second language acquisition with particular reference to the acquisition of English and applications to the classroom. Includes introduction to research methodology. Required of students in Program 1, 2, and 3.

prereq: G LING 70200
Credits 4
5 hours of field work.

EDESL 79800 - Student Teaching in Academic ESL

Hours 60 hrs fieldwork.
Credits 2

EDESL 79900 - Adult Fieldwork / Practicum

Hours 60 hrs fieldwork.

Credits 2

At Least Two of the Following (8 credits):

At least two of the following three courses must be taken before taking EDESL 79900 or EDESL 79800.

EDESL 77600 - Language Assessment in Adult TESOL

An overview of the theories, concepts, methods, and materials for assessing the language and content knowledge of adult ESL students. For students in Program 3.

prereq: G LING 70200

Hours includes 10 hrs of fieldwork in Adult ESL classrooms,

Credits 4

EDESL 77800 - Teaching Oral Language Skills in Adult TESOL

An overview of current theory and practice in the teaching of oral skills (speaking, listening, and pronunciation) to adult ESL students, focusing primarily on designing ESL instruction to enhance students' skills in these areas. For students in Program 3.

prereq or coreq: G EDESL 77000

Credits 4

EDESL 77900 - Teaching Reading and Writing Skills in Adult TESOL

An overview of the theory and practice of teaching reading and writing to adults in ESL, with considerations for the wide range of adult ESL learning contexts, including adult continuing education, college English/ESL programs and English for academic purposes. For students in Program 3.

prereq: prereq: EDESL 79600

prereq or coreq: pre- or coreqs: EDESL 7700 or EDESL 78700 or EDESL 77500

Credits 4

4 Credits of Electives From Among (but not limited to) the Following Courses

EDESL 70100 - Selected Topics in TESOL

EDESL 701-704 Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 1

EDESL 70200 - Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 2

EDESL 70300 - Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 3

EDESL 70400 - Selected Topics in TESOL

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, advanced grammar, adult literacy, testing, content-based instruction, and materials development. Elective for students in the Adult Program and for students in the Pre-K-12 Programs 1 and 2 who have been waived from a required course.

prereq: permission of TESOL adviser
Credits 4

ENGL 61500 - Rhetoric and Composition

Rhetorical theory; analysis of selected masterpieces of prose; practice in writing a variety of prose forms.

Hours 45 hrs,
Credits 3 cr

CEDC 71700 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 1

CEDC 71800 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 2

CEDC 71900 - Independent Study in Curriculum and Teaching

Permission of faculty adviser 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.

Credits 3

EDESL 76000 - Master's Essay Seminar in Educational Research

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits or permission of TESOL adviser

Credits 4

Exit Standards

1. An overall GPA of 3.0.
2. Comprehensive examination or a master's essay (EDESL 76000); the master's essay course may be used to fulfill the program elective requirement.
3. Students must pass the School of Education technology assessment.

TESOL PreK-12 - MA

Program Coordinator Anne Ediger; 1022 West Building; (212) 772-4686; aediger@hunter.cuny.edu

The TESOL program is designed to educate people who wish to teach 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 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, related psychological, sociological, and anthropological aspects, as well as the methods and materials of English language instruction to various populations. Student must also complete a student teaching/practicum at the level(s) at which they intend to teach. 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 this sequence.

TESOL Programs 1 and 2 satisfy the requirements for New York State certification:

These tracks are not interchangeable, and students must specify one of them for their applications to be processed.

Students may be exempted from up to six credits of course work in any of the TESOL programs, subject to program approval, if they have taken similar content elsewhere.

Meeting minimum admission requirements does not guarantee acceptance into the program. Admission to the program is highly competitive. Each applicant's grade point average, college coursework, written personal statement and interview, English language proficiency, foreign language credits, letter of recommendation and quality of experience are all carefully considered for admission to the program.

In these programs, links to the ESL classroom are emphasized and students are exposed to extensive field experiences and practice. Students should be prepared to spend considerable amounts of time observing and participating in educational settings in addition to attending classes at Hunter. All fieldwork experience must be done in New York City public schools.

Admission Requirements

Program 1 for Students Without Prior Certification

The Pre-K-12 Program 1 prepares students for New York State certification in TESOL, for which students apply through the college during the last semester in the program.

1. A cumulative undergraduate grade point average of 2.8 from an accredited bachelor's degree program or 3.5 from a master'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 non-matriculated basis if space is available.
2. A liberal arts or sciences major or interdisciplinary concentration 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
 - 9 credits in science and mathematics, with at least one course in math and one course in science (a college course in calculus satisfies 6 credits of this requirement)
 - 6 credits in social studies (including at least one course in history or geography)
 - 3 credits in the arts
 - 3 credits in information retrieval (library studies, research, computer literacy, or educational technology)

4. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample.
5. Submission of two letters of recommendation to be included in the graduate application.
6. A statement of purpose to be included in the graduate application.
7. Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit an official TOEFL test score report. These applicants must score at least 600 on the paper administered test or 250 on the computer administered test or 75 (less speaking component) on the TOEFL IBT. They must score at least 5.0 on the Test of Written English (TWE) or 24 on the IBT Writing Section; and 50 on the Test of Spoken English (TSE) or 26 on the IBT Speaking section.

Program 2 for Students With Prior Certification

The Pre-K-12 Program 2 is intended for students who already have prior New York State certification in another subject area. Students completing this program qualify for New York State certification in TESOL, in this case, an additional certification.

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.
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 a 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; students with disabilities; or literacy).
4. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample.
5. Submission of two letters of recommendation, to be included in the graduate application.
6. Applicants who have taken all or part of their undergraduate education in a country where English is not the native language are required to submit an official TOEFL score report. These applicants must score at least a 600 on the paper-administered test or 250 on the computer-administered test or 75 (less speaking component) on the TOEFL IBT. They must score at least 5.0 on the Test of Written English (TWE) or 24 on the IBT Writing Section; and 50 on the Test of Spoken English (TSE) or 26 on the IBT Speaking Section.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0, which includes courses in the arts and sciences subjects as well as in teacher education, in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.

3. A student who receives a grade F in any course including arts and sciences courses in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

5. Program 1 students must take the Liberal Arts and Sciences Test (LAST) of the New York State Certification Examinations and submit their scores to the Office of Educational Services before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in a college writing course or workshop series approved by an adviser before being permitted to register for any additional courses.

B. Fieldwork Benchmarks

Students must receive a grade of at least B in EDESL 79610 , EDESL 78500 and EDESL 78800 .Any student who receives a grade of B-, C+ or C must apply to the chairperson of the department for permission to repeat that course, which may be repeated only once. Any student who receives a grade of F or WU will not be allowed to continue in the program.

TESOL Program 1 Course of Study

Total Credits: 30-42 credits

Core Requirements

EDESL 79610 - Methodology of Teaching English to Speakers of Other Languages

An overview of K-12 program types and classroom options for teaching English to speakers of other languages. The course covers language teaching methods for teaching the four language skills, options for classroom management, and setting up learning environments. Required of students in **Program 1**.

Credits 4

includes 30 hours fieldwork

LING 70200 - Analysis and Structure of English from a Pedagogical Perspective

A comprehensive overview of the English Language for teachers of ESL, covering the sound system, systems of meaning making, orthographic and other representations, and the structures of English, with a specific focus on and application to teaching ESL. Required for students in Programs 1, 2, and 3.

Hours includes 10 hrs fieldwork

Credits 4

LING 77400 - Theory and Research in Second Language Acquisition and Learning

A survey of current theory and research in second language acquisition with particular reference to the acquisition of

English and applications of the classroom. Includes introduction to research methodology. Required of students in Program 1, 2, and 3.

prereq: G LING 70200

Credits 4

5 hours of field work.

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

prereq or coreq: G LING 70200

Credits 4

10 hours of field experience.

EDESL 77100 - K-12 ESL Curriculum and Materials through the Content Areas

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.

prereq: EDESL 79600/79610

prereq or coreq: G EDESL 79600 or G EDESL 79610 or G EDESL 79620

Hours includes 20 hrs fieldwork in K-12 classrooms

Credits 4

20 hrs fieldwork.

EDESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL

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. Includes identification and diagnosis of ESL students with special needs. Required of students in **Program 1** and **Program 2**.

prereq: EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser

Credits 4

includes 10 hrs fieldwork

SPED 70800 - Teaching Students with Special Needs in Inclusive Settings

Participants will explore the benefits and challenges of creating and maintaining classrooms designed to incorporate students with disabilities in the general education environment for part, or all, of their program.

Cross-listed SPED 308

prereq: 12 credits of coursework

Hours 45

Credits 3

A new State regulation requires that all teacher education programs leading to initial certification include a 3-credit

course in teaching students with disabilities. This course will be added to all initial certification programs that do not currently have such a course. It is intended for teachers of general (not special) education at all grade levels.

EDESL 77200 - First and Second Language, and Technological Literacy in K-12 ESL

An in-depth treatment of theory and practice in the teaching of literacy skills, including technological, to English language learners in the public schools. Required of students in both Pre-K-12 Programs 1 and 2.

prereq: LING 70200

Hours includes 10 hrs fieldwork

Credits 4

CEDF 71200 - Child and Adolescent Development

This course provides a theoretical foundation from which students can understand child and adolescent development. Students will learn a variety of theories and explore their potential impact on student behavior and learning in the classroom.

Hours includes 5 hrs of field work

Credits 4

CEDCF 71000 - Social, Historical, & Philosophical Foundations of General and Bilingual Education: Theory and Practice

This course provides a foundation for TESOL and Bilingual Education students in the historical, social and philosophical foundations of general and bilingual education with an emphasis on the development and current educational policies and practices of educating English language learners. Required for TESOL Program 1.

Hours includes 10 hrs of fieldwork

Credits 4

Plus One of the Following:

EDESL 78500 - Supervised Student Teaching, Pre-K-6 and 7-12

Two-semester supervised student teaching experience in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs seminar plus student teaching and conference

Credits 2

this is a year-long course

EDESL 78800 - Supervised Practicum, Pre-K-6 and 7-12

Two-semester supervised practicum in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs seminar plus student teaching and conference

Credits 2

this is a year-long course

And One of the Following:

EDESL 76000 - Master's Essay Seminar in Educational Research

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits or permission of TESOL adviser

Credits 4

Comprehensive Examination

Note(s)

Students may transfer, waive, or be exempted from up to 8 credits if they have taken equivalent course work elsewhere. Credit transfers, waivers, and exemptions are determined by the School of Education upon presentation of acceptable supporting paperwork. Taking EDESL 76000 MA Essay adds 4 credits to the degree.

**Student teaching is a year-long course. Students must complete 60 days during one semester at the K-6 level, and 60 days during the other semester at the 7-12 level. Student teachers may start their student teaching in either the fall or spring semester.*

***Practicum Teaching is a year-long course. Students are expected to be in the classroom during the entire year of teaching. Practicum students may start their practicum in either the fall or spring semester.*

TESOL Program 2 Course of Study

Total Credits: 25-37 credits

Core Requirements

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

EDESL 76100 - Language Assessment and Diagnosis of Special Needs in TESOL

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. Includes identification and diagnosis of ESL students with special needs. Required of students in **Program 1** and **Program 2**.

prereq: EDESL 79600/79610, EDESL 77100, and LING 70200 or permission of TESOL adviser

Credits 4

includes 10 hrs fieldwork

EDESL 77100 - K-12 ESL Curriculum and Materials through the Content Areas

This course provides an overview of current theory and practice in the design of content, curriculum, and materials for the teaching of K-12 ESL, focusing primarily on designing ESL instruction through the various content areas, and integrating the 4 language skills.

prereq: EDESL 79600/79610

prereq or coreq: G EDESL 79600 or G EDESL 79610 or G EDESL 79620

Hours includes 20 hrs fieldwork in K-12 classrooms

Credits 4

20 hrs fieldwork.

EDESL 77200 - First and Second Language, and Technological Literacy in K-12 ESL

An in-depth treatment of theory and practice in the teaching of literacy skills, including technological, to English language learners in the public schools. Required of students in both Pre-K-12 Programs 1 and 2.

prereq: LING 70200

Hours includes 10 hrs fieldwork

Credits 4

EDESL 77700 - Socio-Cultural Aspects of Language and Pedagogy

This course addresses the various social and cultural aspects of language as relevant to the teaching and learning of English by speakers of other languages. It addresses English sociolinguistics and pragmatics, as well as cross-cultural awareness needed for effective language pedagogy.

prereq or coreq: G LING 70200

Credits 4

10 hours of field experience.

EDESL 79620 - Methodology of Teaching English to Speakers of Other Languages

An overview of program types and classroom options for teaching English to speakers of other languages. The course covers basic language teaching methods, options for classroom management, and setting up optimal learning environments. Required of students in Programs 2 and 3.

Hours includes 20 hours fieldwork

Credits 4

20 hours fieldwork

LING 70200 - Analysis and Structure of English from a Pedagogical Perspective

A comprehensive overview of the English Language for teachers of ESL, covering the sound system, systems of meaning making, orthographic and other representations, and the structures of English, with a specific focus on and application to teaching ESL. Required for students in Programs 1, 2, and 3.

Hours includes 10 hrs fieldwork

Credits 4

LING 77400 - Theory and Research in Second Language Acquisition and Learning

A survey of current theory and research in second language acquisition with particular reference to the acquisition of English and applications to the classroom. Includes introduction to research methodology. Required of students in Program 1, 2, and 3.

prereq: G LING 70200

Credits 4

5 hours of field work.

Plus One of the Following

EDESL 78500 - Supervised Student Teaching, Pre-K-6 and 7-12

Two-semester supervised student teaching experience in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs seminar plus student teaching and conference

Credits 2

this is a year-long course

EDESL 78800 - Supervised Practicum, Pre-K-6 and 7-12

Two-semester supervised practicum in grades pre-K-12 in the public schools. Emphasis is placed on classroom management, learning environments, and working within the structures of public school policies and practices. Students teach one semester in grades pre-K-6 and one semester in grades 7-12. Required of students in Programs 1 and 2.

prereq: completion of 24 credits or permission of TESOL adviser

Hours 60 hrs seminar plus student teaching and conference

Credits 2

this is a year-long course

And One of the Following

EDESL 76000 - Master's Essay Seminar in Educational Research

A written study, requiring a literature review and an in-depth research project that may take a variety of forms. Students meet in a seminar and individually with the adviser; instructor's approval of research project topic required. Taken in lieu of the comprehensive examination. Course extends across two semesters (Y course) or until written study is submitted. Registration by adviser's approval only. Elective for all students.

prereq: completion of 24 credits or permission of TESOL adviser

Credits 4

Or

Comprehensive Examination

Note(s)

Students may be exempted from up to eight credits if they have taken equivalent course work elsewhere

**Student Teaching is a year-long course. Students must complete 60 days during one semester at the K-6 level, and 60 days during the other semester at the 7-12 level. Student teachers may start their student teaching in either the fall or spring semester.*

***Practicum Teaching is a year-long course. Students are expected to be in the classroom during the entire year of teaching. Practicum students may start their practicum in either the fall or spring semester.*

Exit Standards

1. A passing score on the comprehensive examination or successful completion of a master's essay (EDESL 76000).
2. Students must demonstrate graduate-level academic oral and written communication skills in their coursework, and the ability to serve as appropriate models of the English language for their future students. Students who cannot demonstrate this level of language ability must take a non-credit writing course offered by the School of Education in order to enroll in any courses after completing 12 credits.
3. An overall GPA of 3.0.
4. Students must pass the School of Education technology assessment.

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Special Education Programs

Advanced Preparation in Special Education - MSEd

This is a 30-credit program leading to a master's degree in Special Education: Advanced Preparation in Special Education as well as NYS Professional Certification in Childhood Special Education or Early Childhood Special Education. The program offers three tracks, each designed for teachers certified in special education who are seeking advanced preparation related to Special Education: Learning Disabilities (LD), Behavior Disorders (BD) or Early Childhood Special Education. The program is designed for those with initial NYS teacher certification in special education who are in need of graduate work leading to a master's degree and Professional Certification in Childhood Special Education or Early Childhood Special Education. It is also designed for those who hold NYS teacher certification in Special Education and a master's degree (e.g., those with permanent or professional certification at any age-level of special education) who are seeking to further their knowledge/skills, gain additional graduate credits, and, at the same time, add an extension, annotation, or additional age-level certificate.

The purpose of this program is to provide an advanced master's program that encourages practicing teachers to continue their professional development via individually tailored and highly practical graduate preparation focused on effective practices and specially designed instruction in Special Education.

Admission Requirements

1. New York State initial or professional teacher certification in Students with Disabilities grades 1-6 or birth to grade 2 or New York State permanent certification in special education, K-12.
2. An undergraduate BA or BS degree with a GPA of 2.8 or higher from an approved college **or** a graduate degree in special education (any age-level) with a GPA of 3.5 or higher.
3. Two professional references to be included with the application for admission.
4. A personal statement to be included as part of the application for admission.

Progress Standards

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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. It is recommended that students with two or more INs take an official leave of absence while they are completing their IN courses.

Advanced Preparation in Special Education Course of Study

Total Credits: 30 credits

Learning Disabilities (Track 1)

16-Credit Core of Courses

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 78251 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1

On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use. Advanced students must complete individually-tailored assignments.

Hours 15 hrs seminar, plus 20 hrs lab

Credits 2

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 78451 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2

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. Advanced students must complete individually-tailored assignments.

Hours 15 hrs seminar, plus 20 hrs lab
Credits 2

SPED 70151 - Advanced Preparation in Educational Assessment

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge, curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

Hours 45
Credits 3

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45
Credits 3

Plus

14 credits of electives from coursework related to—other special education topics, behavioral disorders, autism spectrum disorders, early childhood special education (could qualify for additional age level), blind/VI, deaf/HH, gifted and talented (could apply for a NYS extension), and severe/multiple disabilities (could apply for a NYS annotation)—to be determined jointly in mandatory consultation with a program adviser. (Note: written approval of a student's plan is required.)

Representative of the spectrum of choices, but not an exhaustive list of the elective options.

Behavior Disorders (Track 2)

Total Credits: 30 credits

18-credit Core of Courses

SPED 75051 - The Study of Behavior Disorders

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 75151 - Methods and Materials for Teaching Students with Behavior Disorders

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. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPED 75000

Hours 45

Credits 3

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 70151 - Advanced Preparation in Educational Assessment

Understanding and skill critical to assessing students with learning disabilities and behavior disorders in order to determine instructional starting points, guide intervention, and track progress. Includes multiple administrations of measures assessing pre-reading (including phonological awareness), word recognition, reading comprehension, writing, vocabulary, and mathematics, as well as progress monitoring probes. Also, informal assessment of general knowledge, curriculum-specific vocabulary, and self-monitoring. In-class assessment practice, as well as assessment of students (videotaped for review and analysis).

Hours 45

Credits 3

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45

Credits 3

Plus

12 credits of electives from coursework related to—other special education topics, behavioral disorders, autism spectrum disorders, early childhood special education (could qualify for additional age level), blind/VI, deaf/HH, gifted and talented (could apply for a NYS extension), and severe/multiple disabilities (could apply for a NYS annotation)—to be determined jointly with mandatory consultation with a program adviser. (Note: written approval of a student's plan is required.)

Representative of the spectrum of choices, but not an exhaustive list of the elective options.

Early Childhood Special Education (Track 3)

Total Credits: 30 credits

17-Credit Core of Courses

SPEDE 77151 - Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies

Special learning and behavioral issues in educating infants/toddlers, preschoolers, and elementary age students with autism spectrum disorders; instructional strategies of particular value in working with children who have autism, PDD-NOS, and Asperger's syndrome. Advanced students must complete individually-tailored assignments.

Hours includes 5 hrs of field experience.

Credits 3

SPEDE 77251 - Behavioral Theory and Its Applications to Young Children with Special Needs

The major tenets of behavioral theory; variations in approaches to applied behavior analysis; how to do and use functional behavioral analysis with young children who have special needs. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPEDE 76900 or SPED 79000

Hours includes 5 hrs of field experience

Credits 3

SPED 70751 - Advanced Seminar in Special Education Practice

Culminating experience focused on integrating, strengthening, and extending understanding of learning disabilities/behavior disorders, evidence-based interventions, and instructional skill. Entails creating individual video demonstrations and group projects focused on critical areas of specially-designed instruction for students with learning disabilities, creating presentations to student, teacher, and/or parent groups. Also includes creation of a professional portfolio.

Hours 45

Credits 3

SPEDE 77951 - Practicum in Early Childhood Special Education

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPEDE 776

Hours 30 hrs seminar plus conferences

Credits 2

Plus

SPEDE 77051 - Curriculum Models and Methods in Early Intervention and Early Childhood Special Education

Major approaches in early intervention and early childhood special education; instructional sequences and methods for use in different settings such as inclusion programs and the natural environment of the home; team and collaborativeteaching models; the process of using assessment data to create IFSP and IEP goals and objectives and match them to teaching strategies; program evaluation. Advanced students must complete individually-tailored assignments.

prereq or coreq: SPEDE 71400 and SPEDE 76900 or SPED 79100

Hours includes 5 hrs field experience

Credits 3

SPED 79251 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

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. Advanced students must complete individually-tailored assignments.

Hours includes 15 hrs of field experience

Credits 3

Or

SPED 78151 - Reading and Writing for Students with Learning Disabilities: Methods 1

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

SPED 78351 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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. Advanced students must complete individually-tailored assignments.

Hours 45

Credits 3

Plus

13 credits of electives from coursework related to—other special education topics, behavioral disorders, autism spectrum disorders, early childhood special education (could qualify for additional age level), blind/VI, deaf/HH, gifted and talented (could apply for a NYS extension), and severe/multiple disabilities (could apply for a NYS annotation)—to be determined jointly with mandatory consultation with a program adviser. (Note: written approval of a student's plan is required.)

Representative of the spectrum of choices, but not an exhaustive list of the elective options.

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student teaching , Supervised Practicum, and Clinical Teaching Lab:
 - A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.
 - B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.
4. Culminating Activity—Students must perform satisfactorily on a two-part culminating activity:
A comprehensive research-based oral presentation on a current special education issue
and either an original written research proposal
or a written proposal for competitive grant funding.
5. Students must pass the School of Education technology assessment.

Applied Behavior Analysis - Advanced Certificate

This 15-credit advanced certificate program provides intensive training in Applied Behavior Analysis to professionals working with children, youth, and adults on the autism spectrum as well as to the supervisors and administrators of the programs in which they work. This program is designed to prepare professionals to implement Applied Behavior Analytic intervention for individuals with autism spectrum disorders. In addition, students who complete the Advanced Certificate will have the graduate training necessary to sit for the international Board Certified Behavior Analyst® exam.

Admission Requirements

1. A master's degree in education, psychology, social work, counseling, speech-language pathology, nursing or related field.
2. Completed a graduate level course in autism spectrum disorders. Applicants who have not completed such a course will be conditioned in SPEDE 77100 , Autism Spectrum Disorders, and must complete that course during their first semester in the program.
3. On-site interview will be required.

Advanced Certificate in Applied Behavior Analysis Course of Study

Total Credits: 15 credits

EDABA 79500 - Applied Behavior Analysis I

The primary focus of this course is on foundational principles and methods in applied behavior analysis, and their basic and general applications in educational and similar settings. Topics to be covered include defining and measuring behavior, displaying and analyzing data, experimental analysis of behavior change procedures, positive and negative reinforcement, positive and negative punishment, and schedules of reinforcement.

prereq or coreq: SPEDE 77100

Hours 45

Credits 3

EDABA 79600 - Applied Behavior Analysis II

This course examines specific behavior analysis methods and applications including behavior change procedures such as prompting, imitation, incidental teaching, shaping, and chaining. Procedures to address generalization, motivation, stimulus control, and self-management will be evaluated. In addition, both observational and experimental functional behavior assessment procedures are discussed.

prereq: EDABA 79500

Hours 45

Credits 3

EDABA 79700 - Applied Behavior Analysis Research Methods and Ethics

This course is an introduction to research methods used in applied behavior analysis. Topics include the development of research questions, measurement of behavior, single-subject experimental design, data collection, and data analysis. In addition, this course covers ethics and professional behavior for applied behavior analysts as they relate to research and practice.

Hours 45

Credits 3

EDABA 79800 - Behavior Analytic Approaches to Learning

This course provides a survey of behavior analytic approaches to learning. Major areas covered include respondent conditioning, operant conditioning, stimulus control, stimulus classes, taxonomies of verbal behavior, and motivation.

Hours 45

Credits 3

EDABA 79900 - Applied Behavior Analytic Autism Intervention

This course examines applied behavior analytic intervention for individuals with autism. Research based intervention technologies in a wide range of skill areas will be examined. Specific skill areas to be discussed include interventions for basic discrimination skills, generalized imitation, independence, language skills, play skills, social skills, self-help skills, feeding, leisure skills, vocational skills, managing problem behavior, and transition to less restrictive environments.

prereq: EDABA 79500 or EDABA 79800

Hours 45

Credits 3

Progress Standards/Exit Standards

No course grade below B.

Blind and Visually Impaired - MSeD

Blind and Visually Impaired Program Coordinator: Rosanne K. Silberman; 911 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu, Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

Admission Requirements

Program 1

For applicants who do not hold New York State Certification

1. 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. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.

3. 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 (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 2

For applicants who hold early childhood, childhood, PreK-grade 6, middle school or adolescent education New York State teacher certification

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher

or

A graduate degree from an approved college with a GPA of 3.5 or better

plus

2. New York State initial, professional, or permanent teacher certification in early childhood, childhood, PreK-grade 6, middle school or adolescent education. Those holding permanent certification 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 HED 715, a 1-credit course covering these topics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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. Any student who receives an F will not be allowed to continue.
5. Program 1 students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the School's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 782, SPED 784, CEDC 729; ECC 712; SPEDE 776 or SPEDE 767). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once.

C. A student with two or more INs is prohibited from registering for any course.

Note: It is recommended that when not enrolled in any course students take an official leave of absence to complete their INs.

D. In order to enroll in student teaching or supervised practicum, all students must:

Have an overall GPA of at least 3.0

Have no outstanding INs.

Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 700, 701 or 791 and 702 or 702.50 Have taken or be registered concurrently for one methods course (e.g., SPED 706, 706.50, 731, 741, 751, 781, 781.50) Students in early childhood special education must complete SPEDE 776 or 767.

Blind and Visually Impaired Course of Study

Program 2

Total Credits: 40-41 credits

Cross-Categorical Core Courses (12 cr)

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 70250 - Classroom Management in Special Education and Inclusive Settings

Develops skills 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. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000, SPED 79000, SPED 79100, or SPED 74000, SPED 74100

Hours Includes 20 hrs of field experience, 45 hrs,

Credits 3 cr

SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000 and SPED 74200 or SPED 79100

Hours (includes 10 hours of field experience),

Credits 3 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,

Credits 3 cr

Blind and Visually Impaired Specialization

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000

Hours Includes 10 hrs of field experience

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities

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.

prereq or coreq: SPED 70000, SPED 79000

Hours Includes 15 hrs of field experience

SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000, SPED 74100

Hours Includes 15 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000, 74100, 74200, 74300

Hours 15 hrs,

Credits 1 cr

SPED 74600 - Educational Implications of Learners Who Are Deafblind

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.

prereq: SPED 70000, SPED 79000 or SPED 74100

Hours Includes 10 hrs of field experience

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

Take either

SPED 74800 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 12

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,

Credits 4 cr

Or one of the following:

SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 74851 - Student Teaching: Blindness and Visual Impairment, Grades 7–12

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in either middle adolescent or adolescent, 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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 74852 - Supervised Practicum: Blindness and Visual Impairment, Preschool–Grade 6

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 74853 - Supervised Practicum: Blindness and Visual Impairment, Grades 7–12

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, 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.

prereq or coreq: SPED 74000, SPED 74100
Hours 30 hrs seminar, plus conferences,
Credits 2 cr

Plus one of the following:

SPED 74854 - Student Teaching 2: Blindness and Visual Impairment, Preschool–Grade 6

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 plan, writing functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours structured conferences, plus 20 days student teaching,
Credits 1

SPED 74855 - Student Teaching 2: Blindness and Visual Impairment, Grade 7–12

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placements. Conferences and weekly seminar. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnership with families.

prereq or coreq: SPED 74000, SPED 74100
Hours Structured conferences, plus 20 days student teaching
Credits 1 cr

SPED 74856 - Supervised Practicum 2: Blind and Visual Impairment Preschool–Grade 6

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 placement. Focus on writing lesson plans, writing functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100
Hours Structured conferences
Credits 1 cr

SPED 74857 - Supervised Practicum 2: Blind and Visual Impairment, Grades 7–12

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or

visually impaired in middle adolescent or adolescent, whichever does not overlap with pre-student teaching field placement. Focus on writing lesson plans, functional vision assessment reports, selecting appropriate learning media, developing IEP's, forming partnerships with families.

prereq or coreq: SPED 74000, SPED 74100

Hours Structured conferences

Credits 1 cr

Additional Requirements for Program 1

Program 1

Total Credits: 47-60 credits

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450
Hours 30 hrs,
Credits 2 cr

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork must apply to the chairperson for permission to preregister 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.

prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,

Credits 1 cr

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student Teaching, Supervised Practicum, and Clinical Teaching Lab

A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. 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 repeat that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

4. Culminating Activity. Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 707, Research Seminar: Issues in Special Education):

a comprehensive research-based oral

presentation on a current special education issue

and either

an original written research proposal

or

a written proposal for competitive grant funding.

5. Students must pass the School of Education technology assessment.

Blind and Visually Impaired: Orientation and Mobility - Advanced Certificate

Blind and Visually Impaired Program Coordinator: Rosanne K. Silberman; 911 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu, Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

The 18-credit advanced certificate program in orientation and mobility is designed to prepare rehabilitation teachers who have master's degrees and academy certification and/or teachers of the blind and visually impaired who have New York State certification to serve as orientation and mobility specialists in educational programs for infants, toddlers,

children and youths, and adults who are blind and visually impaired, including those with multiples disabilities. The focus is on the development of specialized knowledge and skills through course work and internship experiences in the field of blindness and visual impairment. Graduates of this program will be eligible to obtain national certification from the academy for certification of vision rehabilitation and education professionals as orientation and mobility specialists.

Admissions Standards

1. Undergraduate BA or BS degree from an accredited institution, with a GPA 2.8 or better, plus teacher of the blind and visually impaired teaching certificate.

OR

- Master's degree from an approved college in rehabilitation teaching or teacher of the blind and visually impaired with a GPA of 3.5 or better,
2. Evidence of acceptable written languages skills,
3. Three letters of recommendation,
4. Evidence of work, volunteer or personal experience with individuals with visual impairments,
5. An interview with a special education faculty member.

Progress Standards

1. Students must maintain an overall GPA of at least 3.0 in order to continue the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (incomplete) within the first 12 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.

Orientation and Mobility Course of Study

Total Credits: 18 credits

COUNR 73000 - 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.

*Hours 45 hrs,
Credits 3 cr*

SPED 74900 - Orientation and Mobility for Students with Visual Impairments and Additional Disabilities

An advanced orientation and mobility course on specialized instructional strategies that address the special travel difficulties of learners (infants to older adults) who are blind or visually impaired with additional disabilities. Topics include deafness, deafblindness, multiple impairments, motoric, cognitive and affective impairments. This course also addresses instructional strategies for persons in unique living situations or environments.

*Hours includes 10 hrs field experience, 45 hrs,
Credits 3 cr*

SPED 76500 - Intermediate Orientation and Mobility

Theories related to perception, learning and development of individuals who are blind or visually impaired, and /or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

*prereq or coreq: SPED 76800
Hours includes 50 hrs of lab plus 15 hrs field experience
Credits 3 cr*

SPED 76600 - Advanced Orientation and Mobility

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

*prereq: G SPED 76500
Hours includes 50 hrs of lab plus 15 hrs field experience
Credits 3 cr*

SPED 76700 - Orientation and Mobility: Internship/Seminar

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

*prereq: G SPEDE 77000 and G SPED 79000 and G SPED 79100
Hours 30 hrs seminar, plus conferences plus 340 hours of internship,
Credits 2 cr*

SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar

This course teaches assessment of the systems of mobility used by persons who are visually impaired and develops competencies in teaching indoor travel techniques used by persons with visual impairments. Two week summer course.

prereq: SPED 74700

Credits 2 cr

Two week summer course.

SPED 76900 - Advanced Orientation and Mobility Lab and Seminar

This course demonstrates practical application of Orientation and Mobility instructional techniques as they are applied in outdoor settings under blindfold and with low vision simulators. Content related to instructional strategies will be provided during the in-class seminar. Two week summer course.

prereq: G SPED 76800 and G SPED 76500

Credits 2

Two week summer course.

Exit Standards

1. Students must attain an overall GPA at least 3.0 to be recommended for the certificate.
2. Students must demonstrate consistently satisfactory written English in all coursework.

Blind and Visually Impaired: Teacher of the Blind and Visually Impaired - Advanced Certificate

Blind and Visually Impaired Program Coordinator: Rosanne K. Silberman; 911 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu, Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

The 22-credit advanced certificate program in teacher of the blind and visually impaired is designed to prepare special education teachers who have master's degrees and New York State Certification in special education to serve as teachers of the blind and visually impaired in educational programs for infants, toddlers, children and youths, including those with multiple disabilities. The focus is on the development of specialized knowledge and skills through course work and practicum experiences in the field of blindness and visual impairment. Graduates of this program will be eligible for New York State Certification as teacher of the blind and visually impaired.

Admission Requirements

1. Teaching certificate in New York State: initial, professional or permanent certification in any area
2. Master's degree in education or a related services field (speech and language pathology, physical therapy, nursing) with a GPA of 3.5 or better.

3. Completion of SPED 70000 (Issues and Practices in Educationg Students with Disabilities) or the equivalent with a grade of B or better for all applicants without a master's degree in Special Education
4. Evidence of acceptable writing skills.
5. Three letters of recommendation.
6. Evidence of work, volunteer, or personal experience with individuals with visual impairments.
7. An interview with a special education faculty member.

Progress Standards

1. Students must maintain an overall GPA of at least 3.0 in order to continue the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade IN (Incomplete) within the first 12 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 to complete their INs.

Teacher of the Blind and Visually Impaired Course of Study

Total Credits: 22 credits

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000

Hours Includes 10 hrs of field experience

SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000, SPED 74100

Hours Includes 15 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000, 74100, 74200, 74300

Hours 15 hrs,

Credits 1 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 71451 - Topics in Special Education: ITI Practicum in Visual Impairment

Credits 1 cr

And one of the following

SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6

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.

prereq or coreq: SPED 74000, SPED 74100

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 74851 - Student Teaching: Blindness and Visual Impairment, Grades 7–12

Supervised student teaching in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in either middle adolescent or adolescent, 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.

prereq or coreq: SPED 74000, SPED 74100

*Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,
Credits 2 cr*

SPED 74852 - Supervised Practicum: Blindness and Visual Impairment, Preschool–Grade 6

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.

*prereq or coreq: SPED 74000, SPED 74100
Hours 30 hrs seminar, plus conferences,
Credits 2 cr*

SPED 74853 - Supervised Practicum: Blindness and Visual Impairment, Grades 7–12

Supervised practicum in specialized resource room, or itinerant teaching programs with learners who are blind or visually impaired in middle adolescent or adolescent, 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.

*prereq or coreq: SPED 74000, SPED 74100
Hours 30 hrs seminar, plus conferences,
Credits 2 cr*

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all coursework.
3. Students must pass the School of Education technology assessment.

Childhood Special Education: Behavior Disorders - MSEd

Behavior Disorders Program Coordinator: Tom McIntyre; 914 West Building; (212) 772-4706;
thomas.mcintyre@hunter.cuny.edu

Childhood Special Education: Admission Requirements

Program 1

For applicants who do not hold New York State Childhood or PreK-6 Certification.

Admission Requirements

1. 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. A liberal arts or science major or interdisciplinary concentration of at least 30.
3. A general education core in liberal arts and sciences to include 6 credits in English including a course in English composition with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement) and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 2

Admission Requirements

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher

or

A graduate degree from an approved college with a GPA of 3.5 or better

plus
2. New York State initial or professional teacher certification in Childhood or PreK-grade 6. Those holding permanent certification 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 HED 71500, a one credit course covering these topics.

Childhood Special Education: Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.

3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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 when not enrolled in any course students take an official leave of absence to complete their INs.

5. Program 1 students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the School's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmark

- All field experiences and student teaching will take place in New York City public schools.
- Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 78200, SPED 78400, CEDC 72900; ECC 71200; SPEDE 77600 or SPEDE 76700). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once.

C. Students with a grade of F will not be allowed to continue.

D. In order to enroll in student teaching or supervised practicum all students must:

- Have an overall GPA of at least 3.0.
- Have no outstanding INs.
- Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 70000, 70100 or 79100 and 70200 or 70250 and have taken or be registered concurrently for one methods course (e.g., SPED 70600, 70650, 73100, 74100, 75100, 78150).

Childhood Special Education: Behavior Disorders Course of Study

Program 2: 36 Credits

Cross-Categorical Core Courses (20 cr)

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience
Credits 3

SPED 70100 - Assessment of Students with Disabilities

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.

prereq or coreq: SPED 70000
Hours 45 hours; includes 10 hrs of field experience
Credits 3

SPED 70200 - Classroom Management in Special Education and Inclusive Settings

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.

prereq or coreq: SPED 70000
Hours 45 hours; includes 15 hrs of field experience
Credits 3

SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders

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.

prereq: SPED 70000
coreq: current employment as a teacher or enrollment in student teaching
Hours Includes 10 hrs of field experience, 45 hrs,
Credits 3 cr

SPED 70400 - Issues in Teaching English Second Language Learners with Special Education Needs

Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education 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.

prereq or coreq: SPED 70000

Hours 15 hrs,

Credits 1 cr

SPED 70500 - Use of Instructional Technology in Special Education

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.

prereq or coreq: SPED 70000

Hours 30 hrs lab,

Credits 1 cr

SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPEDE 76800

Hours Includes 10 hours of field experience, 45 hrs,

Credits 3 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,

Credits 3 cr

Behavior Disorders Specialization (16 cr)

SPED 75000 - The Study of Behavior Disorders

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.

prereq or coreq: SPED 70000
Hours Includes 20 hrs of field experience

SPED 75100 - Methods and Materials for Teaching Students with Behavior Disorders

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.

prereq or coreq: SPED 75000
Hours Includes 20 hrs of field experience
Credits 3

SPED 78150 - Reading and Writing for Students with Learning Disabilities: Methods I (for those not in LD Specialization)

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.

prereq or coreq: SPED 70000
Hours Includes 10 hrs of field experience

SPED 78350 - Math, Organizational and Social Strategies for Students with Learning Disabilities

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.

prereq or coreq: SPED 70000
Hours 45 hrs,
Credits 3 cr

Plus Either:

SPED 75200 - Student Teaching: Behavior Disorders, Grades 1–3 and 4–6

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar, plus conferences, plus 40 hours student teaching at two age levels,

Credits 4 cr

Or two of the following (must include two different grade levels):

SPED 75250 - Student Teaching: Behavior Disorders, Grades 1–3

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 75251 - Student Teaching: Behavior Disorders, Grades 4–6

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 75252 - Supervised Practicum: Behavior Disorders, Grades 1–3

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 75253 - Supervised Practicum: Behavior Disorders, Grades 4–6

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.

prereq: SPED 75000

prereq or coreq: SPED 75100 or SPED 78150

Hours 30 hrs seminar plus conferences,

Credits 2 cr

Additional Course Requirements

Program 1: 43-55 Credits

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or the undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450
Hours 30 hrs,
Credits 2 cr

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900
Hours includes 10 hrs of fieldwork

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork must apply to the chairperson for permission to preregister 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.

prereq: CEDF 70900, CEDC 70450 and 70550
Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,

Credits 1 cr

Special Education: Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student teaching , Supervised Practicum, and Clinical Teaching Lab:
 - A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.
 - B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.
4. Culminating Activity—Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education):

A comprehensive research-based oral presentation on a current special education issue

and either an original written research proposal **or** a written proposal for competitive grant funding.
5. Students must pass the School of Education technology assessment.

Childhood Special Education: Learning Disabilities - MSEd

Learning Disabilities Program Coordinators:

Kate Garnett; 910 West Building; (212) 772-4700; kgarnett@hunter.cuny.edu

Sara Hines; 915 West Building; (212) 772-5667; shine@hunter.cuny.edu

Jennifer Samson; 949B West Building; (212) 772-4663; jennifer.samson@hunter.cuny.edu

Childhood Special Education: Admission Requirements

Program 1

For applicants who do not hold New York State Childhood or PreK-6 Certification.

Admission Requirements

1. 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. A liberal arts or science major or interdisciplinary concentration of at least 30.
3. A general education core in liberal arts and sciences to include 6 credits in English including a course in English composition with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement) and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 2

Admission Requirements

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher

or

A graduate degree from an approved college with a GPA of 3.5 or better

plus
2. New York State initial or professional teacher certification in Childhood or PreK-grade 6. Those holding permanent certification 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 HED 71500, a one credit course covering these topics.

Childhood Special Education: Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.

3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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 when not enrolled in any course students take an official leave of absence to complete their INs.

5. Program 1 students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the School's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmark

- All field experiences and student teaching will take place in New York City public schools.
- Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 78200, SPED 78400, CEDC 72900; ECC 71200; SPEDE 77600 or SPEDE 76700). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once.

C. Students with a grade of F will not be allowed to continue.

D. In order to enroll in student teaching or supervised practicum all students must:

- Have an overall GPA of at least 3.0.
- Have no outstanding INs.
- Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 70000, 70100 or 79100 and 70200 or 70250 and have taken or be registered concurrently for one methods course (e.g., SPED 70600, 70650, 73100, 74100, 75100, 78150).

Learning Disabilities Course of Study

Program 2: 35-37 Credits

Cross-Categorical Core Courses (20 cr)

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience
Credits 3

SPED 70100 - Assessment of Students with Disabilities

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.

prereq or coreq: SPED 70000
Hours 45 hours; includes 10 hrs of field experience
Credits 3

SPED 70200 - Classroom Management in Special Education and Inclusive Settings

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.

prereq or coreq: SPED 70000
Hours 45 hours; includes 15 hrs of field experience
Credits 3

SPED 70300 - Inclusive Instruction in General Education Classrooms for Students with Learning and Behavior Disorders

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.

prereq: SPED 70000
coreq: current employment as a teacher or enrollment in student teaching
Hours Includes 10 hrs of field experience, 45 hrs,
Credits 3 cr

SPED 70400 - Issues in Teaching English Second Language Learners with Special Education Needs

Overview of issues and best practices for teaching English as a second language to learners with disabilities and special education 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.

prereq or coreq: SPED 70000
Hours 15 hrs,
Credits 1 cr

SPED 70500 - Use of Instructional Technology in Special Education

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.

prereq or coreq: SPED 70000
Hours 30 hrs lab,
Credits 1 cr

SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPEDE 76800
Hours Includes 10 hours of field experience, 45 hrs,
Credits 3 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,
Credits 3 cr

Learning Disabilities Specialization (15-17 cr)

SPED 78000 - The Study of Learning Disabilities in Children and Adolescents

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.

prereq or coreq: SPED 70000

Hours 45

Credits 3

SPED 78100 - Reading and Writing for Students with Learning Disabilities: Methods 1

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.

coreq: SPED 78200

prereq or coreq: SPED 70000

Hours Includes 10 hrs of field experience

Credits 3

Only in the fall semester (note: must take concurrently with SPED 78200 and must take SPED 78300/78400 in semester immediately following)

SPED 78200 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 1

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, on-going assessment, family, culture, and school relations. Videotape and computer use.

coreq: SPED 78100

prereq or coreq: SPED 70000

Hours 15 hrs seminar, plus 20 hrs lab,

Credits 2 cr

Fall only (note: must take concurrently with SPED 78100 and must take SPED 78300/78400 in semester immediately following)

SPED 78300 - Math, Organizational and Social Strategies for Students with Learning Disabilities: Methods 2

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.

prereq: SPED 78100/78200

coreq: SPED 78400

Hours 45

Credits 3

Spring only (note: must take concurrently with SPED 78400 and have taken SPED 78100/78200 in preceding semester)

SPED 78400 - Supervised Clinical Teaching of Students with Learning Disabilities: Part 2

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

prereq: SPED 781/ 782

coreq: SPED 783

Hours 15 hrs seminar, plus 20 hrs lab,

Credits 2 cr

Spring only

Either:

SPED 78500 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

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.

prereq or coreq: SPED 70000

Hours 30 hrs seminar, plus conferences, plus 40 days student teaching,

Credits 4 cr

Or:

SPED 78550 - Supervised Practicum: Learning Disabilities, Grades 1–3 or 4–6

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.

prereq or coreq: SPED 70000

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

Or both of the following:

SPED 78551 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

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 78552.

prereq or coreq: SPED 70000

*Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,
Credits 2 cr*

SPED 78552 - Student Teaching: Learning Disabilities, Grades 1–3 or 4–6

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 78551.

*prereq or coreq: SPED 700
Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,
Credits 2 cr*

Additional Course Requirements

Program 1: 42-56 Credits

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

*prereq or coreq: CEDF 70900
Hours 45 hrs,
Credits 3 cr*

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork must apply to the chairperson for permission to preregister 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.

prereq: CEDF 70900, CEDC 70450 and 70550

*Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr*

HED 71500 - Health Education for Special Educators

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.

*Hours 15 hrs,
Credits 1 cr*

Special Education: Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student teaching , Supervised Practicum, and Clinical Teaching Lab:
 - A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.
 - B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.
4. Culminating Activity—Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education):

A comprehensive research-based oral presentation on a current special education issue

and either an original written research proposal **or** a written proposal for competitive grant funding.
5. Students must pass the School of Education technology assessment.

Childhood Special Education: Severe/Multiple Disabilities (including Deafblindness) - MSEd

Severe/Multiple Disabilities (including Deafblindness) Program Coordinators:

Rosanne K.Silberman; 916 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu

Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

Childhood Special Education: Admission Requirements

Program 1

For applicants who do not hold New York State Childhood or PreK-6 Certification.

Admission Requirements

1. 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. A liberal arts or science major or interdisciplinary concentration of at least 30.
3. A general education core in liberal arts and sciences to include 6 credits in English including a course in English composition with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement) and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 2

Admission Requirements

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher

or

A graduate degree from an approved college with a GPA of 3.5 or better

plus
2. New York State initial or professional teacher certification in Childhood or PreK-grade 6. Those holding permanent certification 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 HED 71500, a one credit course covering these topics.

Childhood Special Education: Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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 when not enrolled in any course students take an official leave of absence to complete their INs.

5. Program 1 students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the School's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmark

- All field experiences and student teaching will take place in New York City public schools.
- Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 78200, SPED 78400, CEDC 72900; ECC 71200; SPEDE 77600 or SPEDE 76700). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once.

C. Students with a grade of F will not be allowed to continue.

D. In order to enroll in student teaching or supervised practicum all students must:

- Have an overall GPA of at least 3.0.
- Have no outstanding INs.
- Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 70000, 70100 or 79100 and 70200 or 70250 and have taken or be registered concurrently for one methods course (e.g., SPED 70600, 70650, 73100, 74100, 75100, 78150).

Severe/Multiple Disabilities (Including Deafblindness) Course of Study

Program 2: 37 Credits

Cross-Categorical Core Courses (12 cr)

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 70250 - Classroom Management in Special Education and Inclusive Settings

Develops skills 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. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000, SPED 79000, SPED 79100, or SPED 74000, SPED 74100

Hours Includes 20 hrs of field experience, 45 hrs,

Credits 3 cr

SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000 and SPED 74200 or SPED 79100

Hours (includes 10 hours of field experience),

Credits 3 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,

Credits 3 cr

Severe/Multiple Disabilities (including Deafblindness) Specialization (25 cr)

SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hrs,

Credits 3 cr

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities

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.

prereq or coreq: SPED 70000, SPED 79000

Hours Includes 15 hrs of field experience

SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

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.

prereq or coreq: SPED 70000 or SPEDE 76800 or SPEDE 76900

Hours Includes 15 hrs of field experience

SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities

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.

prereq: SPED 70000

Hours includes 10 hrs of field experience, 30 hrs

Credits 2 cr

SPED 79400 - Functional Language and Culture of Learners with Low Incidence Disabilities

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.

prereq: SPED 70600

Hours Includes 5 hrs of field experience,

Credits 1 cr

SPED 74600 - Educational Implications of Learners Who Are Deafblind

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.

prereq: SPED 70000, SPED 79000 or SPED 74100

Hours Includes 10 hrs of field experience

SPED 78150 - Reading and Writing for Students with Learning Disabilities: Methods I (for those not in LD Specialization)

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.

prereq or coreq: SPED 70000

Hours Includes 10 hrs of field experience

SPED 78350 - Math, Organizational and Social Strategies for Students with Learning Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hrs,

Credits 3 cr

Either:

SPED 79500 - Student Teaching: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–6

Supervised student teaching in a disability-specific school setting with learners with severe disabilities including deafblindness in grades 1–3 and 4–6. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus 40 days of student teaching at two grade levels,

Credits 4 cr

Or two of the following (must include two different grade levels):

SPED 79550 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 1–3

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.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus conferences, plus 20 days of student teaching,

Credits 2 cr

SPED 79551 - Student Teaching: Severe/Multiple Disabilities Including Deafblindness, Grades 4–6

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.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus 20 days of student teaching,

Credits 2 cr

SPED 79552 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 1–3

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.

prereq or coreq: SPED 79000, 79100

Hours 30 hrs seminar, plus conferences,

Credits 2 cr

SPED 79553 - Supervised Practicum: Severe/Multiple Disabilities, Including Deafblindness, Grades 4–6

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.

prereq or coreq: SPED 79000, 79100

Hours 30 hours seminar, plus conferences,

Credits 2 cr

Additional Course Requirements

Program 1: 44-56 Credits

Students must take between 7-19 credits of childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 12 credits of the general education requirements listed below on the basis of equivalent courses taken at either the graduate or undergraduate level. However, students may not be exempted from CEDC 72900 (Fieldwork in Childhood Education for Special Educators).

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork must apply to the chairperson for permission to preregister 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.

prereq: CEDF 70900, CEDC 70450 and 70550

*Hours 15 hrs of seminar plus 50 hrs fieldwork,
Credits 1 cr*

HED 71500 - Health Education for Special Educators

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.

*Hours 15 hrs,
Credits 1 cr*

Special Education: Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student teaching , Supervised Practicum, and Clinical Teaching Lab:
 - A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.
 - B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.
4. Culminating Activity—Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education):

A comprehensive research-based oral presentation on a current special education issue

and either an original written research proposal **or** a written proposal for competitive grant funding.
5. Students must pass the School of Education technology assessment.

Deaf and Hard-of-Hearing - MSEd

Deaf and Hard-of-Hearing Program Coordinator: Elaine Gale; 918 West Building; (212) 772-4702;
egale@hunter.cuny.edu

Admission Requirements

Program 1

For applicants who do not hold New York State Certification

1. 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. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.

3. 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 (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 2

For applicants who hold early childhood, childhood, PreK-grade 6, middle school or adolescent education New York State teacher certification

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher

or

A graduate degree from an approved college with a GPA of 3.5 or better

plus

2. New York State initial, professional, or permanent teacher certification in early childhood, childhood, PreK-grade 6, middle school or adolescent education. Those holding permanent certification 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 HED 715, a 1-credit course covering these topics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.

2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.

3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.

4. Students with one grade of IN (Incomplete) within the first 12 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. Any student who receives an F will not be allowed to continue.

5. Program 1 students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) before they complete 12 credits of course work. Any student who does not receive a passing score on the LAST must enroll in the School's reading/writing workshop before being permitted to register for any courses.

B. Fieldwork Benchmark

All field experiences and student teaching will take place in New York City public schools.

Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 782, SPED 784, CEDC 729; ECC 712; SPEDE 776 or SPEDE 767). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once.

C. A student with two or more INs is prohibited from registering for any course.

Note: It is recommended that when not enrolled in any course students take an official leave of absence to complete their INs.

D. In order to enroll in student teaching or supervised practicum, all students must:

Have an overall GPA of at least 3.0

Have no outstanding INs.

Complete at least 15 SPED credits, including the pre-student teaching field assignments that are part of SPED 700, 701 or 791 and 702 or 702.50 Have taken or be registered concurrently for one methods course (e.g., SPED 706, 706.50, 731, 741, 751, 781, 781.50) Students in early childhood special education must complete SPEDE 776 or 767.

Deaf and Hard of Hearing Course of Study

Program 2

Total Credits: 33-39 credits

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 70100 - Assessment of Students with Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hours; includes 10 hrs of field experience
Credits 3

SPED 70200 - Classroom Management in Special Education and Inclusive Settings

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.

prereq or coreq: SPED 70000
Hours 45 hours; includes 15 hrs of field experience
Credits 3

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,
Credits 3 cr

SPED 72000 - American Sign Language I

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, fingerspelling, numbers, and spatial and pronominal reference.

prereq or coreq: SPED 70000
Hours Includes 10 hrs of field experience, 90 hrs lab,
Credits 3 cr

SPED 72100 - American Sign Language II

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.

prereq: SPED 72000
Hours Includes 10 hrs of field experience 90 hrs lab,
Credits 3 cr

SPED 72200 - The Study of ASL Educational Linguistics

Focus on the linguistic structure of ASL: phonology, morphology, syntax, pragmatics, and discourse rules. Traces

acquisition of ASL during infancy, childhood and adolescent. 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.

prereq: SPED 72100

Hours 60 hrs lab,

Credits 2 cr

SPED 73000 - Education of Students Who Are Deaf and Hard-of-Hearing

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.

Hours Includes 10 hours of field experience 45 hrs,

Credits 3 cr

SPED 73300 - Math and Across-the Curriculum Adaptations for Students who are Deaf and Hard-of Hearing: Methods 2

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.

prereq: SPED 70000 and in the immediate preceding semester SPED 73100

Hours Includes 15 hrs of field experience

Spring only

SPED 73100 - Reading and Writing Development for Students Who Are Deaf and Hard-of Hearing: Methods 1

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.

prereq or coreq: SPED 73000

Hours Includes 15 hrs of field experience 45 hrs,

Credits 3 cr

Fall only

Must take SPED 73300 in semester immediately following.

SPED 73600 - Aural Rehabilitation of Students who are Deaf and Hard-of-Hearing

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.

prereq or coreq: SPED 70000

Hours Includes 5 hrs of field experience

SPED 73500 - Speech Development and Remediation of Students who are Deaf and Hard-of-Hearing

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.

prereq or coreq: SPED 70000

Hours Includes 5 hrs of field experience

Credits 3

Notes(s)

** 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 24 or 21 credits.*

Take either:

SPED 73700 - Student Teaching: Deaf and Hard-of- Hearing, Preschool–Grade 12

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. Weekly seminar and conferencing to integrate knowledge and skills prerequisite 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.

prereq or coreq: SPED 72100, SPED 73300

Hours 30 hrs seminar, plus conferences, plus 40 days student teaching at two grade levels,

Credits 4 cr

Or two of the following (must include two different grade levels):

SPED 73750 - Student Teaching: Deaf and Hard-of-Hearing, Preschool–Grade 6

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student-teaching field experience. 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.

prereq or coreq: SPED 721, SPED 733

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 73751 - Student Teaching: Deaf and Hard-of-Hearing, Grades 7–12

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. 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.

prereq or coreq: SPED 721, SPED 733

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2 cr

SPED 73760 - Supervised Practicum: Deaf and Hard-of-Hearing, Preschool–2nd Grade

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. 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.

prereq or coreq: SPED 72100, SPED 73300

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching,

Credits 2

SPED 73761 - Supervised Practicum: Deaf and Hard-of-Hearing, Grades 1-6

Supervised student teaching placement providing direct, specially designed classroom instruction at a grade level that does not overlap pre-student teaching field experience. 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.

prereq or coreq: SPED 72100, SPED 73300

Hours 30 hrs seminar, plus conferences, plus 20 days student teaching

Credits 2

SPED 73762 - Supervised Practicum: Deaf and Hard-of- Hearing, Grades 5-9

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised. 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.

prereq or coreq: SPED 72100, SPED 73300

Hours 30 hrs seminar, plus conferences,

Credits 2

SPED 73763 - Supervised Practicum: Deaf and Hard-of- Hearing, Grade 7–12

Supervised practicum providing direct, specially designed classroom instruction at a grade level that does not overlap with pre-student-teaching field experience as well as supervised clinical teaching experience. 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.

prereq or coreq: SPED 7210, SPED 73300

Hours 30 hrs seminar, plus conferences,

Credits 2

Additional Course Requirements for Program 1

Program 1

Total Credits: 40-58 Credits

CEDF 70650 - Social, Historical, Philosophical Foundations of Education: The American School

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.

prereq or coreq: CEDF 70900

Hours 45 hrs,

Credits 3 cr

CEDF 70900 - Child Development Grades 1-9

Theories and research applied to children's development. Understanding and working with children from diverse backgrounds to foster optimal growth.

Hours includes 5 hrs of field work

CEDC 72250 - Social Studies Curriculum and Instruction: Integrating Literature, the Arts, and Technology

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.

prereq or coreq: CEDF 70900 and CEDC 70450

Hours 30 hrs,

Credits 2 cr

CEDC 70350 - Teaching Science in the Elementary School

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.

prereq or coreq: CEDF 70900

CEDC 70450 - Teaching Developmental Reading

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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 70550 - Mathematics Curriculum and Methods

For students pursuing dual certification in childhood special education and childhood education. An exploration of 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.

prereq or coreq: CEDF 70900

Hours includes 10 hrs of fieldwork

CEDC 72900 - Fieldwork in Childhood Education for Special Educators

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 B-, C+ or C in fieldwork

must apply to the chairperson for permission to preregister 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.

prereq: CEDF 70900, CEDC 70450 and 70550

Hours 15 hrs of seminar plus 50 hrs fieldwork,

Credits 1 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,

Credits 1 cr

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student Teaching, Supervised Practicum, and Clinical Teaching Lab

A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. 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 repeat that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

4. Culminating Activity. Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 707, Research Seminar: Issues in Special Education):

a comprehensive research-based oral

presentation on a current special education issue

and either

an original written research proposal

or

a written proposal for competitive grant funding.

5. Students must pass the School of Education technology assessment.

Early Childhood Special Education - MSED

Early Childhood Special Education Program Coordinators:

Jamie Bleiweiss; 929 West Building; (212) 772-4229; jbleiwei@hunter.cuny.edu

Donia Fahim; 919 West Building; (212) 772-4745; dfahim@hunter.cuny.edu

Angela Mouzakitis; 929 West Building; (212) 772-4709; amouzak@hunter.cuny.edu

Admission Requirements: Program 1

Program 1A

For applicants who do not hold New York State Certification.

Admission Requirements

1. 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
2. A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
3. A general education core in liberal arts and sciences to include 6 credits in English including a course in English composition with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement) and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 1B

This program is for applicants who hold New York State Certification in an area other than early childhood. Those with a childhood or preK-6 certificate complete 36-40 credits. Those with certification in an area other than childhood complete 40-50 credits.

1. Any New York State teacher certificate other than early childhood education.
2. An undergraduate BA or BS from an approved college with a GPA of 2.8 or a graduate degree from an approved college with a GPA of 3.5 or better.

Admission Requirements: Program 2

Admission Requirements

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher or a graduate degree from an approved college with a GPA of 3.5 or better
2. New York State initial/permanent teacher certification in early childhood or preK-grade 6. Those holding permanent certification 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 HED 71500, a one credit course covering these topics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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 while they are completing their IN courses.

5. Program 1A students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) 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 test of written analysis and expression must enroll in a college writing course or workshop series approved by an adviser, before being permitted to register for any courses.

B. Fieldwork Benchmark

Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 782, SPED 784, CEDC 729; ECC 712; SPEDE 776 or SPEDE 767). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

C. In order to enroll in student teaching or supervised practicum, all students must:

1. Have an overall GPA of at least 3.0; and
2. Have no outstanding INs.

Early Childhood Special Education Course of Study

Program 2

Total Credits: 36 credits

SPEDE 71400 - History and Context of Early Intervention and Early Childhood Special Education

Historical and current views of infants and young children with developmental delays and disorders; “War on Poverty” antecedents of current early childhood special education services; federal, state, and city regulations covering intervention services to young children with disabilities.

*Hours 15 hrs,
Credits 1 cr*

SPEDE 76800 - Characteristics and Developmental Problems of Infants and Young Children with Special Needs

Definition of populations; effects of disabilities on cognitive, social/emotional, language, and motor development; implications for early intervention and education.

*Hours Includes 2.5 hrs field experience,
Credits 3*

SPEDE 76900 - Assessment of Development and Learning in Infants and Young Children with Special Needs

Processes and procedures appropriate for assessing the development and learning of children from infancy through age 7 (second grade), including multidisciplinary screening and assessment; uses and limitations of assessment measures; practice in the use of selected assessment tools

*prereq or coreq: G SPEDE 76800
Hours Includes 5 hrs field experience,
Credits 3*

SPEDE 77000 - Curriculum Models and Methods in Early Intervention and Early Childhood Special Education

Major approaches in early intervention and early childhood special education; instructional sequences and methods for use in different settings such as inclusion programs and the natural environment of the home; team and collaborative teaching models; the process of using assessment data to create IFSP and IEP goals and objectives and match them to teaching strategies; program evaluation.

*prereq or coreq: SPEDE 71400 and SPEDE 76900 or SPED 79100
Hours Includes 5 hrs field experience,
Credits 3*

SPEDE 77100 - Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies

Special learning and behavioral issues in educating infants/toddlers, preschoolers, and elementary age students with autism spectrum disorders; instructional strategies of particular value in working with children who have autism, PDD-NOS, and Asperger's syndrome.

prereq or coreq: SPEDE 776 and one of the following: SPED 70600, 70650, 73000, 74000, 75000, 77000, 78000, 78100, 79000, or permission of the early childhood special education program coordinator

Hours Includes 5 hrs of field experience

Credits 3

SPEDE 77200 - Behavioral Theory and Its Applications to Young Children with Special Needs

The major tenets of behavioral theory; variations in approaches to applied behavior analysis; how to do and use functional behavioral analysis with young children who have special needs.

prereq or coreq: SPEDE 77100 or permission of the coordinator of the early childhood special education program

Hours Includes 5 hrs of field experience

Credits 3

SPEDE 77300 - Developing Partnerships with Families for Their Child's Development and Learning

The roles of parents in the development and education of infants and young children with special needs; communicating and relating appropriately and effectively with parents of diverse educational, language, economic, and ethnic backgrounds; including parents in the intervention team; resources for parents.

prereq or coreq: SPEDE 76800 or SPED 79000

Hours 15 hrs includes 2.5 hrs field experience

Credits 1

SPEDE 77400 - Reading and Writing for Students with Special Education Needs, Grades K–2

Methods for developing reading and writing in students with disabilities and special education needs, grades K–2; instructional approaches and specific methodologies effective with young children who have a variety of learning disorders. From this instructional base, teachers can make informed decisions regarding the importance and propriety of special teaching strategies for use with particular students.

prereq or coreq: SPEDE 76800 or SPEDE 76900 or SPED 79000

Hours Includes 5 hrs field experience
Credits 3

SPEDE 77500 - Mathematics for Students with Special Education Needs, Grades K–2

Principles, methods, and specially-designed mathematics instruction for students with disabilities and special education needs, grades K–2; focus on concept development, concrete materials, the counting substrate and strategies, and verbal memory supports, as well as on differentiating kinds and degrees of math learning and disability.

prereq or coreq: SPEDE 76700 and SPEDE 77100 and SPEDE 77200 and SPEDE 77300
Hours 15 hrs,
Credits 1 cr

SPEDE 77600 - Field Experiences in Early Childhood Special Education

Two field placements of 30 hours each, with the placements at different age/grade levels: Pre–K (Birth–five), Kindergarten, grades 1 or 2; one of these experiences must be in a program using an ABA approach with children who have autistic spectrum disorders, while the other experience must be in a program with a different approach.

prereq or coreq: SPEDE 77000 or SPEDE 76900
Hours 30 hr seminar plus 60 hrs of field experience,
Credits 2 cr

SPED 70600 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support.

prereq or coreq: SPED 70000 or SPEDE 76800
Hours Includes 10 hours of field experience, 45 hrs,
Credits 3 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,
Credits 3 cr

SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

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.

prereq or coreq: SPED 70000 or SPEDE 76800 or SPEDE 76900

Hours Includes 15 hrs of field experience

Take either:

SPEDE 77700 - Student Teaching: Early Childhood Special Education

Supervised student teaching in two settings with 20 days in each placement; placements must be at different age/grade levels: Pre-K (Birth–five); Kindergarten; grades 1–2; practice in the implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100, SPEDE 77200, SPEDE 77300

Hours 30 hrs seminar plus 40 days,

Credits 4

Or:

SPEDE 77800 - Student Teaching in Early Childhood Special Education

Supervised student teaching for 20 days at one of the following age/grade levels: Pre-K (Birth–5), Kindergarten, grades 1–2; practice in implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100

Hours 30 hrs seminar plus 20 days,

Credits 2

(Note that students who take SPEDE 77800 must also take SPEDE 77900 and the placements must be at different age/grade levels.)

Plus*:

SPEDE 77900 - Practicum in Early Childhood Special Education

Supervised practicum and weekly seminar; practice in the implementation of skills developed through coursework and field experiences.

prereq: SPEDE 77600, ECC 71200

prereq or coreq: SPEDE 77100

Hours 30 hrs seminar plus conferences,

Credits 2

(Note that students who take SPEDE 77900 must also take SPEDE 77800 and the two experiences must be at different age/grade levels. Pre-K [Birth-five], Kindergarten, grades 1-2. Teacher Candidates must be in an early childhood program that includes children with disabilities for the entire semester.)

Note(s)

** or a second semester of SPEDE 778. Students on Internship Certificates may complete a second semester of SPEDE 779. Students may also be exempted from the second semester of student teaching or practicum. Please see the program adviser for the criteria.*

Additional Course Requirements for Program 1

Program 1A

Program 1A (47-54 credits) is for students who do not have any teaching certificate. Students must take between 11-18 credits of early education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 7 credits of the coursework listed below on the basis of equivalent courses taken at the graduate or undergraduate level.

ECF 70000 - Child Development: Birth to Age Eight

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.

Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,

Credits 3 cr

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 70600 - Language and Literacy: K through Grade 2

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.)

prereq or coreq: ECC 70500 (early childhood students only)
Hours 45 hrs,
Credits 3 cr

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

coreq: ECC 70400
prereq or coreq: 70500 or 70600
Hours 15 hrs,
Credits 1 cr

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300
Hours 45 hrs,
Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300
Hours 15 hrs of seminar plus 50 hrs in the field,
Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,
Credits 3 cr

HED 71500 - Health Education for Special Educators

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.

*Hours 15 hrs,
Credits 1 cr*

Program 1B

Program 1B (36-40 credits) is for students who have a teaching certificate in an age level or area other than early childhood education. Students in Program 1B who have teacher certification in childhood education or in elementary preK-grade 6 will complete the 36-credit special education sequence plus the two early childhood courses listed below (unless a student is exempted from one or both of those courses based on an analysis of the applicant's prior coursework).

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

*prereq: ECC 70300
Hours 15 hrs of seminar plus 50 hrs in the field,
Credits 1 cr*

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student Teaching, Supervised Practicum, and Clinical Teaching Lab.

A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. 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 retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

4. Culminating Activity. Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 707, Research Seminar: Issues in Special Education): a comprehensive research-based oral presentation on a current special education issue

and either

an original written research proposal

or

a written proposal for competitive grant funding.

5. Students must pass the School of Education technology assessment.

Early Childhood Special Education: Severe/Multiple Disabilities - MSED

Early Childhood Special Education Program Coordinators:

Jamie Bleiweiss; 929 West Building; (212) 772-4229; jbleiwei@hunter.cuny.edu

Donia Fahim; 919 West Building; (212) 772-4745; dfahim@hunter.cuny.edu

Angela Mouzakitis; 929 West Building; (212) 772-4709; amouzak@hunter.cuny.edu

Admission Requirements: Program 1

Program 1A

For applicants who do not hold New York State Certification.

Admission Requirements

1. 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
2. A liberal arts or science major or interdisciplinary concentration of at least 30.
3. A general education core in liberal arts and sciences to include 6 credits in English including a course in English composition with a grade of B or better (or a writing intensive course in any discipline with a grade of B or better), 6 credits in social studies (with at least one course in history or geography), 9 credits in math and science with at least one course in math and one course in science (a college course in calculus meets 6 credits of this requirement), 3 credits in the arts, 6 credits in a language other than English (3 years of high school study in the same foreign language with grades of C or better documented by high school transcript meets this requirement) and 3 credits in information retrieval (library studies, research, computer literacy, or educational technology).

Program 1B

This program is for applicants who hold New York State Certification in an area other than early childhood. Those with a childhood or preK-6 certificate complete 36-40 credits. Those with certification in an area other than childhood complete 40-50 credits.

1. Any New York State teacher certificate other than early childhood education.
2. An undergraduate BA or BS from an approved college with a GPA of 2.8 or a graduate degree from an approved college with a GPA of 3.5 or better.

Admission Requirements: Program 2

For applicants who hold early childhood New York State Certification

1. An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher or a graduate degree from an approved college with a GPA of 3.5 or better
2. New York State initial/permanent teacher certification in early childhood or preK-grade 6. Those holding permanent certification 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 HED 71500, a one credit course covering these topics.

Progress Standards

A. 12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. A student who receives a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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 while they are completing their IN courses.

5. Program 1A students must take the Liberal Arts and Science Test (LAST) of the New York State Teacher Certification Examinations and submit their scores to the Office of Educational Services (Room 1000 West Building) 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 test of written analysis and expression must enroll in a college writing course or workshop series approved by an adviser, before being permitted to register for any courses.

B. Fieldwork Benchmark

Students must receive a grade of at least B in fieldwork and clinical teaching courses (e.g., SPED 782, SPED 784, CEDC 729; ECC 712; SPEDE 776 or SPEDE 767). Any student who receives a grade of B-, C+ or C must apply to the chair of the department for permission to retake the course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.

C. In order to enroll in student teaching or supervised practicum, all students must:

1. Have an overall GPA of at least 3.0; and
2. Have no outstanding INs.

Early Childhood Special Education with an Annotation in Severe/Multiple Disabilities Course of Study

Program 2

Total Credits: 41 credits

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities

Emphasis is on collaborative teaming and alternative instructional arrangements in diverse general education classrooms, preschools, and early intervention programs; disability-specific skills that foster independence and social inclusion including self-care, community and domestic skills; facilitating friendships; development of curriculum adaptations, innovative scheduling, and access to technological support. This course is for students in the Severe/Multiple Disabilities Including Deafblindness Program and Blind and Visually Impaired Program.

prereq or coreq: SPED 70000 and SPED 74200 or SPED 79100

Hours (includes 10 hours of field experience),

Credits 3 cr

SPED 79000 - Foundations and Educational Implications of Severe/Multiple Disabilities

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.

prereq or coreq: SPED 70000

Hours 45 hrs,

Credits 3 cr

SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities

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.

prereq or coreq: SPED 70000, SPED 79000

Hours Includes 15 hrs of field experience

SPED 79200 - Language Development and Alternative Communication Systems for Learners with Low Incidence Disabilities: Severe Disabilities including Deafblindness

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.

prereq or coreq: SPED 70000 or SPEDE 76800 or SPEDE 76900

Hours Includes 15 hrs of field experience

SPED 79300 - Total Communication for Learners with Severe/Multiple Disabilities

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.

prereq: SPED 70000

Hours includes 10 hrs of field experience, 30 hrs

Credits 2 cr

SPED 74600 - Educational Implications of Learners Who Are Deafblind

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.

prereq: SPED 70000, SPED 79000 or SPED 74100

Hours Includes 10 hrs of field experience

SPEDE 77000 - Curriculum Models and Methods in Early Intervention and Early Childhood Special Education

Major approaches in early intervention and early childhood special education; instructional sequences and methods for use in different settings such as inclusion programs and the natural environment of the home; team and collaborative teaching models; the process of using assessment data to create IFSP and IEP goals and objectives and match them to teaching strategies; program evaluation.

prereq or coreq: SPEDE 71400 and SPEDE 76900 or SPED 79100

Hours Includes 5 hrs field experience,

Credits 3

SPEDE 77100 - Autistic Spectrum Disorders: Characteristics, Implications for Intervention, and Educational Strategies

Special learning and behavioral issues in educating infants/toddlers, preschoolers, and elementary age students with autism spectrum disorders; instructional strategies of particular value in working with children who have autism, PDD-NOS, and Asperger's syndrome.

prereq or coreq: SPEDE 776 and one of the following: SPED 70600, 70650, 73000, 74000, 75000, 77000, 78000, 78100, 79000, or permission of the early childhood special education program coordinator

Hours Includes 5 hrs of field experience

Credits 3

SPEDE 77200 - Behavioral Theory and Its Applications to Young Children with Special Needs

The major tenets of behavioral theory; variations in approaches to applied behavior analysis; how to do and use functional behavioral analysis with young children who have special needs.

prereq or coreq: SPEDE 77100 or permission of the coordinator of the early childhood special education program

Hours Includes 5 hrs of field experience

Credits 3

SPEDE 77300 - Developing Partnerships with Families for Their Child's Development and Learning

The roles of parents in the development and education of infants and young children with special needs; communicating and relating appropriately and effectively with parents of diverse educational, language, economic, and ethnic backgrounds; including parents in the intervention team; resources for parents.

prereq or coreq: SPEDE 76800 or SPED 79000

Hours 15 hrs includes 2.5 hrs field experience

Credits 1

SPEDE 77400 - Reading and Writing for Students with Special Education Needs, Grades K–2

Methods for developing reading and writing in students with disabilities and special education needs, grades K–2; instructional approaches and specific methodologies effective with young children who have a variety of learning disorders. From this instructional base, teachers can make informed decisions regarding the importance and propriety of special teaching strategies for use with particular students.

prereq or coreq: SPEDE 76800 or SPEDE 76900 or SPED 79000

Hours Includes 5 hrs field experience

Credits 3

SPEDE 77500 - Mathematics for Students with Special Education Needs, Grades K–2

Principles, methods, and specially-designed mathematics instruction for students with disabilities and special education needs, grades K–2; focus on concept development, concrete materials, the counting substrate and strategies, and verbal memory supports, as well as on differentiating kinds and degrees of math learning and disability.

prereq or coreq: SPEDE 76700 and SPEDE 77100 and SPEDE 77200 and SPEDE 77300

Hours 15 hrs,

Credits 1 cr

SPED 70700 - Research Seminar: Issues 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.

Hours 45 hrs,

Credits 3 cr

Take Two of the Following (Must Include Two Different Grade Levels)

SPEDE 79550 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar plus 36 days pre-K) plus conferences

Or

SPEDE 79552 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised practicum in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades pre-K. Focus on writing lesson plans, developing IFSPs/IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar, pre-K), plus conferences

Credits 2

And

SPEDE 79551 - Student Teaching in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised student teaching in a disability-specific or inclusive pre-school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar plus 36 days student teaching K-2) , plus conferences

Credits 2

Or

SPEDE 79553 - Supervised Practicum in Early Childhood Special Education with an Annotation in Severe Multiple Disabilities

Supervised practicum in a disability-specific or inclusive school setting with learners with severe disabilities including deafblindness, grades K-2. Focus on writing lesson plans, developing IEPs, behavioral observation, creating portfolios, forming partnerships with families.

prereq or coreq: SPED 79000, 79100

Hours 36 days (30 hr seminar, K-2), plus conferences

Credits 2

Additional Course Requirements for Program 1

Program 1A

Total Credits: 52-59 credits students must take between 11-18 credits of early childhood education credits in addition to the special education courses required for their degrees. Students can be exempted from up to 7 credits of the coursework listed below on the basis of equivalent courses taken at the graduate or undergraduate level.

ECF 70000 - Child Development: Birth to Age Eight

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.

*Hours 45 hrs plus 15 hrs of fieldwork, 5 hrs at each of 3 age levels,
Credits 3 cr*

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

*prereq or coreq: ECF 70000
Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels*

ECC 70600 - Language and Literacy: K through Grade 2

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.)

*prereq or coreq: ECC 70500 (early childhood students only)
Hours 45 hrs,
Credits 3 cr*

ECC 70700 - Language and Literacy: English Language Learners

Second language acquisition and the development of literacy. Special emphasis on language and culture, dialect variation and development of social and academic language.

*coreq: ECC 70400
prereq or coreq: 70500 or 70600
Hours 15 hrs,
Credits 1 cr*

ECC 70900 - Mathematical and Scientific Thinking in Early Childhood

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. (not for Program 1 students)

prereq or coreq: ECC 70300

Hours 45 hrs,

Credits 3 cr

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

ECC 71300 - The Expressive Arts in Early Childhood

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.

Hours 45 hrs,

Credits 3 cr

HED 71500 - Health Education for Special Educators

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.

Hours 15 hrs,

Credits 1 cr

Program 1B

Total Credits: 41-45 credits Students in Program 1B who have teacher certification in childhood education or preK-grade 6 will complete the 41-credit special education sequence plus the two early childhood courses listed below (unless a student is exempted from one or both of these courses on the basis of an analysis of the applicant's prior coursework).

Students whose prior certification is in an area other than childhood or elementary education (e.g., adolescent education, middle school education, music, dance, TESOL) may need to do additional coursework in early childhood education. The additional required number of credits and specific courses will be determined by an analysis of the applicant's prior coursework.

ECC 70300 - Early Childhood Curriculum: Birth through Grade 2

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.

prereq or coreq: ECF 70000

Hours 45 hrs plus 20 hrs of fieldwork, 10 hrs at each of two age levels

ECC 71200 - Pre-Student Teaching Field Placements in Early Childhood

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: prekindergarten, 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.

prereq: ECC 70300

Hours 15 hrs of seminar plus 50 hrs in the field,

Credits 1 cr

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student Teaching, Supervised Practicum, and Clinical Teaching Lab.
 - A. Students are required to attain a minimum grade of B in all student teaching, practica and clinical teaching lab courses. 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 retake that course, which may be repeated only once. Any student who receives a grade of F in a fieldwork or clinical teaching course will not be allowed to continue in the program.
 - B. Students must complete all required days and hours for each of the student teaching, practica and clinical teaching lab courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.
4. Culminating Activity. Students must perform satisfactorily on a two-part culminating activity (partial requirements of SPED 707, Research Seminar: Issues in Special Education): a comprehensive research-based oral presentation on a current special education issue
 - and either
 - an original written research proposal
 - or
 - a written proposal for competitive grant funding.
5. Students must pass the School of Education technology assessment.

Gifted Education Extension - Advanced Certificate

Gifted Education Program Coordinator:

909 West Building; (212) 650-3599

This is a 12-credit course of study for students who already have NYS teacher certification or who are in the process of completing such certification. It is designed to provide educators with a solid background of expertise in gifted education, enabling them to work effectively with exceptionally capable learners and to take leadership roles in the field. Achievement of specialized expertise in gifted education will be recognized by a post-master's degree certificate.

Admission Requirements

1. NYS teacher certification and at least 15 credits of graduate study in education for a specific school population, with at least one course in human development (including child or adolescent development).
2. A GPA of at least 3.5 in graduate courses.
3. Two letters of recommendation from appropriate professional or academic sources.

Extension in Gifted Education Course of Study

Total Credits: 12 credits

SPED 75300 - Understanding and Identifying Gifted Learners: Individual and Developmental Diversity

An overview of major questions and issues in the field, including What is intelligence? What is creativity? What is giftedness? How do we measure these qualities? Focus on the urban context, incorporating rich cultural, social, political, educational, and scientific resources possibilities, and developing expertise in educating gifted and talented students from a broad range of backgrounds.

Cross-listed (Cross-listed with CEDF 75300.)

Hours 45 hrs includes 10 hrs field experience

Credits 3 cr

SPED 75400 - Differentiating Curriculum for Gifted and Talented Learners

Consideration of a wide range of curriculum options appropriate for meeting diverse kinds of gifted learning needs from early childhood through Grade 12, as well as a variety of placement options, from the regular classroom to the full time gifted school.

Cross-listed (Cross-listed with CEDF 75400)

prereq or coreq: SPED 75300

Hours Includes 10 hrs field experience

Credits 3

SPED 75500 - Assessment and Instruction for Diversely Gifted Learners

Supervised learning lab experience involving scaffolded assessment, diagnosis, and associated curriculum differentiation for diversely gifted learners, including those with learning and emotional problems, physical disabilities, and special abilities. Includes writing and implementing individual education plans.

Cross-listed (Cross-listed with CEDC 755.)

prereq or coreq: SPED 75300 and SPED 75400

Hours Includes 20 hrs field experience

SPED 75600 - Professional Discourse and Leadership in Gifted Education

Collaborative models of professional development and program evaluation in gifted education. Major issues and leadership concerns in the field, e.g., including underrepresented populations and integrating gifted practices schoolwide and systemwide. Investigation of networking and dissemination.

Cross-listed ADSUP 75600, CEDC 75600, CEDF 75600

prereq or coreq: SPED 75500 or CEDC 75500

Hours Includes 10 hrs field experience

Progress Standards/Exit Standards

No course grade below B.

Special Education - MEd

Department Office: 909 West Building; (212) 772-4700

Secretary Jean Leung; 909 West Building; (212) 772-4700; fax (212) 650-3542; jleung@hunter.cuny.edu

Acting Chairperson Tim Lackaye; 920 West Building; (212) 772-4777; tlackaye@hunter.cuny.edu

Advisers:

Learning Disabilities

- **Kate Garnett;** 910 West Building (212) 772-4700; kgarnett@hunter.cuny.edu
- **David Connor;** 917 West Building (212) 772-4746; dconnor@hunter.cuny.edu
- **Sara Hines;** 915 West Building; (212) 772-5667; shine@hunter.cuny.edu

Behavior Disorders

- **Tom McIntyre;** 914 West Building; (212) 772-4706; thomas.mcintyre@hunter.cuny.edu

Severe/Multiple Disabilities (including Deafblindness)

- **Rosanne K. Silberman;** 916 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu
- **Ellen Trief;** 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

Early Childhood Special Education

- **Jamie Bleiweiss**; 929 West Building; (212) 772-4229; jbleiwei@hunter.cuny.edu
- **Shirley Cohen**; 915 West Building; (212) 772-4708; shirley.cohen@hunter.cuny.edu
- **Donia Fahim**; 919 West Building; (212) 772-4745; dfahim@hunter.cuny.edu

Deaf and Hard-of-Hearing

- **Elaine Gale**; 918 West Building; (212) 772-4702; egale@hunter.cuny.edu

Blind and Visually Impaired

- **Rosanne K. Silberman**; 916 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu
- **Ellen Trief**; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

Gifted Education

- **Razel Solow**; 909 West Building; (212) 650-3599; rsolow@hunter.cuny.edu

Hunter's graduate programs in special education prepare teachers to provide specially designed instruction for students with disabilities and to work across a variety of educational settings, including: special school, special classes, resource rooms, pre-schools, early intervention programs, supported general education classrooms in public and private schools, hospitals, clinics, health agencies, home programs, and residential facilities. Special education programs at Hunter have been nationally recognized by the Council for Exceptional Children.

Completion of any one of Hunter's for the master's degree in special education leads to New York State teacher certification. Hunter's specializations are:

- childhood special education: learning disabilities
- childhood special education: behavior disorders
- childhood special education with an annotation in severe/multiple disabilities (including deafblindness)
- early childhood special education
- early childhood with an annotation in severe/multiple disabilities (including deafblindness)
- deaf and hard-of-hearing
- blind and visually impaired

Students who enter the programs with no previous certification and subsequently complete the master's degree will meet the education requirements for New York State initial and professional certification in either childhood special education or early childhood special education and either childhood general education or early childhood general education. Students without prior teacher certification enter the Program 1 track.

Students who enter the childhood special education program with initial certification in grades 1-6 and subsequently complete the master's degree, will meet the education requirements for New York State professional certification in childhood/elementary education as well as for professional certification in childhood special education grades 1-6. Students with prior childhood certification enter the program 2 track.

Similarly, students who enter the early childhood special education program with initial certification in early childhood Birth to Grade 2 and subsequently complete the master's degree, will meet the education requirements for New York State professional certification in early childhood education as well as for professional certification in early childhood special education Birth to Grade 2. Students who hold early childhood certification enter the Program 2 track in early childhood special education.

The early childhood master's programs are designed for students whose primary interest is in teaching children from infancy through kindergarten. While students in the early childhood special education programs will also be prepared to teach grades 1 and 2, applicants whose primary interest is in these grades should apply to the childhood special education program, which encompasses grades 1-6.

The programs (with the exception of early childhood special education) are organized into a set of cross-categorical core courses and disability-specific specializations. Core courses develop knowledge and skills across a range of

education settings; specializations provide in-depth preparation for working with students within a particularly 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 theory to effective instruction.

Special Education: Visual Impairment: Rehabilitation Teaching

40 cr in total or 55 cr with optional sequence in O&M

Cross-Categorical Core Courses (3 cr)

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

Visual Impairment: Rehabilitation Teaching Specialization (37 cr)

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000

Hours Includes 10 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 76000 - Skills and Techniques for Rehabilitation Teaching I

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.

prereq: SPED 74000, 74100

Hours Includes 10 hrs field experience

Credits 3

SPED 76100 - Skills and Techniques for Rehabilitation Teaching II

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.

prereq: SPED 76000

Hours includes 10 hrs field experience

Credits 3 cr

SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100

Hours 45 hrs,

Credits 3 cr

SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

*Hours 45 hrs,
Credits 3 cr*

COUNR 73000 - 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.

*Hours 45 hrs,
Credits 3 cr*

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

*Hours 45 hrs,
Credits 3 cr*

Optional Sequence in Orientation and Mobility (15 cr)

SPED 76500 - Intermediate Orientation and Mobility

Theories related to perception, learning and development of individuals who are blind or visually impaired, and /or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

*prereq or coreq: SPED 76800
Hours includes 50 hrs of lab plus 15 hrs field experience
Credits 3 cr*

SPED 76600 - Advanced Orientation and Mobility

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

*prereq: G SPED 76500
Hours includes 50 hrs of lab plus 15 hrs field experience
Credits 3 cr*

SPED 76700 - Orientation and Mobility: Internship/Seminar

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

prereq: G SPEDE 77000 and G SPED 79000 and G SPED 79100

Hours 30 hrs seminar, plus conferences plus 340 hours of internship,

Credits 2 cr

SPED 74900 - Orientation and Mobility for Students with Visual Impairments and Additional Disabilities

An advanced orientation and mobility course on specialized instructional strategies that address the special travel difficulties of learners (infants to older adults) who are blind or visually impaired with additional disabilities. Topics include deafness, deafblindness, multiple impairments, motoric, cognitive and affective impairments. This course also addresses instructional strategies for persons in unique living situations or environments.

Hours includes 10 hrs field experience, 45 hrs,

Credits 3 cr

SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar

This course teaches assessment of the systems of mobility used by persons who are visually impaired and develops competencies in teaching indoor travel techniques used by persons with visual impairments. Two week summer course.

prereq: SPED 74700

Credits 2 cr

Two week summer course.

SPED 76900 - Advanced Orientation and Mobility Lab and Seminar

This course demonstrates practical application of Orientation and Mobility instructional techniques as they are applied in outdoor settings under blindfold and with low vision simulators. Content related to instructional strategies will be provided during the in-class seminar. Two week summer course.

prereq: G SPED 76800 and G SPED 76500

Credits 2

Two week summer course.

Note(s)

** The Rehabilitation Teaching program alone does not lead to New York State teacher certification.*

Visual Impairment: Rehabilitation Teaching - MSEd

Visual Impairment: Rehabilitation Teaching Program Coordinators: Rosanne K. Silberman; 911 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu, Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

The Hunter College's master's degree program in Rehabilitation Teaching (RT) prepares professionals in vision rehabilitation therapy (VRT) to work with individuals with visual impairments. Upon completion of the program, candidates will be eligible for national certification from the Academy for Certification of Vision Rehabilitation and Education Professionals. This Program does not lead to New York State Teacher Certification.

Admission Requirements

An undergraduate BA or BS degree from an approved college with a GPA of 2.8 or higher **or** a graduate degree from an approved college with a GPA of 3.5 or better.

Progress Standards

12-Credit Progress Standards for Matriculated Students

1. Students must maintain an overall GPA of 3.0 in order to continue in the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.
3. Students who receive a grade of F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (Incomplete) within the first 12 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.

Visual Impairment: Rehabilitation Teaching Course of Study

Total Credits: 40 credits

The Rehabilitation Teaching program alone does not lead to New York State teacher certification.

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000

Hours Includes 10 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 76000 - Skills and Techniques for Rehabilitation Teaching I

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.

prereq: SPED 74000, 74100

Hours Includes 10 hrs field experience

Credits 3

SPED 76100 - Skills and Techniques for Rehabilitation Teaching II

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.

prereq: SPED 76000

Hours includes 10 hrs field experience

Credits 3 cr

SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100

Hours 45 hrs,

Credits 3 cr

SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs,

Credits 3 cr

COUNR 73000 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

Hours 45 hrs,

Credits 3 cr

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.

3. Student teaching , Supervised Practicum, and Clinical Teaching Lab:

A. Students are required to attain a minimum grade of B in the internship courses (SPED 76300 and 76400). Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once.

Any student who receives a grade of F will not be allowed to continue.

B. Students must complete all required days and hours for each of the internship courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

Visual Impairment: Rehabilitation Teaching and Orientation and Mobility - MSeD

Blind and Visually Impaired Program Coordinator: Rosanne K. Silberman; 911 West Building; (212) 772-4740; rsilberm@hunter.cuny.edu, Ellen Trief; 921 West Building; (212) 772-4110; etrief@hunter.cuny.edu

The Hunter College's master's degree program in Rehabilitation Teaching (RT) prepares professionals in vision rehabilitation therapy (VRT) to work with individuals with visual impairments. Upon completion of the program, candidates will be eligible for national certification from the Academy for Certification of Vision Rehabilitation and Education Professionals. Those completing the combined program are also eligible to become Orientation and Mobility specialists. The Combined Master's Degree in Rehabilitation Teaching and Orientation and Mobility includes 40 credits of the RT Master's Degree and 12 credits in Orientation and Mobility.

Admission Standards

1. Undergraduate BA or BS degree from an accredited institution, with a GPA 2.8 or better, plus teacher of the blind and visually impaired teaching certificate.

OR

- Master's degree from an approved college in rehabilitation teaching or teacher of the blind and visually impaired with a GPA of 3.5 or better,
2. Evidence of acceptable written languages skills,
3. Three letters of recommendation,
4. Evidence of work, volunteer or personal experience with individuals with visual impairments,
5. An interview with a special education faculty member.

Progress Standards

1. Students must maintain an overall GPA of at least 3.0 in order to continue the program.
2. Students with more than one course grade below B in the first 12 credits will not be allowed to continue in the program.

3. A student who receives a grade F in any course in the first 12 credits will not be allowed to continue in the program.
4. Students with one grade of IN (incomplete) within the first 12 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.

Rehabilitation Teaching and Orientation and Mobility Course of Study

Total Credits: 52 credits

SPED 70000 - Issues and Practices in Educating Students with Disabilities

Current and historical views of individuals with disabilities; legal and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development.

Hours 45 hours; includes 5 hours of field experience

Credits 3

SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments

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.

prereq or coreq: SPED 70000

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments

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.

prereq or coreq: SPED 74000

Hours Includes 10 hrs of field experience

SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments

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.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours Includes 10 hrs of field experience

SPED 74400 - Assistive Technology for Learners with Visual Impairments

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.

prereq or coreq: SPED 74300 and SPED 74200

Hours 45 hrs,

Credits 3 cr

SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments

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. Lab experiences to teach pre-cane skills with the use of blindfolds and low-vision simulators in both indoor and outdoor environments.

prereq or coreq: SPED 74000 and SPED 74100 and SPED 74200

Hours includes 10 hrs of field experience

Credits 3 cr

SPED 76000 - Skills and Techniques for Rehabilitation Teaching I

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.

prereq: SPED 74000, 74100

Hours Includes 10 hrs field experience

Credits 3

SPED 76100 - Skills and Techniques for Rehabilitation Teaching II

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.

prereq: SPED 76000

Hours includes 10 hrs field experience

Credits 3 cr

SPED 76200 - Principles of Vocational Rehabilitation and Independent Living Rehabilitation for Adults with Visual Impairments

Job modification options. Transition planning from education to adult services.

prereq: SPED 74000, 74100

Hours 45 hrs,

Credits 3 cr

SPED 76300 - Internship I: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

SPED 76400 - Internship II: Rehabilitation Teaching for Individuals with Visual Impairments

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.

prereq: SPED 76000, 76100

Hours 230 hrs,

Credits 2 cr

SPED 76500 - Intermediate Orientation and Mobility

Theories related to perception, learning and development of individuals who are blind or visually impaired, and /or with multiple impairments across the age-spectrum as it is related to O&M. Through lecture, observation and practice, the student develops competencies in teaching indoor travel techniques used by persons with visual impairments. Requirements include 50 hours of blindfold simulation.

prereq or coreq: SPED 76800

Hours includes 50 hrs of lab plus 15 hrs field experience

Credits 3 cr

SPED 76600 - Advanced Orientation and Mobility

Assessment, lesson sequencing, methods for Orientation and Mobility (O&M) of those who are visually impaired across the age-spectrum. Through lecture, observation and practice, the student develops competencies in teaching outdoor travel techniques used by persons with visual impairments.

prereq: G SPED 76500

Hours includes 50 hrs of lab plus 15 hrs field experience

Credits 3 cr

SPED 76700 - Orientation and Mobility: Internship/Seminar

Knowledge and skills in advocacy for persons with visual impairments, the Code of Ethics for O&M specialists, organizing an O&M program, record keeping systems and program evaluation procedures, educating the public about O&M, issues and public policy related to O&M, and principles of employer/employee relations. 340 hours of internship required.

prereq: G SPEDE 77000 and G SPED 79000 and G SPED 79100

Hours 30 hrs seminar, plus conferences plus 340 hours of internship,

Credits 2 cr

SPED 76800 - Intermediate Orientation and Mobility: Lab and Seminar

This course teaches assessment of the systems of mobility used by persons who are visually impaired and develops competencies in teaching indoor travel techniques used by persons with visual impairments. Two week summer course.

prereq: SPED 74700

Credits 2 cr

Two week summer course.

SPED 76900 - Advanced Orientation and Mobility Lab and Seminar

This course demonstrates practical application of Orientation and Mobility instructional techniques as they are applied in outdoor settings under blindfold and with low vision simulators. Content related to instructional strategies will be provided during the in-class seminar. Two week summer course.

prereq: G SPED 76800 and G SPED 76500

Credits 2

Two week summer course.

COUNR 72000 - Medical Aspects of Disability

Study of etiology, symptoms, treatment and prognosis of physical disabilities. Understanding of medical reports and basic medical terminology.

Hours 45 hrs,

Credits 3 cr

COUNR 73000 - 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.

Hours 45 hrs,

Credits 3 cr

COCO 70100 - Counseling Skills and Interviewing Techniques

Effective communication and interviewing techniques with emphasis on listening and responding. Basic principles of ethical practice and client assessment.

Hours 45 hrs,

Credits 3 cr

Exit Standards

1. An overall GPA of 3.0.
2. Students must demonstrate consistently satisfactory written English in all course work.
3. Student Teaching, Supervised Practicum, and Clinical Teaching Lab

A. Students are required to attain a minimum grade of B in the internship courses (SPED 763 and 764). Students receiving B-, C+, or C for any one of these courses must apply to the department chairperson for permission to retake that course, which may be repeated only once.

Any student who receives an F will not be allowed to continue.

B. Students must complete all required days and hours for each of the internship courses. Students not completing the minimum required days and hours will receive a course grade of IN for that course, prohibiting them from graduating.

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Department of Curriculum and Teaching

About the Department

Welcome to the Department of Curriculum and Teaching at Hunter College, the home of a wide variety of graduate and undergraduate programs that will prepare you for one of the highest callings in society: education. Along with the other

departments in the School of Education, we carry on the original mission of Hunter College: the preparation of educators.

As part of the largest department in the Hunter College School of Education, Curriculum & Teaching programs prepare teachers and other school personnel in the areas of Childhood Education (elementary), Adolescent Education (secondary), Early Childhood Education, Literacy, Bilingual Education, Teaching English to Speakers of Other Languages (TESOL--K-12 and Adult), and Administration & Supervision. Our primary mission is to prepare teachers for any classroom environment, although we are particularly committed to preparing teachers for the challenges of public education in an urban setting.

The Department of Curriculum and Teaching houses the majority of the programs and courses in the Hunter College School of Education, working closely with departments in the School of Arts & Sciences to train teachers in content area knowledge, and in the methods of teaching such subject areas as English/Language Arts, Social Studies, Foreign Languages, Music, ESL, Bilingual Education, Math, and Science. Its programs ask future teachers and administrators to be thoughtful and knowledgeable educators, advocates for children and other learners, active promoters of social justice, knowledgeable resources, and effective future leaders in education.

Administration

Chairperson:

Professor Jennifer Tuten
1023 West
212 772-4686

Administrative Assistant:

Genevieve Joseph

Assistant to the Department Chair:

Jade Young

College Assistant:

Angela Calvo

Hazera Jalil

Faculty

Laura Baecher, Assistant Professor; EdD, Teachers College, Columbia; TESOL

Nadine Bryce, Assistant Professor; EdD, Teachers College, Columbia; Reading and Language Arts

Jenny Castillo, Associate Professor; PhD, CUNY; Hispanic and Luso-Brazilian Literature

Brian Collins, Assistant Professor; PhD, NYU; Bilingual Education

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

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

Ann Ebe, Assistant Professor; PhD, Univ. of Arizona; Language Reading and Culture: Reading and Writing Processes, Uses and Research

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

Terrie Epstein, Professor; EdD, Harvard; Education

Timothy Farnsworth, Assistant Professor; PhD, UCLA; Applied Linguistics

Dolores Fernández, Professor; PhD, Hofstra; Language and Cognition

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

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

Robert Gyles, Professor; PhD, NYU; Mathematics Education/Curriculum and Instruction

Yang Hu, Associate Professor; EdD, Teachers College, Columbia; English Education

Deborah Ann Jensen, Associate Professor; PhD, Fordham; Language, Literacy and Learning

Abigail Jewkes, Assistant Professor; PhD, Univ. of Michigan; Education

Karen Koellner, Associate Professor, PhD, Arizona State; Mathematics

Marcia Knoll, Associate Professor; EdD, St. John's; Curriculum and Teaching

Carmen Mercado, Professor; PhD, Fordham; Reading and Language Arts

John Niman, Professor; PhD, Columbia; Mathematics and Mathematics Education

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

Janet Patti, Professor; EdD, Northern Arizona; Education

Anthony Picciano, Professor; PhD, Fordham Univ.; Educational Administration, Technology

Jody Polleck, Assistant Professor; PhD, NYU; English Education

Dennis Robbins, Associate Professor; EdD, Teachers College, Columbia; Science Education

Christine Rosalia, Assistant Professor; PhD, Teachers College, Columbia; Educational Communications & Technology

Melissa Schieble, Assistant Professor; PhD, Univ. of Wisconsin-Madison; Curriculum/Instruction

Debbie Sonu, Assistant Professor; EdD, Teacher's College, Columbia; Curriculum and Teaching Urban-Multicultural Education

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

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

John Toth, Assistant Professor; PhD, European Graduate School; Media & Communications

Jenny Tuten, Associate Professor and Chair; PhD, Fordham; Language and Literacy Education

Rachael Welder, Assistant Professor; PhD, Montana State; Mathematics and Mathematics Education

Sandra Wilde, Professor; PhD, Univ. of Arizona; Elementary Education

Jason Wirtz, Assistant Professor; PhD, Michigan State; Rhetoric and Writing

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Department of Educational Foundations

About the Department

The Department of Educational Foundations & Counseling Programs prepares students to enter the teaching and counseling professions, eventually to obtain the appropriate certification(s), which will help them establish, improve and maintain themselves within these professions.

Departmental courses are the basis of training in education and human services. The Department of Educational Foundations includes the disciplines of psychology, sociology, anthropology, history and philosophy. Research in these areas, when applied to education and counseling, provides the foundation for understanding individuals in the learning and counseling process and the social psychological context in which personal development and learning occur. In addition, the study of the history and the philosophic foundations of American education and counseling is essential for enabling future teachers and counselors to meet the ever-changing intellectual and social needs of a diverse body of individuals in a pluralistic, democratic society.

Departmental course offerings are offered in three distinct areas: psychological foundations; social foundations and counseling. All courses are anchored in theory and research-based knowledge from which we emphasize applications to the urban environment, the applied use of theory to influence policy and practice, and solutions to concrete and practical problems that school and counseling professionals experience in daily practice.

The department's preparation of teachers and counselors goes beyond the acquisition of specific skills and methods. The focus of the department is on the professional identity and development of students so that they understand and seek to influence the social, political and economic context in which they function.

Administration

Acting Chairperson:

Professor Gess LeBlanc
1016 West
Telephone: (212) 772-4710

Administrative Assistant:

Raie Valdez

PT Secretary:

Amauche Obu-Eyisi

Faculty

Markus Bidell, Associate Professor; PhD, Univ. of California, Santa Barbara; Clinical Counseling/School Psychology

Sarah Bonner, Associate Professor; PhD, Univ. of Arizona; Educational Psychology

Tamara Buckley, Associate Professor; PhD, Teachers College, Columbia; Counseling Psychology

Elizabeth Cardoso, Professor; PhD, Univ. of Wisconsin-Madison; Psychology

Peggy Pei-I Chen, Associate Professor; PhD, CUNY; Educational Psychology

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

Sherryl Browne Graves, Professor and Acting Senior Associate Dean; PhD, Harvard; Clinical Psychology, Public Practice

Priscilla Hambrick-Dixon, Associate Professor; PhD, Univ. of Michigan; Education, Psychology

Calliope Haritos, Associate Professor; PhD, CUNY; Developmental Psychology

Mario A. Kelly, Associate Professor; EdD, Univ. of Rochester; Developmental/Educational Psychology

Kimberly Kinsler, Professor; PhD, CUNY; Educational Psychology

Gess LeBlanc, Associate Professor and Acting Chair; PhD, CUNY; Developmental Psychology

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

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

Cynthia Walley, Assistant Professor; PhD, Old Dominion; Counseling

Jeanne Weiler, Associate Professor; PhD, SUNY (Stony Brook); Social Foundations of Education

Arnold Wolf, Professor; PhD, NYU; Philosophy

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Department of Special Education

About the Department

Hunter's graduate programs in special education prepare 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, pre-schools, early intervention programs, supported general education classrooms in public and private schools, hospitals, clinics, health agencies, home programs, and residential facilities. Special education programs at Hunter College have been nationally recognized by the Council for Exceptional Children.

Completion of any one of Hunter's specializations for the master's degree in special education leads to New York State teacher certification. Hunter's specializations are: childhood special education: learning disabilities; childhood special education: behavior disorders; childhood special education with an annotation in severe/multiple disabilities (including deafblindness); early childhood special education; early 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 programs with no previous certification and subsequently complete the master's degree will meet the education requirements for New York State initial and professional certification in either childhood special education or early childhood special education and either childhood general education or early childhood general education. Students without prior teacher certification enter the Program 1 track.

Students who enter the childhood special education program with initial certification in childhood grades 1-6 and subsequently complete the master's degree, will meet the education requirements for New York State professional certification in childhood/elementary education as well as for professional certification in childhood special education grades 1-6. Students with prior childhood certification enter the Program 2 track. Similarly, students who enter the early childhood special education program with initial certification in early childhood birth-grade 2 and subsequently complete the master's degree, will meet the education requirements for New York State professional certification in early childhood education as well as for professional certification in early childhood special education birth to grade 2. Students who hold early childhood certification enter the Program 2 track in early childhood special education.

The early childhood master's degree programs are designed for students whose primary interest is in teaching children from infancy through kindergarten. While students in the early childhood special education programs will also be prepared to teach grades 1 and 2, applicants whose primary interest is in these grades should apply to the childhood special education program, which encompasses grades 1-6.

The programs (with the exception of early childhood special education) are 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 education 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 theory to effective instruction.

Administration

Acting Chairperson:

Professor David Connor
909 West
(212) 772-4746

Secretary:

Jean Leung

Faculty

Jamie Bleiweiss, Assistant Professor; PhD, SUNY (Stony Brook); Clinical Psychology

David Connor, Associate Professor and Chair; EdD, Teachers College, Columbia; Curriculum and Teaching, Learning Disabilities

Donia Fahim, Assistant Professor; PhD, Birkbeck College, London; Applied Linguistics

Elaine Gale, Assistant Professor; PhD, Univ. of Colorado, Boulder; Speech, Language and Hearing Sciences

Katherine Garnett, Professor; EdD, Columbia; Assessment and Curriculum Development–Learning Disabilities

Sara Hines, Assistant Professor; PhD, Univ. of Maryland, College Park; Special Education

Timothy Lackaye, Assistant Professor; EdD, Teachers College, Columbia; Learning Disabilities

Thomas C. McIntyre, Professor; PhD, Univ. of Connecticut; Emotional and Behavior Disorders

Angela Mouzakitis, Instructor; MS, Queens College, CUNY; School Psychology

Jennifer Samson, Assistant Professor; EdD, Harvard ; Human Development and Psychology

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

Ellen Trief, Professor; EdD, Teachers College, Columbia; Visual Impairment, Severe/Multiple Disabilities

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School of Health Sciences

Communication Sciences (Speech-Language Pathology; Audiology)

Department Information

Program Director:

Paul W. Cascella PhD
Brookdale Campus
900A West
(212) 481-3273

CUNY Office Manager:

Joanne A. Johnson
Brookdale Campus
900 West
(212) 481-4467

fax. (212) 481-4458

Center for Communication Disorders
Director:

Donald A. Vogel, AuD
Brookdale Campus
133 North
(212) 481-2188

Program and Courses in Communication Sciences

Programs and Courses in Communication Sciences

PROGRAM OBJECTIVES

The primary objective of the Communication Sciences Program is to provide a broad theoretical background in human communication and its disorders that fulfill the academic and clinical requirements for the American

Speech-Language-Hearing Association (ASHA) professional certification (Certificate of Clinical Competence) and New York State licensure. The COMSC Master of Science (MS) degree program in Speech-Language Pathology (SLP) is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association. The course of study generally requires two years of full-time participation including summers.

Definition of a Speech-Language Pathologist

Speech-language pathologists (SLPs) are autonomous professionals who identify, assess, prevent, and manage communicative disorders as well as swallowing or other upper aerodigestive disorders. Speech-language pathologists seek to optimize the communicative abilities of individuals, across the lifespan. Speech-language pathologists provide services to individuals

in nine clinical areas: articulation and phonology, fluency and stuttering, voice and resonance, receptive and expressive language, swallowing, cognitive aspects of communication (e.g., executive functioning), hearing, social aspects of communication (e.g., communication opportunities, social skills), and communication modalities (i.e., oral, manual, augmentative and alternative communication; assistive technologies).

Center for Communication Disorders

The Hunter College Center for Communication Disorders (Speech-Language-Hearing Clinic) is located at the Brookdale Health Sciences campus, 425 East 25 St., Room 133 North. The Center is an integral part of the Communication Sciences Program. The Center provides diagnostic and therapeutic services for a wide variety of language, speech, voice, fluency, swallowing, hearing, communication modality, and social communication disorders. Audiological services include complete audiological evaluations, auditory processing disorder testing, and auditory brainstem response assessment with state of the art instrumentation. Services are available to the Hunter College community as well as the general public. Appointments can be made by calling (212) 481-4464.

Graduate Faculty

MS Program in Speech-Language Pathology

Guilia Bencini, PhD

Paul W. Cascella, PhD

Namey Eng, PhD

Michelle MacRoy-Higgins, PhD

Donald A. Vogel, AuD

Dava E. Waltzman, PhD

Susan Wortsman, M.A.

Clinical Doctoral Program in Audiology (Au.D.)

Co-Director:

Carol A. Silverman, PhD

Brookdale Campus

901 West

(212) 481-7687

CUNY Graduate Center

Rm. 3310

(212) 817-7980

Au.D. Faculty:

John Preece, PhD

Carol A. Silverman, PhD

Donald A Vogel, Au.D.

Susan Wortsman, MA

Communication Sciences: Speech-Language Pathology - MS

The 68-credit Speech-Language Pathology (SLP) curriculum leading to an MS degree prepares individuals to become speech-language pathologists working in hospitals, rehabilitative centers, college or university clinics, health-care agencies, specialized clinical settings, or private practice and prepares students for professional practices in preschools, elementary and secondary schools, and early-intervention developmental centers. Successful completion of the SLP curriculum prepares students to meet the academic and clinical requirements for ASHA certification, New York State licensure, and recommendation for NY State certification as a teacher of students with speech and language disabilities (TSSLD). Additional requirements for certification following graduation include the completion of a clinical fellowship year and passage of PRAXIS examination in Speech Language Pathology. Students seeking TSSLD additionally must take the New York State Teacher Certification Examinations: LAST (Liberal Arts and Science Test) and Elementary (or Secondary) Assessment of Teaching Skills-Written (ATS-W) prior to graduation.

Admission Requirements

Hunter College maintains only electronic processes for Graduate Admissions. Applicants are responsible for creating an admissions account and correctly submitting the following:

- Official transcripts from undergraduate and graduate schools verifying completion of degrees, GPAs and coursework
- GRE scores
- Two letters of recommendation
- Narrative statement

Visit Hunter College's Graduate Admissions page for more information regarding the application process.

Individuals wishing to matriculate into the COMSC program must demonstrate completion of 45 credits of prerequisite coursework in Communications Sciences and Disorders as well as Liberal Arts and Sciences.

The breakdown of the prerequisite coursework is outlined below.

Fifteen credits of foundations courses in Communication Sciences and Disorders are required. Each of the following must be at least 3 credits.

- Introduction to Language
- Anatomy and Physiology of Speech Mechanisms
- Phonetics of American English
- Introduction to Speech Pathology
- Introduction to Audiology

Thirty credits in Liberal Arts and Sciences courses are required of each applicant. Applicants should review catalog descriptions of courses they have taken to ensure correct matching of the following requirements:

- Biological science (3 credits)—examples are botany, biology, ecology, genetics, marine biology, nutrition, physiology, zoology
- Physical science (3 credits)—examples are chemistry, physics, earth science, oceanography, geology, astronomy, weather
- Mathematics or Statistics (3 credits)—examples are algebra, calculus, trigonometry, statistics (remedial, historical, or methods courses **do not** fulfill this requirement)
- Behavioral and/or social science (6 credits)—(study that pertains to understanding normal/abnormal human behavior, development across the life span, social interaction, and issues of culturally diverse populations)—examples include anthropology, criminology, sociology, psychology, human behavior, cultural diversity, gender issues
- English (6 credits)—at least 3 credits of intensive writing
- U.S. history or political science (3 credits)
- Art (3 credits)—examples include pottery, painting, drawing, theater performance, dance, musical instrument performance, art or music appreciation
- Language other than English (3 credits)—American Sign Language, Spanish, French, German, Hebrew, Arabic, Greek, etc.

When applying to become a matriculated student applicants should understand:

- Courses must be taken at an accredited college or university
- At least a B grade is necessary for all prerequisite coursework
- Advanced Placement (AP) credit will be accepted; however, AP must be recorded on the student's official undergraduate transcript(s)
- Pass/fail grades will not be considered as having fulfilled the Communication Sciences or Liberal Arts and Sciences prerequisite requirements
- Being a native speaker of a language will not fulfill the language requirement; the language requirement must be documented on an official transcript

- College-Level Examination Program (CLEP) scores will not be considered as having fulfilled admissions requirements

If unsure that a class meets a prerequisite course requirement, students applying to the COMSC Program may wish to include with their application a catalog description and/or syllabus for that course.

Suggested Curriculum

Fall 1 (15 credits)

COMSC 70000 - Introduction to Research Methods

Introduction to basic research design and techniques used to study basic and applied communication science. Included is an overview of basic concepts and terminology, with emphasis on developing the ability to form a reasonable critical assessment of published literature. The course will focus on the development of technical writing skills, conducting thorough and efficient library and Internet research, the interpretation of graphical information, and a working understanding of common statistical models.

prereq: none

Hours 45

Credits 3

COMSC 70500 - Acoustics, Physiologic and Auditory Phonetics

A comprehensive overview of basic phonetic science, as well as a foundation for its application to clinically relevant issues; basic concepts and terminology associated with the scientific study of the production, structure, transmission, and perception of the speech signal; acquisition, measurement and interpretation of physical data; speech and voice acoustics, aerodynamics, glottography, and kinematics.

prereq: COMSC 70800

Hours 45

Credits 3

COMSC 71100 - Models of Language

Designed to further the understanding of the nature of language acquisition process as it pertains to the field of speech/language pathology. By surveying the various scientific proposals with respect to language learning, the student will gain a richer understanding of how language learning might be interrupted. The student will gain exposure to an interdisciplinary approach to the notion of language learning.

prereq: none

Hours 45

Credits 3

COMSC 71200 - Neural Processes of Communication

Neuroanatomy of normal processes and disorders of speech, swallowing, language, vision, hearing, emotion, cognition and communication; development of the human nervous system; neurological disorders and their effects on communication processes.

prereq: none
Hours 45
Credits 3

COMSC 72000 - Clinical Methods in Speech-Language Pathology

This course is an introduction to the scope and essentials of clinical practicum across the life span as reflected in the management of speech and language disorders in pediatric and adult populations. Basic clinical methods and procedures will be emphasized, including the development of the skills to select therapy targets, develop session plans, generate behavioral objectives and write SOAP notes. 25 hours of clinical observation (external to the course hours) are included. Completion of workshops in reporting child abuse and violence protection in the classroom will be required.

coreq: COMSC 70000, 70800, 71100, 71200
Hours 45
Credits 3

Spring 1 (15 credits)

COMSC 71600 - Phonological Development and Disorders

Anatomical/physiological, cultural and psychological aspects of articulatory and phonological development and disorders; methods of prevention, assessment and intervention across the range of severity and etiology; impact of phonological disorders on acquisition of literacy; collaboration with teachers in management.

prereq: COMSC 72000
Hours 45
Credits 3

COMSC 71700 - Language Disorders in Children

Language and communication disorders and differences in children from infancy through adolescence, including specific language impairment, pervasive developmental delay, autism and mental retardation, cognitive and social aspects of communication, variation in severity and type of disorders; management of children requiring special education as mandated by Federal Law; implications of early language disorders on literacy acquisition, assessment and intervention; cultural diversity issues; interdisciplinary strategies for intervention for children with communication challenges within the home, preschool, school, and community settings.

prereq: COMSC 71100
Hours 45
Credits 3

COMSC 72600 - Adult Neurogenic Communication Disorders

Neurological, linguistic, cognitive and psychological aspects of acquired communication disorders across the life span, including aphasia, traumatic brain injury, and dementia; prevention, assessment and intervention across a range of severity and etiology; interdisciplinary collaboration in acute care, home, educational and vocational settings.

prereq: COMSC 71200
Hours 45 hrs,
Credits 3 cr

COMSC 72800 - Clinical Practicum in Speech-Language Pathology

First-year spring semester clinical practicum in assessment and management 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 include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 728.04, for students in the bilingual extension, designates a special section of COMSC 728 for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 72000, 73300

Credits 1 cr

COMSC 73300 - Clinical Methods in Speech-Language Pathology: Diagnosis and Assessment

This course is a continuation of the discussion of the scope and essentials of clinical practicum, as reflected in the identification and assessment of speech and language disorders across the life span. Basic clinical methods and procedures will be emphasized, including the development of the skills related to generating and interpreting diagnostic reports. Students will learn about processes related to the selection, interpretation, and administration of appropriate, client-specific formal and informal assessment tools.

prereq: COMSC 72000

Hours 30

Credits 2

COMSC 75200 - Audiology for Speech-Language Pathologists

This course provides an overview of topics in audiology that are highly relevant to the professional in speech-language pathology. Specifically, identification, assessment and management of individuals across the life span (newborns through older adults) who have hearing loss and auditory processing disorders and disabilities are topics covered. Particular emphasis will be on the role of speech-language pathologists in aural rehabilitative processes including cochlear implant use and other assistive technologies. Roles and responsibilities of the speech-language pathologist working with professionals in other disciplines as delineated in the Scope of Practice for the profession and the Code of Ethics of the American Speech-Language-Hearing Association are similarly reviewed.

prereq: none

Hours 45

Credits 3

Summer 1 (6)

COMSC 73500 - Clinical Methods in Speech-Language Pathology: Reading and Dyslexia

This clinical seminar addresses typical processes of reading across the life span including pre-literacy skills. Reading disorders in children and adults are discussed; differential diagnosis; therapeutic intervention; the role of the speech-language pathologist in the educational setting; collaboration among reading professionals; and school-based curriculum.

prereq: COMSC 73300

coreq: COMSC 77100

Hours 30

Credits 2

COMSC 77100 - Summer Clinical Practicum in Speech-Language Pathology 1

First-year summer semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervisor of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practicum and off-campus clinical practica include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood and adolescence, as well as with adults.

prereq: COMSC 73300

Credits 1 cr

CEDF 70600 - 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.

prereq: CEDF 70900 and CEDF 71500

Hours 45 hrs,

Credits 3 cr

Fall 2 (16 credits)

COMSC 70600 - Summative Project I

The intention of this project is for students to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter College will be considered.

prereq or coreq: none

Hours 30

Credits 2

COMSC 71900 - Assessment and Management of Dysphagia across the Lifespan

Normal and abnormal swallowing function across the lifespan, clinically known as dysphagia; evaluation, management, and treatment of dysphagia across various neurological, mechanical, and esophageal conditions in infants, children and adults will be emphasized. Interpretation of modified barium swallow (MBS) and fiberoptic endoscopic evaluation of swallow (FEES) studies as well as non-oral options for nutrition/hydration will be addressed.

Hours 60

Credits 4

COMSC 72400 - Developmental and Acquired Motor Speech and Swallowing Disorders

Disorders of speech resulting from neurologic impairment affecting the motor programming (apraxia) or neuromuscular execution (dysarthria) of speech in infants, children, and adults; assessment and therapeutic management strategies in social, educational and vocational settings.

prereq: none

Hours 60

Credits 4

COMSC 72700 - Voice Disorders

The identification, assessment, diagnosis, and management of dysphonia and related laryngeal disorders; an overview of the functional, congenital, psychogenic, trauma-related, organic and neurogenic disorders that can affect vocal function, respiration, and resonance. The role of stroboscopy, glottography, aerodynamic and acoustic measures in the assessment of phonatory disorder is discussed and a survey of treatment techniques and strategies for voice patients is discussed. An off-campus trip to an ENT/voice lab in the metropolitan area will be scheduled for later in the semester.

prereq: COMSC 70800, 71200

Hours 30

Credits 2

COMSC 72900 - Clinical Practicum in Speech-Language Pathology 1

Second-year fall semester clinical practicum in assessment and management 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 or off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 72904 for students in the bilingual extension, designates a special section of COMSC 72900 for practicum with Spanish speaking children eligible for bilingual services.

prereq: COMSC 73300

coreq: COMSC 73600

Credits 1 cr

COMSC 73800 - Communication and Developmental Disabilities

This course surveys the communication status of individuals with developmental disabilities (i.e., intellectual disability, autism spectrum disorder, and cerebral palsy) with a focus on evidence-based assessment and intervention practices across the life span.

prereq: none

Credits 3

Spring 2 (16 credits)

COMSC 70300 - Professional Practice in Educational Settings

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.

prereq: COMSC 72000

Hours 45

Credits 3

COMSC 70700 - Summative Project II

COMSC 70600 and 70700 are designed to facilitate the completion of a summative project. Students are intended to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter college will be considered.

prereq or coreq: none

Hours 30

Credits 2

COMSC 71500 - Communication Processes Related to Aging

Current understanding of adult development and aging as related to communication processes and disorders. Speech, language and hearing changes, as well as social, behavioral, physical and cognitive changes associated with normal and pathological aging processes. Intervention strategies, diagnostic and treatment materials, and audiological equipment for the communicatively impaired elderly population.

prereq: COMSC 70800, 75300

Hours 45

Credits 3

COMSC 72200 - Fluency Disorders

Anatomical/physiological, neurological, psychological, developmental, linguistic and cultural bases of fluency disorders; methods of prevention, assessment and intervention across the life span and range of severity and etiology; management in social, educational and vocational settings.

prereq: COMSC 70800, 71200

Hours 30

Credits 2

COMSC 72300 - Studies in Bilingualism

A survey of classical and contemporary psycholinguistics literature as it pertains to bilingual speakers (both children and adults). The ways in which languages can be acquired and be represented will be reviewed in preparation for understanding how language and communication disorders might manifest in bilingual speakers. Several critical articles on the study of bilingualism will be discussed, under the following headings: (1) psycholinguistics from a cross language perspective, (2) early bilingual development, (3) the bilingual brain, (4) learning to read in more than one

script, and (5) the cognitive impact of bilingualism. In addition, students will be engaged in discussions regarding the nature of bilingual language skills, the role of language in second language learning and how these factors impact assessment and treatment of language and communication disorders.

Hours 45

Credits 3

COMSC 73700 - Clinical Seminar in Speech-Language Pathology: Alternative and Augmentative Communication (AAC)

This seminar focuses on knowledge and skills in speech-language pathology related to clinical competence and professionalism, clinical interventions, and clinical research with a focus on Alternative and Augmentative Communication (AAC). Topics discussed include fundamental principles of AAC assessment, diagnostic intervention planning & implementation, data collection & interpretation, and follow-up assessment for monitoring progress across the life span. Presentation of no-tech (unaided communication), low-tech, mid-tech, and high-tech supports will be made available.

prereq: COMSC 73600

coreq: COMSC 73900

Hours 30 hrs,

Credits 2 cr

COMSC 73900 - Clinical Practicum in Speech-Language Pathology 2

Second-year spring semester clinical practicum in assessment and management 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 off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence, or adulthood.

prereq: COMSC 72900

coreq: COMSC 73700

Credits 1 cr

Total Credits: 68

TSSLD with Bilingual Extension (Spanish-English)

The Teachers of Students with Speech and Language Disabilities with Bilingual Extension (Spanish-English) option is available to students in the SLP curriculum who meet the admission requirements regarding demonstration of bilingual proficiency. A written and oral Spanish/English proficiency exam is administered to candidates by the Communication Sciences program. The bilingual requirements include an additional 12 credits of coursework:

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

BILED 77900 - Multicultural Education

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.

prereq or coreq: BILED 70100 and CEDF 70900

Hours includes 5 hrs of fieldwork

Credits 3 cr

and a bilingual school-based practicum

COMSC 72904 - Clinical Practicum in Speech- Language Pathology 1

for students in the bilingual extension, designates a special section of **COMSC 72900** for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 73300

coreq: COMSC 73600

Credits 1

EDESL 79610 - Methodology of Teaching English to Speakers of Other Languages

An overview of K-12 program types and classroom options for teaching English to speakers of other languages. The course covers language teaching methods for teaching the four language skills, options for classroom management, and setting up learning environments. Required of students in **Program 1**.

Credits 4

includes 30 hours fieldwork

Additional Bilingual Examinations

Students seeking TSSLD with Bilingual Extension are required to take the Bilingual Content Specialty Test (CST). In addition to the requirements for TSSLD, candidates for a bilingual extension must also take two language examinations — one in the target language (Spanish) and the other in English.

Teachers of Students with Speech-Language Disabilities – Bilingual (English-Spanish Extension) MS

Requirements for Admission

In addition to all of the requirements for admission to the TSSLD curriculum, students applying for the bilingual (Spanish and English) extension must pass a Communication Sciences Program-administered evaluation of written and oral proficiency in Spanish and English.

Requirements for the Degree

In addition to all of the TSSLD requirements identified above, students must complete the following Extension requirements:

A. 12 additional credits of coursework:

EDESL 79620 - Methodology of Teaching English to Speakers of Other Languages

An overview of program types and classroom options for teaching English to speakers of other languages. The course covers basic language teaching methods, options for classroom management, and setting up optimal learning environments. Required of students in Programs 2 and 3.

Hours includes 20 hours fieldwork

Credits 4

20 hours fieldwork

BILED 70100 - Foundations of Bilingual Education

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.

Hours includes 5 hrs of fieldwork

Credits 3 cr

BILED 77100 - Psychology of Language Learning and Teaching

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.

prereq or coreq: EDF 70900 or CEDF 70900 and BILED 70100 and EDC 70400 or CEDC 70400

Hours 30 hrs plus 5 hrs of fieldwork and lab,

Credits 2 cr

BILED 77800 - Instruction Through the Native Language-Spanish

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.

prereq or coreq: EDF 70900 and BILED 70100

Hours 45 hrs plus 10 hrs of fieldwork,

Credits 3

B. School-based Language Practicum

A school-based language practicum (COMSC 72900 for 1 credit) must involve work with Spanish-speaking children eligible for bilingual education services.

C. NYSTCE Tests for English Language Proficiency

NYSTCE tests for English Language Proficiency Assessment (LPA) and the Target Language Proficiency Assessment (TLPA).

COMSC 60400 - Introduction to Language Science

An introduction to the nature of language and communication. Topics include components of the linguistic system, relationship between verbal and non-verbal communication, and language acquisition across the life span.

Hours 45

Credits 3

COMSC 60700 - Phonetics of American English

Phonetic features of oral American English and dialectal variations of American English and non-native English speech.

Hours 45

Credits 3

COMSC 61500 - Speech and Its Production

An overview of the structure of speech and the basic mechanisms involved the production of speech sounds; a foundation for a more in-depth study of speech science and its application to clinical practice in speech-language pathology and audiology; structure and organization of the ventilatory, laryngeal, supralaryngeal and orofacial mechanisms; issues in basic speech acoustics and perception.

Hours 45

Credits 3

COMSC 62000 - Introduction to Speech-Language Pathology

Introduction to organic and behavioral correlates of human communication; its development and disorders. The influence of culture, heritage, and socioeconomic status on the disorders of voice, articulation, fluency, and language.

Hours 45

Credits 3

COMSC 64000 - Introduction to Audiology

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.

Hours 45

Credits 3

COMSC 70000 - Introduction to Research Methods

Introduction to basic research design and techniques used to study basic and applied communication science. Included is an overview of basic concepts and terminology, with emphasis on developing the ability to form a reasonable critical assessment of published literature. The course will focus on the development of technical writing skills, conducting thorough and efficient library and Internet research, the interpretation of graphical information, and a working understanding of common statistical models.

prereq: none

Hours 45

Credits 3

COMSC 70200 - Multicultural Issues in Counseling and Communication

This course presents a multicultural perspective of counseling theories, techniques and strategies for persons with disorders and their families. It addresses the impact of cultural, ethnic, gender, socioeconomic and individual variations in culturally appropriate delivery of services to individuals with speech-language disorders as well as those acquiring English as a second language.

prereq: COMSC 72000

Hours 45

Credits 3

COMSC 70300 - Professional Practice in Educational Settings

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.

prereq: COMSC 72000

Hours 45

Credits 3

COMSC 70500 - Acoustics, Physiologic and Auditory Phonetics

A comprehensive overview of basic phonetic science, as well as a foundation for its application to clinically relevant issues; basic concepts and terminology associated with the scientific study of the production, structure, transmission, and perception of the speech signal; acquisition, measurement and interpretation of physical data; speech and voice acoustics, aerodynamics, glottography, and kinematics.

prereq: COMSC 70800

Hours 45

Credits 3

COMSC 70600 - Summative Project I

The intention of this project is for students to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter College will be considered.

prereq or coreq: none

Hours 30

Credits 2

COMSC 70700 - Summative Project II

COMSC 70600 and 70700 are designed to facilitate the completion of a summative project. Students are intended to demonstrate skills acquired in graduate school, including field research, writing, oral presentation and critical thinking. It is meant to advance and facilitate student-initiated research in the field of speech/language pathology. Current and relevant topics in the fields of speech/language pathology, applied linguistics, psycholinguistics, and education with emphasis on students' coursework at Hunter college will be considered.

prereq or coreq: none

Hours 30

Credits 2

COMSC 71100 - Models of Language

Designed to further the understanding of the nature of language acquisition process as it pertains to the field of speech/language pathology. By surveying the various scientific proposals with respect to language learning, the student will gain a richer understanding of how language learning might be interrupted. The student will gain exposure to an interdisciplinary approach to the notion of language learning.

prereq: none

Hours 45

Credits 3

COMSC 71200 - Neural Processes of Communication

Neuroanatomy of normal processes and disorders of speech, swallowing, language, vision, hearing, emotion, cognition and communication; development of the human nervous system; neurological disorders and their effects on communication processes.

prereq: none

Hours 45

Credits 3

COMSC 71500 - Communication Processes Related to Aging

Current understanding of adult development and aging as related to communication processes and disorders. Speech, language and hearing changes, as well as social, behavioral, physical and cognitive changes associated with normal and pathological aging processes. Intervention strategies, diagnostic and treatment materials, and audiological equipment for the communicatively impaired elderly population.

prereq: COMSC 70800, 75300

Hours 45

Credits 3

COMSC 71600 - Phonological Development and Disorders

Anatomical/physiological, cultural and psychological aspects of articulatory and phonological development and disorders; methods of prevention, assessment and intervention across the range of severity and etiology; impact of phonological disorders on acquisition of literacy; collaboration with teachers in management.

prereq: COMSC 72000

Hours 45

Credits 3

COMSC 71700 - Language Disorders in Children

Language and communication disorders and differences in children from infancy through adolescence, including specific language impairment, pervasive developmental delay, autism and mental retardation, cognitive and social aspects of communication, variation in severity and type of disorders; management of children requiring special education as mandated by Federal Law; implications of early language disorders on literacy acquisition, assessment and intervention; cultural diversity issues; interdisciplinary strategies for intervention for children with communication challenges within the home, preschool, school, and community settings.

prereq: COMSC 71100

Hours 45

Credits 3

COMSC 71800 - Language and Literacy Disorders in School-Age Children

The impact of language disorders in school-age children and adolescents on their acquisition of academic skills required for the development of literacy skills and written language (reading, spelling and writing); cognitive and social aspects of communication; formal and informal assessment; collaborative management strategies; cultural diversity issues.

prereq: COMSC 71100

Hours 45

Credits 3

COMSC 71900 - Assessment and Management of Dysphagia across the Lifespan

Normal and abnormal swallowing function across the lifespan, clinically known as dysphagia; evaluation, management, and treatment of dysphagia across various neurological, mechanical, and esophageal conditions in infants, children and adults will be emphasized. Interpretation of modified barium swallow (MBS) and fiberoptic endoscopic evaluation of swallow (FEES) studies as well as non-oral options for nutrition/hydration will be addressed.

Hours 60

Credits 4

COMSC 72000 - Clinical Methods in Speech-Language Pathology

This course is an introduction to the scope and essentials of clinical practicum across the life span as reflected in the management of speech and language disorders in pediatric and adult populations. Basic clinical methods and procedures will be emphasized, including the development of the skills to select therapy targets, develop session plans, generate behavioral objectives and write SOAP notes. 25 hours of clinical observation (external to the course hours) are included. Completion of workshops in reporting child abuse and violence protection in the classroom will be required.

coreq: COMSC 70000, 70800, 71100, 71200

Hours 45

Credits 3

COMSC 72200 - Fluency Disorders

Anatomical/physiological, neurological, psychological, developmental, linguistic and cultural bases of fluency disorders; methods of prevention, assessment and intervention across the life span and range of severity and etiology; management in social, educational and vocational settings.

prereq: COMSC 70800, 71200

Hours 30

Credits 2

COMSC 72300 - Studies in Bilingualism

A survey of classical and contemporary psycholinguistics literature as it pertains to bilingual speakers (both children and adults). The ways in which languages can be acquired and be represented will be reviewed in preparation for understanding how language and communication disorders might manifest in bilingual speakers. Several critical articles on the study of bilingualism will be discussed, under the following headings: (1) psycholinguistics from a cross language perspective, (2) early bilingual development, (3) the bilingual brain, (4) learning to read in more than one script, and (5) the cognitive impact of bilingualism. In addition, students will be engaged in discussions regarding the nature of bilingual language skills, the role of language in second language learning and how these factors impact assessment and treatment of language and communication disorders.

Hours 45

Credits 3

COMSC 72400 - Developmental and Acquired Motor Speech and Swallowing Disorders

Disorders of speech resulting from neurologic impairment affecting the motor programming (apraxia) or neuromuscular execution (dysarthria) of speech in infants, children, and adults; assessment and therapeutic management strategies in social, educational and vocational settings.

prereq: none

Hours 60

Credits 4

COMSC 72500 - Developmental Motor Speech and Swallowing Disorders

Diagnosis and management of childhood dysarthrias, developmental apraxia of speech and related disorders of swallowing.

prereq: COMSC 70800, 71200

Hours 45 hrs,

Credits 3 cr

COMSC 72600 - Adult Neurogenic Communication Disorders

Neurological, linguistic, cognitive and psychological aspects of acquired communication disorders across the life span, including aphasia, traumatic brain injury, and dementia; prevention, assessment and intervention across a range of severity and etiology; interdisciplinary collaboration in acute care, home, educational and vocational settings.

prereq: COMSC 71200

Hours 45 hrs,

Credits 3 cr

COMSC 72700 - Voice Disorders

The identification, assessment, diagnosis, and management of dysphonia and related laryngeal disorders; an overview of the functional, congenital, psychogenic, trauma-related, organic and neurogenic disorders that can affect vocal function, respiration, and resonance. The role of stroboscopy, glottography, aerodynamic and acoustic measures in the assessment of phonatory disorder is discussed and a survey of treatment techniques and strategies for voice patients is discussed. An off-campus trip to an ENT/voice lab in the metropolitan area will be scheduled for later in the semester.

prereq: COMSC 70800, 71200

Hours 30

Credits 2

COMSC 72800 - Clinical Practicum in Speech-Language Pathology

First-year spring semester clinical practicum in assessment and management 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 include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 728.04, for students in the bilingual extension, designates a special section of COMSC 728 for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 72000, 73300

Credits 1 cr

COMSC 72900 - Clinical Practicum in Speech-Language Pathology 1

Second-year fall semester clinical practicum in assessment and management 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 or off-campus clinical practica include experiences with

individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence or adulthood. COMSC 72904 for students in the bilingual extension, designates a special section of COMSC 72900 for practicum with Spanish speaking children eligible for bilingual services.

prereq: COMSC 73300

coreq: COMSC 73600

Credits 1 cr

COMSC 72904 - Clinical Practicum in Speech- Language Pathology 1

for students in the bilingual extension, designates a special section of **COMSC 72900** for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 73300

coreq: COMSC 73600

Credits 1

COMSC 73000 - Cleft Palate and Craniofacial Disorders of Speech

Broad spectrum of velopharyngeal incompetence, including embryogenesis, classification of clefts, aspects of cleft palate speech, associated 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.

prereq: COMSC 70800, 71200

Hours 45 hrs,

Credits 3 cr

COMSC 73100 - Assessment and Management of Speech, Voice, and Swallowing Following Surgical Intervention for Head and Neck Cancer

Assessment and management of surgically based swallowing disorders in children, adolescents and adults; rehabilitation of speech, voice following oral and laryngeal surgery including the use of speech aids.

prereq: COMSC 70800, 71200

Hours 45 hrs,

Credits 3 cr

COMSC 73300 - Clinical Methods in Speech-Language Pathology: Diagnosis and Assessment

This course is a continuation of the discussion of the scope and essentials of clinical practicum, as reflected in the identification and assessment of speech and language disorders across the life span. Basic clinical methods and procedures will be emphasized, including the development of the skills related to generating and interpreting diagnostic reports. Students will learn about processes related to the selection, interpretation, and administration of appropriate, client-specific formal and informal assessment tools.

prereq: COMSC 72000

Hours 30

Credits 2

COMSC 73500 - Clinical Methods in Speech-Language Pathology: Reading and Dyslexia

This clinical seminar addresses typical processes of reading across the life span including pre-literacy skills. Reading disorders in children and adults are discussed; differential diagnosis; therapeutic intervention; the role of the speech-language pathologist in the educational setting; collaboration among reading professionals; and school-based curriculum.

prereq: COMSC 73300

coreq: COMSC 77100

Hours 30

Credits 2

COMSC 73600 - Clinical Seminar in Speech-Language Pathology 1

Assessment measures and intervention strategies for individuals with disorders of speech and language across the lifespan; development of professional oral and written communication skills.

prereq: COMSC 73300

Hours 30 hrs,

Credits 2 cr

COMSC 73700 - Clinical Seminar in Speech-Language Pathology: Alternative and Augmentative Communication (AAC)

This seminar focuses on knowledge and skills in speech-language pathology related to clinical competence and professionalism, clinical interventions, and clinical research with a focus on Alternative and Augmentative Communication (AAC). Topics discussed include fundamental principles of AAC assessment, diagnostic intervention planning & implementation, data collection & interpretation, and follow-up assessment for monitoring progress across the life span. Presentation of no-tech (unaided communication), low-tech, mid-tech, and high-tech supports will be made available.

prereq: COMSC 73600

coreq: COMSC 73900

Hours 30 hrs,

Credits 2 cr

COMSC 73800 - Communication and Developmental Disabilities

This course surveys the communication status of individuals with developmental disabilities (i.e., intellectual disability, autism spectrum disorder, and cerebral palsy) with a focus on evidence-based assessment and intervention practices across the life span.

prereq: none

Credits 3

COMSC 73900 - Clinical Practicum in Speech-Language Pathology 2

Second-year spring semester clinical practicum in assessment and management 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 off-campus clinical practica include experiences with individuals who have speech and language disabilities in early childhood, childhood, middle childhood, adolescence, or adulthood.

prereq: COMSC 72900

coreq: COMSC 73700

Credits 1 cr

COMSC 73904 - Clinical Practicum in Speech-Language Pathology 2

For students in the bilingual extension, designates a special section of COMSC 73900 for practicum with Spanish-speaking children eligible for bilingual services.

prereq: COMSC 72900

coreq: COMSC 73700

Hours 45 hrs,

Credits 3 cr

COMSC 75200 - Audiology for Speech-Language Pathologists

This course provides an overview of topics in audiology that are highly relevant to the professional in speech-language pathology. Specifically, identification, assessment and management of individuals across the life span (newborns through older adults) who have hearing loss and auditory processing disorders and disabilities are topics covered. Particular emphasis will be on the role of speech-language pathologists in aural rehabilitative processes including cochlear implant use and other assistive technologies. Roles and responsibilities of the speech-language pathologist working with professionals in other disciplines as delineated in the Scope of Practice for the profession and the Code of Ethics of the American Speech-Language-Hearing Association are similarly reviewed.

prereq: none

Hours 45

Credits 3

COMSC 77100 - Summer Clinical Practicum in Speech-Language Pathology 1

First-year summer semester clinical practicum in assessment and management of communication disorders of varying types and severity under the supervisor of an ASHA certified and New York State licensed speech-language pathologist. College-supervised on-campus clinical practicum and off-campus clinical practica include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood and adolescence, as well as with adults.

prereq: COMSC 73300

Credits 1 cr

COMSC 77200 - Summer Clinical Practicum in Speech-Language Pathology 2

Second year summer semester clinical practicum in assessment and management 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, childhood, middle childhood, adolescence, as well as with adults.

prereq: COMSC 77100

Credits 1 cr

COMSC 78100 - Independent Study

Limited research review or research study to permit in-depth exploration of single area; with faculty supervision.

prereq: completion of 24 cr. minimum

Hours Hours to be arranged

Credits 2 cr

COMSC 78200 - Independent Study

Limited research review or research study to permit in-depth exploration of single area; with faculty supervision.

prereq: completion of 24 cr. minimum

Hours Hours to be arranged

Credits 2 cr

COMSC 79000 - Special Topics in Speech-Language Pathology or Audiology

Hours 45 hrs,

Credits 3 cr

COMSC 79600 - Special Problems

Directed study under supervision of faculty members. For doctoral credit, must be supervised by member of doctoral faculty.

Hours 45 hrs,

Credits 3 cr

COMSC 79900 - Thesis Seminar

Individual research under supervision.

Hours Hours to be arranged

Credits 3 cr

School of Social Work

	Degree	HEGIS	ADM/CURR
Social Work	MSW	2104	
Infant and Parent Development and Early Intervention with Bank Street College of Education	MSEd (Bank Street)/MSW(Hunter)	0823/2104	

Return to: HEGIS/Admission Codes

Services and Facilities Available to Students

Auditoriums

The auditorium at the **Brookdale Center** seats 848. It is used for meetings, lectures, concerts, and dramatic performances. Call Central Reservations for further information (212) 772-4872.

The **Hunter College Assembly Hall** seats 2,171 and is suitable for concerts, lectures, films, commencements, and a variety of programming. For information call (212) 772-4872.

The **Kaye Playhouse** seats 624 and has full stage facilities and an orchestra pit for theatrical and operatic productions, recitals, lectures, chamber music and dance performances. For information, call (212) 772-4471 or visit the website at <http://kayeplayhouse.hunter.cuny.edu>

The **Ida K. Lang Recital Hall** has 149 seats and is used for a variety of musical performances by Hunter students, faculty, and other artists. The hall is equipped with a multimedia projection system and surround sound. For further information, call (212) 772-4227.

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. For further information, contact the theatre department at (212) 772-5149.

The **Harold Lewis Auditorium** at the School of Social Work seats 179. It is suitable for lectures, meetings and a variety of events. For further information, call Central Reservations at (212) 772-4872.

Career Development Services

Career Development Services located in 805 East Building, offers Hunter College students and alumni a wide variety of resources and services. Career Counselors are available by appointment to assist with choosing or changing a career, resume and cover letter writing, job search strategies, and interviewing skills. The office develops and maintains relationships with employers in a wide variety of fields and career fairs are held twice a year. Many resources such as the resume builder, OptimalResume, the online job data base, ORION, and the schedule of workshops and career fairs can be accessed through the website <http://www.hunter.cuny.edu/studentservices/cds>. For more information contact the office at 212 772 4850 or career@hunter.cuny.edu.

Reading/Writing Center

416 Thomas Hunter Building

The Hunter College Reading/Writing Center is a comprehensive service for the college community providing tutorial and computer-assisted instruction to students and technical support and development to faculty and staff. The center offers tutorial services to all registered students at the college and provides computer facilities for Hunter students, faculty, staff and alumni.

Students may utilize the center on an individual basis during scheduled hours of operation. The center also offers a series of workshops on various topics relating to academic reading and writing, computer applications and electronic communication.

In addition, students may access the center's extensive online resource file of instructional handouts or use the center's library of textbooks and materials.

For additional information concerning hours of operation and description of services, go to the Reading/Writing Center website: <http://rwc.hunter.cuny.edu>.

The Health Professions Education Center (HPEC)

Director: Martin Dornbaum; Mezzanine floor, Brookdale West Building; (212) 481-5129, mdornbau@hunter.cuny.edu

Evening Supervisor: Marvin Sanon; edcenter@hunter.cuny.edu

Website: www.hunter.cuny.edu/shp/centers/hpec/specialprojects.htm

The center maintains regular office hours throughout the academic year, Monday-Thursday 9AM-9PM and Fridays 9AM-5PM.

The HPEC serves as a major learning center for the Hunter College Schools of the Health Professions including: The School of Nursing, School of Health Sciences, The Center for Occupational and Environmental Health, The Center for Community and Urban Health, and the Brookdale Center on Aging. The HPEC provides vital services to faculty and students by supporting teaching, learning, and research initiatives.

The HPEC is organized into six functional units:

The Learning Center – The HPEC meets the complex educational needs of students at different instructional levels and operates as a comprehensive learning center using audiovisual and computer materials as a primary teaching strategy. The center staff works with faculty on the integration of instructional technologies into the curriculums, on-line test development, the creation of learning resources, and meeting research objectives.

Electronic Resource Lab – The HPEC features hundreds of computer assisted instructional packages (CAIs), interactive video discs (IVDs), multimedia CD-ROMs and on-line learning packages. The center also provides students with a large selection of electronic resource materials for licensure preparation.

The Office of Research and Grant Support (ORGS) – The ORGS mission is to encourage, facilitate and support faculty as they pursue, conduct, and document research related to all health professions. The ORGS serves as a “catalyst for discovery” by creating and providing critical research technologies and shared resources for the Schools of Health Professions. The ORGS also appoints Student Fellows to work on special projects as funding permits.

The Media Library – The center maintains a valuable library of learning resources, housing the largest video collection of health-related titles in the City University. Students wishing to preview materials may do so in private screening rooms or at study carrels.

Evaluation and Review – Beta Testing The center serves as a beta test site for numerous film, video, and computer software developers, providing producers with critical feedback on program content and instructional design. Students may preview any materials under current review by the center’s staff.

Audio Visual Services – The HPEC provides AV and Smart Classroom support services to the Brookdale Campus. HPEC staff conducts the purchasing, maintenance, and training of all AV equipment. The center also provides media duplication services including high speed CD-ROM and inter-format video transfers.

Office of Access and Accommodations (for Students with Disabilities)

1124 East Building

Office of Access and Accommodations is committed to providing an accessible education to students with disabilities to equalize their chances for academic and personal success. In compliance with the Americans with Disabilities Act of 1990(ADA) and Section 504 of the Rehabilitation Act of 1975, the office ensures the availability of a variety of accommodations and services for students with documented disabilities who are currently registered at Hunter College.

A student with disabilities may include anyone who 1) has a physical or psychological condition which substantially limits one or more major life activities (including walking, seeing, hearing, speaking, breathing, learning, and working), 2) has a record of such impairment, or 3) is regarded as having such an impairment.

Disabilities include (but may not be limited to):

1. Medical conditions such as asthma, diabetes, fibromyalgia, cancer, cerebral palsy, epilepsy, traumatic brain injury, multiple sclerosis, muscular dystrophy, lupus, heart disease, Crohn's disease, sickle cell anemia, epilepsy.
2. Psychological conditions such as anxiety disorder, depression, mania, manic-depression, schizophrenia, recovery from alcoholism and substance abuse, obsessive-compulsive disorder.
3. Learning disabilities such as in writing, reading, math or in general areas.
4. Deaf and hard of hearing.
5. Visually impaired, legally blind, and blind.
6. Mobility impairment such as in arthritis, carpal tunnel syndrome, polio, spinal cord injuries, scoliosis and other conditions that cause you to have mobility difficulties or result in your using a cane or wheelchair.
7. Assistance to students with temporary disabilities due to an accident or short-term health conditions.

To be eligible for reasonable accommodations it is necessary for students to provide a written statement with supporting documentation of a disability from a "qualified professional."

A "qualified professional" is someone with training and expertise relevant to the student's condition(s), such as a physician, psychiatrist, psychologist, or clinical social worker. The documentation should appear on the letterhead of the organization with whom the certifying professional is affiliated. The student must bring the documentation of their disability or medical condition to the intake appointment with the Office of Access and Accommodations.

Under the management of the Office of Access and Accommodations, the Access and Technology Center, located in Room 205 Thomas Hunter Hall, serves as a place for students to network, socialize, attend specialized workshops, club meetings and take exams. The Access & Technology Center offers adaptive technology and individualized computer training for students with disabilities. The adaptive technology is especially helpful to students who have learning disabilities, visual and hearing impairments. For more information, or to set up an appointment to register with the program, please contact the Office of Access and Accommodations (for Students with Disabilities) in Student Services, Room 1124 East Building or call (212) 772-4857; TTY (212) 650-3230, Fax: (212) 650-3449.

The Section 504 Coordinator at Hunter College, Professor Tamara Green is responsible for enforcement of the provisions of Section 504. She may be contacted in 1429 West Building, (212) 772-5061. There is a 504 Grievance Procedure for students with disabilities at Hunter College. Students may obtain the necessary form, which contains instructions for filing, from Office of Student Services in Room 1119 East Building.

Students with disabilities at the School of Social Work may contact the director of admissions at (212) 452-7005 for assistance.

Office of Access and Accommodations works closely with the Personal Counseling Center.

Personal Counseling Center

1123 Hunter East: 212.772.4931

Counseling Services offers free and confidential assessment and short-term counseling to enrolled Hunter College Students. Some common concerns confronting students include stress, low self confidence, anxiety, relationship difficulties, self-defeating behaviors, depression, and decision-making dilemmas – all of which can impede academic functioning. Counselors help students deal with issues that may negatively affect academic performance and/or

emotional health and well-being. Additional services include crisis intervention and referrals to community agencies and resources. Counselors are also available to provide consultation services to the entire Hunter College community.

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 spring 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 (212) 772-4309. The GSA office is located in Room 218 Thomas Hunter Hall.

The Hunter College Art Galleries

The Bertha and Karl Leubsdorf Art Gallery, located at the main campus, and the Hunter College/Times Square Gallery at the MFA Building (450 West 41st Street), house professionally organized exhibitions that support the educational programs of the Hunter College Department of Art. Hunter students regularly act as assistant curators and research assistants for these exhibitions, which have received wide critical acclaim. The Bertha and Karl Leubsdorf Art Gallery presents small-scale and historical exhibitions while the expansive Hunter College/Times Square Gallery specializes in large surveys and retrospectives. Both galleries offer students the opportunity to gain curatorial experience, while presenting exhibitions of scholarly and artistic significance.

The Leona and Marcy Chanin Language Center

209 West Building; (212) 772-5700/01

The Chanin Language Center is a state-of-the-art multi-media foreign language learning facility. The Center includes two independent study labs equipped with a total of 66 multi-media workstations. In addition, the Chanin Center also houses the Cecile Insdorf Foreign Language Screening Room (B126 West Building).

Students can supplement their language learning from the elementary to an advanced level of study by working with CD-ROMs and digitized audio/video programs based on textbooks and/or lab manuals. The Chanin Center provides on-line access to ancillary course materials, dictionaries and other writing and research tools. Furthermore, the Center maintains an extensive collection of foreign language films and video programs on VHS and DVD. Audio resources are available for home borrowing to students enrolled in a foreign language course.

A 30 minute orientation session is required of all first time users.

Hours and additional information can be found on our website: <http://www.hunter.cuny.edu/~chanin>

Hunter College Libraries

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

The four college libraries – the main Jacqueline Grennan Wexler Library and the Zabar Art Library at 68th Street, the Health Professions Library at the Brookdale Campus and the Social Work Library in the Silberman building (3rd Avenue at 119th Street) – are open stack collections holding over 884,136 volumes, 4,656 print periodical subscriptions and over 69,000 electronic periodicals, 1.2 million microforms, 10,000 sound recordings and music CDs, 3,000 videocassettes, 250,000 art slides, and 30,000+ digital images. Archives/Special Collections, 2nd Floor, Main Library, includes such collections as the Thomas Hunter Papers, Kate Simon Papers, and the papers of the Women’s City Club of New York and the Lenox Hill Neighborhood Association, in addition to Hunter’s master’s and MFA theses. All Hunter libraries provide access to the CUNY+ online catalog of university-wide holdings and 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 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, 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, networked computer classrooms and labs for word processing and Internet access. The Health Professions Library also has a computer lab and classroom.

The Libraries subscribes to over 180 full-text databases which are available on the web can be accessed via the Hunter Libraries homepage <http://library.hunter.cuny.edu>. These resources also 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 Resources

The Instructional Computing and Information Technology (ICIT) division of Hunter College provides over 1000 computers in open labs, 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) 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. You can access ICIT website at www.hunter.cuny.edu/ttlg/about-ttlg/icit.

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 website — www.hunter.cuny.edu/ttlg/about-ttlg/icit.

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's Evening Council, who constitute the Senate Administrative Committee.

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 to the Senate occurs during the spring semester.

Many standing committees and a varying number of special and 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.

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 Building, (212) 772-4200, or at <http://www.hunter.cuny.edu/senate>.

Hunter College Ombudsman

The Ombudsman is empowered by the Hunter College Governance Charter to investigate complaints and grievances by any member of the college community (student, faculty, staff, or administration) about a problem or condition in the college. When requested and where possible, the anonymity of a complainant will be protected and names will not be used in any reports the Ombudsman may make.

When someone feels unfairly treated or unjustly disadvantaged, the Ombudsman can advise the person of the available appeals procedures, recommend corrective action to be taken by the appropriate college officers or recommend changes in college procedures or regulations that would eliminate such injustices in the future.

The Office of the Ombudsman is in Room 1016 Hunter East; (212) 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, largely eliminating the need to visit individual 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 Office of Health Services. The OASIS is open Monday-Thursday from 9 AM-7 PM and Fridays from 9 am-5 pm (except when the college is closed).

Office of Health Services

307 Hunter North Building: (212) 772-4800

www.hunter.cuny.edu/studentservices/counseling-and-wellness/wellness

A nurse practitioner is on duty during the fall/spring semesters for a limited number of hours to provide free physical examinations, general health care, limited rapid tests, vaccinations for flu, hepatitis B and immunization for measles, mumps and rubella. Blood pressure screens and health education information are also provided. Emergency on-campus care is provided by certified NYS Emergency Medical Technicians. In addition, the Office is responsible for the maintenance of all immunization records and the distribution of physical activity cards (required for use in all recreation programs and facilities)

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Sexual Harassment Policy and Procedures

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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 Education Amendments Act of 1972 and the official policy of The City University of New York. The City University of New York issued a policy in 1982 which was revised and reissued in January 2005.

The policy prohibits sexual harassment of faculty, staff and students:

Policy Statement

It is the policy of The City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University's non-discrimination policy. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the University.

The University, through its colleges, will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the college to investigate the allegations.

A. Prohibited Conduct

It is a violation of University policy for any member of the University community to engage in sexual harassment or to retaliate against any member of the University community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

B. Definition of Sexual Harassment

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications or physical conduct of a sexual nature when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;
2. submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment.

Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between faculty member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

To implement CUNY's policy, Hunter College has created a Sexual Harassment Awareness and Intake Committee. The Committee 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 committee 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 Awareness and Intake Committee. The names and contact information for the committee members are available in the coordinator's office, departments and offices in the college and the college website. The complaint will be promptly investigated and will be handled as confidentially as possible. Retaliation against complainants is specifically prohibited. 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.

The official policy and procedures can be found in every department of the college as well as on the college's website. Additional on the Sexual Harassment Awareness and Intake Committee is available in the Coordinator's office. The Committee Coordinator is:

Office of Diversity and Compliance, 1706 Hunter East Building
Phone: (212) 772-4242
Fax: (212) 772-4724

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Social Work Course Descriptions

Silberman School of Social Work

About the School

The Hunter College School of Social Work, founded in 1956, is the largest and oldest public graduate school of social work in New York City. The School's mission is to promote excellence in social work practice by preparing knowledgeable, ethical, and highly competent social work leaders for a variety of professional roles and settings. Our pedagogy, scholarship, and service reflect social work's historic commitment to human rights, cultural complexity, and social and economic justice. Commensurate with the missions of our host institutions, the School promotes community-

engaged and practice-based scholarship that pursues policy and practice solutions to real world problems, thereby reinforcing the strengths of people and the communities in which they live, in New York and other major urban areas.

The School of Social Work is fully accredited by the Council on Social Work Education.

The Building and Its Uses

The School is located in a new state-of-the-art building designed specifically to meet its needs in the community of East Harlem. The School was renamed the Lois V. and Samuel J. Silberman School of Social Work in honor of its benefactors, Lois and Samuel Silberman. The new building includes a well resourced and beautiful library, community meeting spaces, four computer labs with extensive software, state-of-the art classrooms and an art gallery. In addition, the building has both an interior courtyard garden and a large terrace. A café will be located in the building as well. The CUNY School of Public Health, Centro, and Brookdale Center on Healthy Aging and Longevity are co-located in the building. In addition to resources in the School of Social Work building, there are extensive resources at the main campus of Hunter College (East 68th St. and Lexington Ave.), the Graduate Center and the other units of the City University of New York (CUNY).

Programs and Courses

Social Work Programs and Courses

Administration and Faculty

Silberman School of Social Work at Hunter College
2180 Third Avenue, New York, NY 10035

General Information: (212) 396-7500

Office of the Dean: (212) 396-7600

E-mail: ssw.office@hunter.cuny.edu

Website: www.hunter.cuny.edu/socwork/

Admissions Office: (212) 396-7886

E-mail: grad.socworkadvisor@hunter.cuny.edu

Dean

Jacqueline B. Mondros

Associate Dean for Academic and Faculty Affairs

Andrea M. Savage

Associate Dean for Scholarship and Research

Dan Herman

Assistant to the Dean

Carmela Piazza

Acting Director of Field Education

Inez Rivera-Pena

Director of Enrollment Management
Nireata Seals

Assistant Dean for Student Affairs
Glynn Rudich

Doctoral Program Executive Officer
Harriet Goodman

Faculty

Miriam Abramovitz, Bertha Capen Reynolds Professor; DSW, Columbia; Social Welfare Policy, Women's Issues, Activism among Low Income Women

Robert Abramovitz, Distinguished Lecturer; MD, Wayne State, PhD, Yale; Child Trauma; Children's Mental Health and Development

Samuel R. Aymer, Assistant Professor; PhD, NYU; Clinical Practice; Family Violence and Urban Adolescent Males; Intimate Partner Abuse

James A. Blackburn, Professor; PhD, Wisconsin-Madison; Gerontology; Human Development across the Life-Span; Organization Management

Martha Bragin, Associate Professor; PhD, NYU; Psychosocial Re-integration of Populations Affected by Armed Conflict; Disaster and Community Violence; International Social Work, Child Welfare

Stephen Burghardt, Professor; PhD, Michigan; Community Organizing; Community Building & Social Capital Formation; Anti-Oppressive and Restorative Social Work Practice; Models of Transformative Leadership; Child Welfare

Mary M. Cavanaugh, Associate Professor; PhD, Pennsylvania; Intimate Partner Violence; Prevention for Males at Risk for Violence; Mental Health

Irene Chung, Associate Professor; PhD, NYU; Cross Cultural Clinical Practice; Mental Health; Asian Immigrant Mental Health

Elizabeth Ann Danto, Professor; PhD, NYU; Socio-Cultural History, Psychoanalysis; Post-Modern Approaches to Social Work

Anthony DeJesus, Assistant Professor; EdD, Harvard; Immigration, Dominican Families in the United States; School-Based Social Work; Childhood Development Disorders, e.g. Autism Spectrum Disorders

Patricia L. Dempsey, Associate Professor; DSW, International University for Graduate Studies; Child Welfare Policy, Practice and Program Development; Adolescent Sexuality; Clinical Practice with Urban Youth and Families

Sarah-Jane (SJ) Dodd, Associate Professor; PhD, Southern California; Social Welfare Policy; Ethics; LGBT Issues

Ileze Earner, Associate Professor; PhD, Columbia; Child Welfare, Immigrants, Cultural Competency

Irwin Epstein, Helen Rehr Professor of Applied Research; PhD, Columbia; Practice-Research Integration; Clinical Data-Mining; Program Evaluation, Social Work Professionalization

Michael Fabricant, Professor; PhD, Brandeis; Political Economy and Culture of Non-Profit Organizations; Homelessness; Community and Labor Organizing; Urban Public Organization

Kristin M. Ferguson-Colvin, Associate Professor; PhD, University of Texas at Arlington/Autonomous University of Nuevo Leon; Homeless and Street-living Youths; Vocational Intervention Development with Homeless Youths; Social Enterprises; International Social Work and Social Development; Social Capital

Daniel S. Gardner, Associate Professor; PhD, Columbia; Families and Older Adults; Practice and Policy in Health and Mental Health; Palliative and End-of-Life Care

Caroline Rosenthal Gelman, Associate Professor; PhD, Smith; Latino Older Adults and Caregivers; Use of Technology in Pedagogy

Nancy Giunta, Assistant Professor; PhD, UC Berkeley; Community Organization; Older Adults

Manny Gonzalez, Associate Professor; DSW, Adelphi; Clinical Practice; Children's and Adult Mental Health; Psycho-Social Treatment of Urban Children and Adolescents; Health and Mental Health of Hispanics

Harriet Goodman, Associate Professor; DSW, CUNY; Social Group Work; Evidenced-Based Practice; Criminal Justice; Child Welfare; Teaching through Technology

Bernadette Hadden, Assistant Professor; PhD, Columbia; HIV/AIDS, Cognitive-Behavioral Skills-Building Group-Based HIV Prevention; Health and Mental Health; the Elderly

Dan Herman, Professor and Associate Dean for Scholarship and Research; PdD, Columbia; Mental Health Services Research; Intervention Research; Severe Mental Illness; Homelessness

Paul A. Kurzman, Professor; PhD, NYU; Occupational Social Work Policy and Practice; Professional Ethics and Risk-Management; Licensure; Organizational Theory; Management and Administration

Kenny Kwong, Assistant Professor; PhD, CUNY; Health Disparities; Culture, Immigration, Health and Mental Health Practices in the Asian American Community; Capacity Building, Asset-Mapping and Community Collaboration

Marina Lalayants, Assistant Professor; PhD, CUNY; International Social Work and Social Policy; Organization Management and Leadership; Program Evaluation

Michael A. Lewis, Associate Professor; PhD, CUNY; Social Policy; Quantitative Methods

Annette M. Mahoney, Assistant Professor; DSW, CUNY; Survivors of Trauma; Caribbean Immigrant Adolescents and Families; Incarcerated Women

Gary Mallon, Professor; DSW, CUNY; Child Welfare Policy and Practice; Practice with LGBT Populations; Animal-Assisted Therapy

Terry Mizrahi, Professor; PhD, Virginia Commonwealth; Community Organizing and Development; Health Policy and Services; Collaborations and Coalition-Building

Jacqueline B. Mondros, Professor and Dean; DSW, Pennsylvania; Urban Neighborhoods; Social Work Pedagogy, Social Work Leadership

Carmen Morano, Associate Professor; PhD, Florida International; Alzheimer's Disease Caregivers; Aging in the Urban Environment; Social Work Interventions for Older Adults with Chronic Health Conditions

George Patterson, Associate Professor; PhD, SUNY-Buffalo; Police Social Work; Criminal Justice; Cognitive and Behavioral Coping Strategies

Ana Paulino, Associate Professor; EdD, Columbia; Clinical Practice; School-Based Social Work; Immigration; Children, Youth and Families; Childhood Developmental Disorders, e.g. Autism Spectrum Disorders

Juan B. Pena, Associate Professor; PhD, Columbia University; Global Health and Mental Health; Adolescent Health and Mental Health; Health and Mental Health of Immigrants; Suicide

Jonathan D. Prince, Assistant Professor; PhD, UC Berkeley; Mental Health; Older Adults

Judith Rosenberger, Professor; PhD, Michigan; Development, Psychopathology, Psychodynamics; Brief Treatment

Anthony Sainz, Associate Professor; DSW, Columbia; Spirituality and Healing; Substance Abuse; Cross-Cultural Practice and Research

Andrea Savage, Associate Professor and Associate Dean for Academic and Faculty Affairs; PhD, Michigan; Human Service Organizations; Substance Abusing Women, Trauma and Co-Occurring Disorders

Roger J. Sherwood, Associate Professor; DSW, Columbia; Trauma and Post Traumatic Stress Disorder; Veterans and PTSD; Addictions and Recovery

Willie F. Tolliver, Associate Professor; DSW, CUNY; Human Diversity and Cultural Competence; Anti-Oppressive and Restorative Practice; Leadership Development; Spirituality

Deborah L. Tolman, Professor; EdD, Harvard; Adolescent Sexuality; Gender Development; Gender Equity; Research Methods

Roderick J. Watts, Professor PhD, Maryland; Sociopolitical development and activism, manhood development; Psychoeducational interventions; Social identity; Qualitative/action research methodology

IMPORTANT: Please check the Hunter College School of Social Work website: www.hunter.cuny.edu/socwork and registration materials for up-to-date information on course offerings.

SSW 70100 - Social Welfare Policy and Services I: Introduction to Social Welfare Policy and Services

Circumstances that give rise to social problems and their policy solutions; frameworks for analyzing these developments; values and skills needed to understand social policy and engage in advocacy and social change are stressed.

Credits 3

SSW 70100 and one SSW 702xx course are required. SSW 70100 is a prerequisite for all SSW 702xx courses.

Students may choose the following SSW 702 course to fulfill the advanced social policy requirement. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 70210 - The Organization and Delivery of Social Services to Workers and Their Families

Human and fiscal resources and opportunities for innovative policy and program development in the world of work. Issues of economic, social and political organization in the workplace; union and industry programs as models for creative occupational social work policy and practice.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70211 - Political Economy of Social Welfare

U.S. social welfare policy and the social work profession in the context of contradictions in political economy. History of economic development; analysis of current economic and political conflicts in the global economy; strategies for change.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70213 - Women and Social Welfare

U.S. social welfare policy through the lens of gender: women's rights, feminist perspective and the impact of gender stereotypes.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70214 - Health and Mental Health Systems

U.S. health and mental health systems; effect of major policy shifts in service delivery on both health care services and populations at risk.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70215 - Policy and Practice in Child Welfare

Interplay of child welfare policy, service and practice issues from historical, political, socioeconomic and legal perspectives. Organization; assessment; children's vs. parents' rights; and other issues.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70216 - Social Welfare Policy with the Homeless

Ways in which social welfare policies and social services have affected homelessness; the role of social work in this policy arena.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70217 - Social Welfare Policy in the Field of Aging

Aging policy and legislation; health care, retirement, work, and family issues. Organization, utilization and impact of services on the aging; attention given to special populations.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70218 - Seminar in Social Welfare

Social welfare policy and social change issues are studied. Topics vary each semester.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70219 - Immigrants and Refugees: Policies and Issues

History and development of immigration and social policies that affect immigrants and refugees in America. Policy theories, dynamics and patterns related to immigration policy; delivery of service; social welfare policy advocacy.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70220 - Clients' Rights, the Legal System and Social Policy

The role of legal rights in the welfare state with reference to special populations. Origins, history and the current status of the legal rights of clients; use of laws to promote social justice and social change; advocacy by social workers for clients' rights.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70221 - Social Welfare and Disabilities

Implications of the Americans with Disabilities Act (ADA) and other legislation on social work practice with people who have disabilities. Creation of effective service delivery systems.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70222 - International Social Welfare Policy and Services

International social welfare policy and services in social work. Review of past, present and future challenges produced by history, economic change, and globalization and their implication.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 71100 - Human Behavior and the Social Environment I

Identification and integration of pertinent concepts relevant to each phase of the life cycle; biological, psychological, and social systems theories within the conceptual framework of human behavior and its interaction with the social environment.

Credits 3

SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 71200 - Human Behavior and the Social Environment II

Required sequel to SSW 711. Exploration of normative life span progress from adolescence through older adulthood using theories of multicausality, gender, social class, and cultural pluralism and diversity.

prereq: SSW 711

Credits 3

SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 71300 - Human Behavior and the Social Environment III

Understanding dysfunction. Concepts of mental health and illness, deviance and conformity; classification systems; influences on the diagnosis and treatment processes. Theories of etiology and treatment in relation to the needs of families, groups and communities. Attendance at an additional 2-hour lecture on psychopharmacology is required.

prereq: SSW 711 and 712

Credits 3

SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 71500 - Seminar in Psychodynamics

Dimensions of psychodynamic theory: modern drive theory, ego psychology and object relations theory. Relationship to clinical practice.

prereq: SSW 71100 and 71200

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 71700 - Social Work Practice Learning Lab 1

This course sequence introduces core frameworks and approaches to practice as well as skills for practice. Assures that students develop foundation competencies in social work practice including key knowledge and skills from all methods: clinical practice with individuals and families, group work, community organization and administration.

Credits 3

SSW 71700 and 71800 are required. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 71800 - Social Work Practice Learning Lab 2

This course sequence introduces core frameworks and approaches to practice as well as skills for practice. Assures that students develop foundation competencies in social work practice including key knowledge and skills from all methods: clinical practice with individuals and families, group work, community organization and administration.

prereq: SSW 71700

Credits 3

SSW 71700 and 71800 are required. Please consult the School of Social Work website:

<http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 71900 - Foundations of Social Work Practice

An orientation to the profession of social work, the use of research in practice, the multicultural context of practice, the common base of practice and some of the unique aspects of clinical work with individuals and families, group work, community organization and administration.

Credits 3

SSW 72100 - Social Casework I

Development and use of casework theory, practice and process. Integration and application of the values that underpin social work practice.

prereq: SSW 71700

Credits 3

NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72200 - Social Casework II

Application of casework principles. Knowledge from human behavior and the social environment and social welfare policy and services areas and research findings is applied to the assessment of clients and their situations.

prereq: SSW 72100

Credits 3

NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72300 - Social Casework III

Expands and deepens knowledge and skills for professional practice. Intervention modes, based on biopsychosocial assessment, are presented. Dealing with problem assessment and intervention; cultural specificity.

prereq: SSW 72100 and 72200

Credits 3

NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72400 - Social Casework IV Sections: Brief Therapies, Child Therapy, Cognitive/Behavioral, Family Therapy, Trauma Therapy, and Treatment of Pairs

Students identify professional issues and dilemmas in both knowledge and practice. Special emphasis is on assuring competence.

prereq: SSW 72100, 72200, 72300 or SSW 72500 and SSW 72600

Credits 3 cr

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72500 - Social Casework for Non-Majors

Development and use of casework theory, practice and process with individuals and families. Integration and application of the values that underpin social work practice.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72600 - Social Casework II for Non-Majors

Application of knowledge from the human behavior and the social environment areas and research findings to clients and situations. Principles addressing individual and family practice are highlighted.

prereq: SSW 72500

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72700 - Social Work with Clients in Authoritarian Settings: Working with Mandated and Involuntary Clients

Services to individuals and groups involved with parole, probation, court clinics, institutions for offenders, and child and adult protection agencies.

Credits 3

SSW 73100 - Social Group Work I

Prepares students for working with groups in community-based and clinical settings. Understanding social group work as a problem-solving method in widely varied settings and fields of practice.

prereq: SSW 71700

Credits 3

NOTE: SSW 731, 732 and 733 are required for all Group Work majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 73200 - Social Group Work II

Role of the worker in the middle and ending stages of group development; interventions; dealing with problematic roles; dealing with group conflict.

prereq: SSW 73100

Credits 3

NOTE: SSW 73100, 73200 and 73300 are required for all Group Work majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 73300 - Social Group Work III

Application of practice principles. Advocate, develop and deliver ethical and effective group work services in current agency settings.

prereq: SSW 73200

Credits 3

NOTE: SSW 73100, 73200 and 73300 are required for all Group Work majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu> for additional information.

SSW 73400 - Group Work IV: The Purposeful Use of Activity in Social Group Work Practice (open to selected non-majors)

Relationship between group stage theory and activity to enhance stage-appropriate participation. Psychosocial needs of groups and their members. Use of activity as content of choice and with widely varied group types.

prereq: SSW 73200

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 73500 - Social Group Work I for Non-Majors

Major theories, concepts, and practice principles of social group work.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 73600 - Social Group Work II for Non-Majors

Expands the knowledge and skills taught in SSW 735. Practice principles and their differential application as well as implications of intervention choices.

prereq: SSW 73500; students should have the concurrent opportunity to work with a group

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 74100 - Community Organization and Planning-I

Theory and practice of community organization and planning. Models and strategies for professional practice for community and client participation and empowerment. Community needs and resources; practice dynamics; dilemmas.

prereq: SSW 71700

Credits 3

SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 74200 - Community Organization and Planning-II

Development of community organization skills in relation to group structure and development. Group dynamics, role theory and reference group theory. Community power and influence on problem solving structures.

prereq: SSW 74100

Credits 3

SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information .

SSW 74300 - Community Organization and Planning-III

Role of the social worker and social planner; theoretical and practice aspects of program development and community planning within a political system. Concepts and techniques in management of social service programs.

prereq: SSW 74100 and 74200

Credits 3

SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 74700 - Community Organization for Non-Majors

The community as a dimension of professional practice. Models and strategies for community intervention on behalf of those seeking improved access to resources and services; knowledge and skills needed to build supports and programs.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 74800 - Grantsmanship and Proposal Writing

Techniques of fundraising, proposal preparation, and grantsmanship. Proposal writing and negotiation with funding sources.

prereq: one methods course

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 75100 - Social Work Research I

Principles of social research methods in the context of social work practice. Problem formulation, research design and role of research in social work, ethical issues, sampling, measurement and data collection.

Credits 3

SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 75200 - Social Work Research II

Measurement strategies, qualitative data analysis, descriptive and inferential statistics, and methods of quantitative data analysis; data management. Data collected by students from their research projects is analyzed.

prereq: SSW 75100 or equivalent

Credits 3

SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 75800 - Tutorial

A reading and independent study course for students under faculty guidance.

prereq: completion of the first semester of graduate social work study and dept perm

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 75801 - Tutorial

Credits 1

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 75802 - Tutorial

Credits 2

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 75803 - Tutorial

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76100 - Field Instruction I

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: Material Fee: \$15

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information and full course descriptions.

SSW 76200 - Field Instruction II

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76300 - Field Instruction III

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76100 and 76200. Advanced standing program students enroll without prereq.

Credits 3

Material Fee: \$15

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76400 - Field Instruction IV

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76200 and 76300

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76700 - Field Instruction I

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: Material Fee: \$15

Credits 6

OYR and Dual Degree students only. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76800 - Field Instruction II

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76700

Credits 6

OYR and Dual Degree students only

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 77000 - Alcoholism and Substance Abuse

The state of knowledge relating to substance abuse: nature and extent of the problem, its complexity and strategies for intervention. Prevention and psychosocial treatment.

prereq: SSW 71100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 77300 - Social Work Ethics and Values

Moral and philosophical analysis of ethical problems and value issues as presented in social work practice. Application of philosophical theories to the analysis of practice dilemmas; principles for decision-making.

Credits 3

SSW 77500 - Special Topics in Social Work Ways of Knowing and Communicating

Courses in this grouping build students' capacity to acquire, appraise, analyze and integrate multiple sources of knowledge, communicate both orally and in writing through the use of common assignments used in the study of substantive content areas.

Credits 3

SSW 77500 is required. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 77501 - Ways of Knowing: Theories and Perspectives on Aging

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77502 - Ways of Knowing: Theories and Perspectives on Child Welfare

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77503 - Ways of Knowing: Theories and Perspectives on Health

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77504 - Ways of Knowing: Theories and Perspectives on Domestic Violence

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77505 - Ways of Knowing: Theories and Perspectives on Mental Health

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77506 - Ways of Knowing: Theories and Perspectives on Criminal Justice

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77507 - Ways of Knowing: Theories and Perspectives on Authority Settings

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77508 - Ways of Knowing: Theories and Perspectives on Trauma

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77509 - Ways of Knowing: Theories and Perspectives on Immigrant Experience

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77510 - Ways of Knowing: Theories and Perspectives on Trauma and Co-Occurring Disorders

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77511 - Ways of Knowing: Theories and Perspectives on Social Work and the Arts

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77512 - Ways of Knowing: Theories and Perspectives on Drugs and Alcohol

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77513 - Ways of Knowing: Theories and Perspectives on Schools

Credits 3

This is an example of a required Ways of Knowing topics class. More than

10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77514 - Ways of Knowing: Theories and Perspectives: Early Development

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77515 - Ways of Knowing: Theories and Perspectives: Youth Development

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 78000 - Administration of Social Agencies

Principles and processes of administration in social work for non-majors. Organization and administration; planning, personnel management, budget and financing, and relationships among boards, committees, executives, professional staff, and volunteers.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78100 - Social Welfare Administration I

Theoretical understanding of the operation of social agencies. Organizational structure, authority, goal setting and service implementation, interorganizational positioning, stability and survival, and staff and administrative functioning.

Credits 3

SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78200 - Social Welfare Administration II

Personnel management, staff training, volunteers and paraprofessionals, decision-making processes, budgeting, boards and committees, public relations and marketing, and methods of accountability.

prereq: SSW 78100 or dept perm

Credits 3

SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78300 - Social Welfare Administration III

Program design in social agencies. Emphasis on assuring access, consistency, continuity and comprehensiveness of services, as well as client feedback mechanisms. Financial management, budgeting, strategic planning.

prereq: SSW 78100 and 78200

Credits 3

SSW 781, 782 and 783 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78600 - Advanced Administration for Non-Majors

Techniques of budgeting, public relations, staff training, working with paraprofessionals, hiring/firing, committee processes, working with boards, and developing personnel policies in social agencies.

prereq: SSW 78000 or 78700

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78700 - Supervision in Social Agencies

Basic techniques of supervising professional social workers.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79000 - Professional Seminar

Utilization and integration of practice, research and policy to determine how an issue may be ameliorated or resolved. Taken in the final semester.

Credits 3

This is a required course for all students.

SSW 79157 - Social Work with Victims of Violence against Women

Domestic violence and the complex interactions between affected individuals and their environments (children, families, communities). Interventions.

prereq: SSW 71100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79158 - Human Sexuality

Human sexuality within the context of human behavior and the social environment; understanding unique client groups.

prereq: SSW 71100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79171 - Social Work Practice with Immigrants and Refugees

Services for immigrants and refugees; assimilation, acculturation, bi-culturalism and ethnic identity; feelings for the homeland; resettlement and family reunification; problems of terrorism, immigration and anti-immigration.

prereq: SSW 71700 and one method course
Credits 3

SSW 79175 - Social Work and AIDS

The needs of people with AIDS and their families; confidentiality, mortality and human sexuality from a holistic clinical perspective.

prereq: SSW 71100
Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79176 - Social Services to the Gay and Lesbian Community

Developmental models for positive lesbian, gay, bisexual or transgendered identity; social work skills for assessment and intervention.

prereq: SSW 71100
Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79186 - Social Work and the Arts

Art forms are explored to provide services to populations at risk, including the elderly and the physically and mentally impaired.

Credits 3

SSW 79188 - Spirituality and Healing

Spiritual domain of human functioning. Viewing human need, strengths and experience with a spiritual lens. Spirituality and human striving for a sense of meaning and fulfillment; understanding and responsiveness to spiritual perspectives.

prereq: SSW 71100
Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79189 - Perspectives on the Aging Process: Implications for Social Work Practice

Biopsychosocial relationship between health and aging with emphasis on family, culture, individual coping, and environmental stress and support.

prereq: SSW 71100
Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79200 - Social Work Practice with Children and Adolescents

Effective practice with children and adolescents, adoptees, and those in foster and residential care. Social work skills needed when working with urban young people under the age of 19; strengths perspective; biopsychosocial model.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79400 - Social Work Practice: Family Treatment

An assessment of the family from a systems approach. Family developmental life cycle, family structure evaluation; tracking interactional patterns.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79652 - Social Work with Workers and Their Families

Significance of work, unemployment and the changing workplace in the lives of clients and communities. Opportunities for practice with labor and management in occupational social work settings.

prereq: SSW 71700 and one method course

Credits 3

SSW 79653 - Clinical Practice in Child Welfare

Issues in child abuse and neglect. Clinical work with families involved with the child welfare system. Treatment; transference and countertransference; development of empathy. Interventions.

prereq: SSW 71700 and one method course

Credits 3

SSW 79658 - Contemporary Psychosocial Approaches in the Treatment of Chronic Mental Illness

Evidence-based practices, within a recovery-oriented paradigm, as a general approach to practice. Specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness.

prereq: SSW 71700 and one method course

Credits 3

SSW 79660 - The Aging Process: Clinical Issues in Social Work Practice with the Aged

Theoretical frameworks of human aging, including the myths and realities of major biopsychosocial problems facing older adults and their families. Practice implications.

prereq: SSW 71700 and one method course

Credits 3

SSW 79661 - Social Work Practice in School Settings

Roles and functions of social workers within a complex ecological system of home/school/community are explored with an emphasis on skill development for practice with urban children and their families.

prereq: SSW 71700 and one method course
Credits 3

SSW 79662 - Social Work Practice with AIDS and Chronic Illness

Unique approach in social work to HIV/AIDS. Illness trajectory of HIV with other epidemics and chronic illnesses. Practice techniques. Impact on women, people of color, and LGBT individuals.

prereq: SSW 71700 and one method course
Credits 3

SSW 79665 - Electoral Activism and Social Work Practice

Involvement in the electoral arena that advances social work values and empowers social workers, clients and communities to become active participants in civic life.

prereq: SSW 71700 and SSW 74100
Credits 3

SSW 79701 - Clinical Social Work Practice in Health Settings

Spectrum of reactions to illness; change and adaptation; loss, grief and bereavement; uncertainty; value dilemmas and ethical issues related to illness, health care and social work intervention.

prereq: SSW 71700 and one method course
Credits 3

SSW 79801 - Multicultural Social Work Practice

Trends, issues and concerns in social work practice with racially and ethnically diverse individuals, families and groups in the urban environment.

prereq: SSW 71700 and one method course
Credits 3

Social Work Programs and Courses

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Silberman School of Social Work

About the School

The Hunter College School of Social Work, founded in 1956, is the largest and oldest public graduate school of social work in New York City. The School's mission is to promote excellence in social work practice by preparing knowledgeable, ethical, and highly competent social work leaders for a variety of professional roles and settings. Our pedagogy, scholarship, and service reflect social work's historic commitment to human rights, cultural complexity, and social and economic justice. Commensurate with the missions of our host institutions, the School promotes community-engaged and practice-based scholarship that pursues policy and practice solutions to real world problems, thereby reinforcing the strengths of people and the communities in which they live, in New York and other major urban areas.

The School of Social Work is fully accredited by the Council on Social Work Education.

The Building and Its Uses

The School is located in a new state-of-the-art building designed specifically to meet its needs in the community of East Harlem. The School was renamed the Lois V. and Samuel J. Silberman School of Social Work in honor of its benefactors, Lois and Samuel Silberman. The new building includes a well resourced and beautiful library, community meeting spaces, four computer labs with extensive software, state-of-the art classrooms and an art gallery. In addition, the building has both an interior courtyard garden and a large terrace. A café will be located in the building as well. The CUNY School of Public Health, Centro, and Brookdale Center on Healthy Aging and Longevity are co-located in the building. In addition to resources in the School of Social Work building, there are extensive resources at the main campus of Hunter College (East 68th St. and Lexington Ave.), the Graduate Center and the other units of the City University of New York (CUNY).

Programs and Courses

Social Work Programs and Courses

Administration and Faculty

Silberman School of Social Work at Hunter College
2180 Third Avenue, New York, NY 10035

General Information: (212) 396-7500

Office of the Dean: (212) 396-7600

E-mail: ssw.office@hunter.cuny.edu

Website: www.hunter.cuny.edu/socwork/

Admissions Office: (212) 396-7886

E-mail: grad.socworkadvisor@hunter.cuny.edu

Dean

Jacqueline B. Mondros

Associate Dean for Academic and Faculty Affairs

Andrea M. Savage

Associate Dean for Scholarship and Research

Dan Herman

Assistant to the Dean

Carmela Piazza

Acting Director of Field Education

Inez Rivera-Pena

Director of Enrollment Management

Nireata Seals

Assistant Dean for Student Affairs

Glynn Rudich

Doctoral Program Executive Officer

Harriet Goodman

Faculty

Miriam Abramovitz, Bertha Capen Reynolds Professor; DSW, Columbia; Social Welfare Policy, Women's Issues, Activism among Low Income Women

Robert Abramovitz, Distinguished Lecturer; MD, Wayne State, PhD, Yale; Child Trauma; Children's Mental Health and Development

Samuel R. Aymer, Assistant Professor; PhD, NYU; Clinical Practice; Family Violence and Urban Adolescent Males; Intimate Partner Abuse

James A. Blackburn, Professor; PhD, Wisconsin-Madison; Gerontology; Human Development across the Life-Span; Organization Management

Martha Bragin, Associate Professor; PhD, NYU; Psychosocial Re-integration of Populations Affected by Armed Conflict; Disaster and Community Violence; International Social Work, Child Welfare

Stephen Burghardt, Professor; PhD, Michigan; Community Organizing; Community Building & Social Capital Formation; Anti-Oppressive and Restorative Social Work Practice; Models of Transformative Leadership; Child Welfare

Mary M. Cavanaugh, Associate Professor; PhD, Pennsylvania; Intimate Partner Violence; Prevention for Males at Risk for Violence; Mental Health

Irene Chung, Associate Professor; PhD, NYU; Cross Cultural Clinical Practice; Mental Health; Asian Immigrant Mental Health

Elizabeth Ann Danto, Professor; PhD, NYU; Socio-Cultural History, Psychoanalysis; Post-Modern Approaches to Social Work

Anthony DeJesus, Assistant Professor; EdD, Harvard; Immigration, Dominican Families in the United States; School-Based Social Work; Childhood Development Disorders, e.g. Autism Spectrum Disorders

Patricia L. Dempsey, Associate Professor; DSW, International University for Graduate Studies; Child Welfare Policy, Practice and Program Development; Adolescent Sexuality; Clinical Practice with Urban Youth and Families

Sarah-Jane (SJ) Dodd, Associate Professor; PhD, Southern California; Social Welfare Policy; Ethics; LGBT Issues

Ilze Earner, Associate Professor; PhD, Columbia; Child Welfare, Immigrants, Cultural Competency

Irwin Epstein, Helen Rehr Professor of Applied Research; PhD, Columbia; Practice-Research Integration; Clinical Data-Mining; Program Evaluation, Social Work Professionalization

Michael Fabricant, Professor; PhD, Brandeis; Political Economy and Culture of Non-Profit Organizations; Homelessness; Community and Labor Organizing; Urban Public Organization

Kristin M. Ferguson-Colvin, Associate Professor; PhD, University of Texas at Arlington/Autonomous University of Nuevo Leon; Homeless and Street-living Youths; Vocational Intervention Development with Homeless Youths; Social Enterprises; International Social Work and Social Development; Social Capital

Daniel S. Gardner, Associate Professor; PhD, Columbia; Families and Older Adults; Practice and Policy in Health and Mental Health; Palliative and End-of-Life Care

Caroline Rosenthal Gelman, Associate Professor; PhD, Smith; Latino Older Adults and Caregivers; Use of Technology in Pedagogy

Nancy Giunta, Assistant Professor; PhD, UC Berkeley; Community Organization; Older Adults

Manny Gonzalez, Associate Professor; DSW, Adelphi; Clinical Practice; Children's and Adult Mental Health; Psycho-Social Treatment of Urban Children and Adolescents; Health and Mental Health of Hispanics

Harriet Goodman, Associate Professor; DSW, CUNY; Social Group Work; Evidenced-Based Practice; Criminal Justice; Child Welfare; Teaching through Technology

Bernadette Hadden, Assistant Professor; PhD, Columbia; HIV/AIDS, Cognitive-Behavioral Skills-Building Group-Based HIV Prevention; Health and Mental Health; the Elderly

Dan Herman, Professor and Associate Dean for Scholarship and Research; PdD, Columbia; Mental Health Services Research; Intervention Research; Severe Mental Illness; Homelessness

Paul A. Kurzman, Professor; PhD, NYU; Occupational Social Work Policy and Practice; Professional Ethics and Risk-Management; Licensure; Organizational Theory; Management and Administration

Kenny Kwong, Assistant Professor; PhD, CUNY; Health Disparities; Culture, Immigration, Health and Mental Health Practices in the Asian American Community; Capacity Building, Asset-Mapping and Community Collaboration

Marina Lalayants, Assistant Professor; PhD, CUNY; International Social Work and Social Policy; Organization Management and Leadership; Program Evaluation

Michael A. Lewis, Associate Professor; PhD, CUNY; Social Policy; Quantitative Methods

Annette M. Mahoney, Assistant Professor; DSW, CUNY; Survivors of Trauma; Caribbean Immigrant Adolescents and Families; Incarcerated Women

Gary Mallon, Professor; DSW, CUNY; Child Welfare Policy and Practice; Practice with LGBT Populations; Animal-Assisted Therapy

Terry Mizrahi, Professor; PhD, Virginia Commonwealth; Community Organizing and Development; Health Policy and Services; Collaborations and Coalition-Building

Jacqueline B. Mondros, Professor and Dean; DSW, Pennsylvania; Urban Neighborhoods; Social Work Pedagogy, Social Work Leadership

Carmen Morano, Associate Professor; PhD, Florida International; Alzheimer's Disease Caregivers; Aging in the Urban Environment; Social Work Interventions for Older Adults with Chronic Health Conditions

George Patterson, Associate Professor; PhD, SUNY-Buffalo; Police Social Work; Criminal Justice; Cognitive and Behavioral Coping Strategies

Ana Paulino, Associate Professor; EdD, Columbia; Clinical Practice; School-Based Social Work; Immigration; Children, Youth and Families; Childhood Developmental Disorders, e.g. Autism Spectrum Disorders

Juan B. Pena, Associate Professor; PhD, Columbia University; Global Health and Mental Health; Adolescent Health and Mental Health; Health and Mental Health of Immigrants; Suicide

Jonathan D. Prince, Assistant Professor; PhD, UC Berkeley; Mental Health; Older Adults

Judith Rosenberger, Professor; PhD, Michigan; Development, Psychopathology, Psychodynamics; Brief Treatment

Anthony Sainz, Associate Professor; DSW, Columbia; Spirituality and Healing; Substance Abuse; Cross-Cultural Practice and Research

Andrea Savage, Associate Professor and Associate Dean for Academic and Faculty Affairs; PhD, Michigan; Human Service Organizations; Substance Abusing Women, Trauma and Co-Occurring Disorders

Roger J. Sherwood, Associate Professor; DSW, Columbia; Trauma and Post Traumatic Stress Disorder; Veterans and PTSD; Addictions and Recovery

Willie F. Tolliver, Associate Professor; DSW, CUNY; Human Diversity and Cultural Competence; Anti-Oppressive and Restorative Practice; Leadership Development; Spirituality

Deborah L. Tolman, Professor; EdD, Harvard; Adolescent Sexuality; Gender Development; Gender Equity; Research Methods

Roderick J. Watts, Professor PhD, Maryland; Sociopolitical development and activism, manhood development; Psychoeducational interventions; Social identity; Qualitative/action research methodology

IMPORTANT: Please check the Hunter College School of Social Work website: www.hunter.cuny.edu/socwork and registration materials for up-to-date information on course offerings.

Graduate Doctorate

Social Welfare PhD at the Graduate Center

Doctor of Philosophy

The PhD program in Social Welfare of the Graduate Center of City University of New York was established in 1973. The Graduate Center offers this doctoral program in social welfare at the Silberman School of Social Work. The PhD program draws the majority of its 22-member doctoral faculty from the Hunter College MSW program. For further information, go to: <http://web.gc.cuny.edu/Socialwelfare/>

Requests for applications should be addressed to:

Admissions Office
The Graduate Center
The City University of New York
365 Fifth Avenue
New York, NY 10016

**Specific inquiries about program details
should be addressed to:**

The Executive Officer
PhD Program in Social Welfare
Silberman School of Social Work at Hunter College
2180 Third Avenue
New York, New York 10035

Graduate Certificate

Post-Graduate Certificate Programs in Social Work

The Silberman School of Social Work at Hunter College offers post-graduate certificate programs designed for MSW's seeking to further their education in an area of interest to them, who wish to remain current in the field or who want to become certified within a specific area of study. Generally these programs are not part of any academic degree-granting program and do not carry academic credit. For detailed information see the program descriptions at www.hunter.cuny.edu/socwork/programs/post-masters-programs.html. Each program has separate criteria for admission.

In addition to these programs the School has launched **Center for Advanced Clinical Education**. This program is home base for a variety of classes, conferences, and other special events that address specific issues of current focus in clinical social work. The specific offerings change regularly and are responsive to both individual practitioners and agency training needs. Teleconferencing is available for distance as well as classroom learning. Upcoming offerings will be posted on the Silberman School of Social Work at Hunter College website.

Some classes within this Center satisfy the additional clinical education credit needs of those LMSW social workers who are seeking eligibility for the LCSW. These classes will be identified as such on the website, along with specific contact information.

Advanced Clinical Social Work: Individual and Family Treatment

This certificate program is designed to meet the needs of LMSWs and LCSWs who want to deepen their clinical practice knowledge for work in a variety of social work settings. The Post Master's Certificate Program in Advanced Clinical Practice is a one year program intended to provide continuing education to clinical practitioners working in multi-cultural urban settings. Collaboratively designed by social work educator-clinicians based in the university and the community, it reflects a commitment to the shared responsibility of the academic and practice sectors of the social work profession for continuing education.

It is designed to deepen skills for clinical social work practice with individuals and families through focusing on the integration of theory and practice. Course content includes assessment and diagnosis, treatment approaches, and trauma interventions through a developmental lens with an emphasis on the role of social-cultural factors. An integrative case seminar takes place during both semesters and includes group discussion, role play, observation and application of treatment strategies.

All courses are taught by instructors experienced in agency-based social work. This course takes place on Thursday evenings from 6 to 9 pm. For further information or application, please call 212-396-7610.

Social Work Administration

The Post Master's Certificate Program in Social Work Administration is given in conjunction with the Harold Weissman Center for the Study of Social Administration. This program was developed in response to a growing interest in raising the standards of administrative practice in the social welfare field and reflects a belief that management is rooted in the values and principles of social work practice. The program includes course work on supervision, strategic planning, non-profit financial management, program evaluation, policy analysis, fundraising and grant writing. All courses involve a practice component, and all faculty members are practicing managers.

For further information or application, please call 212-396-7588.

Graduate Masters

Social Work - MSW

The MSW curriculum reflects a commitment to social justice, diversity and practice in the urban environment. The school offers several program tracks leading to the master of social work (MSW) degree. These include the full-time Two-Year, the One-Year Residency (work study), the Accelerated Program, the Advanced Standing Program for those possessing a BSW, and the Dual Degree program with the Bank Street College of Education.

The social work curriculum is designed to assure that graduates master the core competencies and practice behaviors identified as essential for all social workers by the Council on Social Work Education, our accrediting body. The curriculum assures that students also acquire advanced practice behaviors in their practice concentration and a field of practice. Please see http://www.hunter.cuny.edu/socwork/download/Competencies_and_Practice_Behaviors.pdf for a listing of these competencies and advanced practice behaviors.

The curriculum includes courses in human behavior and the social environment, social welfare policy and services, social work research, social work practice, including four practice concentrations: clinical practice with individuals and families; group work; community organizing, planning and development; organizational management and leadership. In addition to course work, all students are expected to complete at least one field practicum that is an internship in an approved field agency. All two year program students and accelerated full time students are expected to have two fieldwork placements of two semesters each, which involve three days per week in a field agency. Students accepted into the work-study program (OYR) complete only one year of fieldwork with four day per week assignments. All students enroll in a year long Social Work Practice Learning Lab. All students are required to take three courses in one of four practice concentrations. The field practicum must be taken concurrently with a practice course. In addition, students must select advanced courses which focus on a field of practice: a specific social problem, population or institutional auspice. The fields of practice offered are: children, youth and families; gerontology; world of work; health and mental health; global social work and practice with immigrants and refugees. Elective courses in these areas and in specialized skills and problem areas such as family treatment, treatment of trauma, and substance abuse are also offered.

Admission Requirements

Successful performance in graduate social work education requires emotional maturity and stability, interest in working with people and readiness to assume professional responsibilities. The applicant's knowledge of professional social work and/or experience in social work settings is an important consideration for admission. The criteria for admission are as follows:

- Applicants must hold a bachelor's degree from an accredited college or university. Undergraduate preparation should demonstrate a liberal arts background and intellectual capacity for graduate study.
- Records of international students require special evaluation and should be submitted as early as possible. All applicants whose prior language of instruction was not English are required to take the TOEFL and achieve a minimum score of 213; 80 IBT (internet-based test).
- Good undergraduate preparation along with tested understanding of the profession gained through voluntary, internship and/or paid experience are the keys to a successful application for admission.
- Advanced Standing applicants, in addition, must have an overall GPA of 3.0 and GPA of 3.2 in the social work major and must have received the BSW degree within the last 5 years. Advanced Standing students must submit Core Competency forms from their faculty advisor and senior placement field instructor which rate the applicant on the core (foundational) practice behaviors identified by SSSW.
- One Year Residency (OYR) applicants, in addition, must have a minimum of two years full time work experience as a social service worker or supervisor of social service workers. OYR applicants must provide a letter from their agency executive documenting full time employment, and the Agency Executive Agreement Form which commits the agency to provide schedule flexibility for the student for classes and to collaborate with the school to develop meaningful learning assignments as part of the student's work assignment. The agency also commits to provide the student with a new field instructor during Time Frame II, the residency year.
- All applicants must submit an application, transcripts from all previous academic study, three professional letters of reference, and application fees. 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. Applications for admission into the MSW program must be submitted online.

Applicants may be required to participate in a group discussion as part of the admissions process.

For further information on admissions, e-mail admissions:grad.socworkadvisor@hunter.cuny.edu or swapp@hunter.cuny.edu or see the School's website at www.hunter.cuny.edu/socwork

Transfer

Up to 12 non-matriculated credits of graduate social work courses, with a grade of B or better, completed within five years of MSW degree completion may be transferred from a social work program accredited by the Council on Social Work Education.

Students must complete a **Transfer of Credit Form** and supply a course description and syllabus for each course for which they are requesting transfer credit. Once all the documentation has been collected, the packet should be sent to the Admissions Office (for new students) or to the Student Affairs Office (for continuing students). The associate dean for academic and faculty affairs reviews all requests for transfer of credit. The maximum number of transfer credits is waived in the cases of applicants who apply and enter the program as transfer students. Once an applicant is accepted into the program and their documentation packet is collected, their transfer credits will be assessed, a course of study outlined, and the credits added to your Hunter College transcript as appropriate. Unfortunately, no academic credit can be given for life experience or previous work experience.

Professional Liability Insurance

As a condition of registration for fieldwork, students must have professional liability insurance. Professional liability insurance is provided through a school group policy, and payment for this policy is made at the time of registration.

Cost of liability insurance does not exceed \$20 per year. Fieldwork agencies may also require that students undergo a background check and pay for fingerprinting. The cost of fingerprinting varies.

MSW Degree Program

Degree Requirements

All students in the MSW Program must complete 60 credits composed of 16 three-credit courses and a requirement for a field practicum designed to ensure that students master the core (foundation) and advanced practice behaviors. The curriculum is organized into content areas; each area includes one to three courses required for degree completion. These areas are:

Human Behavior and the Social Environment

Social Welfare Policy and Services

Social Work Ways of Knowing and Communicating

Social Work Practice Learning Lab

Research

Practice Methods

Professional Seminar

Field Education

All work must be completed within a five-year period with grades of "Credit" or "Honors".

Degree Program Tracks

Two-Year Full-time Program

The two-year full-time program is for qualified students who can 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, for two academic years.

One-Year Residence (OYR) Work-Study Program

The one-year residence (OYR) program is a work-study program designed to provide graduate social work education for experienced students whose personal responsibilities make the two year full-time program impractical. In this work-study model of social work education, the student's field work requirements are met at the agency of employment. As a result, the student is able to remain employed while earning MSW degree credits through all phases of the program until completion of the degree.

At the time of application OYR applicants must have completed at least two years of full-time employment in a recognized social welfare organization or agency and their current social welfare employer must agree to sponsor them. Sponsorship requires the agency to agree to provide the student with an educationally sound field work assignment. The field placement could expand on the student's current work assignment, incorporating new opportunities for learning in a social work capacity: for example, the addition of new cases, groups or projects. The agency must also provide a field instructor who is a licensed social worker as well as flexible scheduling for the student to attend classes during the residency year.

The program is organized around three “time frames,” which include both part-time and full-time study. In total, in the standard OYR program students enroll in course work for five semesters and two summers. Students are permitted to take up to 30 hours of course work on a part-time basis while remaining in full-time employment. The program offers opportunity for acceleration for students who are in good academic standing.

Time Frame I is completed in evening or day classes over two semesters and one summer. Most students complete the first time frame in one year, earning 21 credits.

Time Frame II, also known as the “residency” year, occurs during the second year of matriculation. Students enroll in three courses while completing their single 900 hour field work requirement in their chosen method of practice. The requirement for a single practicum is based on the student's prior knowledge of social service organizations and the delivery of social services on a pre-professional level. The practicum requirement can be completed in four days a week (28 hours per week) during the fall and spring including January when classes may not be in session or three days a week in fall, spring, and summer. Students can take classes all on one day during the day, late afternoon and evening and/or Saturday.

Time Frame III represents the culmination of course work requirements. Classes are held in the evening.

The Accelerated OYR program takes 24 months to complete. Students enter in the spring and complete Time Frame I with intensive study in the evenings during spring and summer. Time Frame II is essentially the same as in the standard OYR program (see above) with additional study required in the winter session. Students complete their remaining requirements in their second summer and the following fall. Because of its acceleration, this program is intense and requires a significant commitment of time and energy.

Accelerated Full-Time and Accelerated OYR Programs

The Accelerated Programs are designed for outstanding students prepared to participate in an intensive, year-round learning experience beginning in January. The Accelerated Program option is available only to those students wishing to specialize in Clinical Practice with Individuals and Families. Full-time students complete the program in three semesters plus two summers of study. Availability for class in the afternoon and evening during the first semester and summer of enrollment is essential. These students are assigned field placements and complete their first year requirements by the end of the summer in their first 8 months of enrollment. They start their third semester in the fall and graduate in the following August.

Students who are already working in the human service field and meet the entry criteria for the One-Year Residency Program described above, complete the program in four semesters and two summers of study. They enter the Accelerated OYR program beginning with evening study in January through the summer and complete their Time Frame II studies in the following fall and spring. They are eligible to graduate in their second summer or the following December. Winter session study is also required.

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 students either begin in the summer and continue through the following academic year of full-time study or start in the fall and complete their work the following summer..

Dual Degree Program: Silberman School of Social Work at Hunter College 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 curriculum design incorporates theoretical and practice aspects of each degree into a cohesive educational and professional program. Applicants apply to each institution separately. The program requirements satisfy the accreditation standards for each degree.

In the first two years, students attend the two institutions sequentially, pursuing an intensive program at each of them. In the third year, students move between 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.

Program for Non-matriculated Students

The School has learning opportunities for both pre- and post-masters students. Taking courses as a non-matriculated 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 nine credits is allowed and may be credited toward the degree upon matriculation. Only one course may be taken per semester.

Those students who already have completed their MSW may seek additional clinical learning to meet licensing requirements. Such students should contact the Associate Dean for Academic and Faculty Affairs at ssw.office@hunter.cuny.edu.

Inquiries for pre-masters non-matriculation should be directed to the Admissions Office at the main campus (68th Street) of Hunter College. See <http://www.hunter.cuny.edu/graduateadmissions>.

Field Practicum

The Silberman 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 members 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. Approval criteria include field learning opportunities and availability of qualified agency-based field instructors. Students are expected to follow agency policies, including conducting home visits.

MSW Curriculum

The School of Social Work holds that social work education must integrate core social work values and knowledge with practical application in the field. Professional, academic and field learning experiences must satisfy the highest standards of excellence. The curriculum is designed to instill a sense of respect for human integrity, a concern for social conditions and a commitment to service within the value system of the profession.

The curriculum is developed according to the standards of the Commission on Accreditation of the Council on Social Work Education. Copies of these standards and the Educational Policy Statement are available in the reserve section of the Social Work Library, and in the office of the dean. These are also available online at <http://www.cswe.org/File.aspx?id=13780>. Consistent with CSWE standards our curriculum is designed to assure that graduates master the core competencies and practice behaviors identified as essential for all social workers. The curriculum assures that students also acquire advanced practice behaviors in their practice concentration and a field of practice. Please see http://www.hunter.cuny.edu/socwork/download/Competencies_and_Practice_Behaviors.pdf for a listing of these competencies and advanced practice behaviors.

The orienting knowledge courses at the core of the curriculum are related to human needs, particularly to the problems of the more vulnerable and disadvantaged populations of New York City. The required courses, electives and majors are all constructed to teach the social work approach to meeting the needs of society.

In addition to courses offered for credit, the school provides workshops on topics such as child abuse and neglect, cultural diversity, ethics, and government benefits, as required by the New York State Department of Education, Division of Professional Licensing. Course work is augmented and reinforced by the all-important field practicum. Agencies and service organizations in the various areas of social work practice, with their qualified agency supervisors and field instructors, provide the vital training and experience for students. The curriculum is organized into five professional curriculum areas and five fields of practice that reflect human needs and values and their associated social institutions and services. The curriculum includes foundation and advanced courses in:

Human Behavior and the Social Environment
Social Welfare Policy and Services
Social Work Ways of Knowing and Communicating
Practice including Social Work Practice Learning Lab
Practice Method Concentrations
Social Work Research
Professional Seminar
Field Education

Human Behavior and the Social Environment

This three-course sequence SSW 71100 SSW 71200 SSW 71300 and its related electives address the person-in-situation matrix with a specific focus of attention on issues of diversity (culture, class, ethnicity, race, age, sexual orientation, spirituality, ability, and gender). Stages of development across the life span define one axis, while critical contexts (individual, family, function and role-based groups, communities, organizations, and society) define the other axis of environmental forces that may impinge on social functioning.

Social Welfare Policy and Services

This two-course sequence SSW 70100 and one course in the 70200 series explores the history, planning, intent and operations of the US social welfare system. The courses identify key ideological frameworks that shape the current public debates over social welfare policy, analyze the structure of the social welfare system, and explore issues of poverty in the context of oppression, diversity and social justice. The 70200 courses each focus on a selected social welfare issue or special population.

Social Work Ways of Knowing and Communicating

This single course Special Topics in Social Work Ways of Knowing and Communicating SSW 77500 builds students' capacity to acquire critical thinking skills, information literacy and to communicate both orally and in writing. Taken in the first semester, a menu of sections is available to students, each with a different topical focus.

- Ways of Knowing and Communicating series course must be taken in the first semester for those students in the Two-Year Program and within the first year of enrollment for OYR students.

SSW 77501 - Ways of Knowing: Theories and Perspectives on Aging

Credits 3

This is an example of a required Ways of Knowing topics class. More than

10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77502 - Ways of Knowing: Theories and Perspectives on Child Welfare

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77503 - Ways of Knowing: Theories and Perspectives on Health

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77504 - Ways of Knowing: Theories and Perspectives on Domestic Violence

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77505 - Ways of Knowing: Theories and Perspectives on Mental Health

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77506 - Ways of Knowing: Theories and Perspectives on Criminal Justice

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77507 - Ways of Knowing: Theories and Perspectives on Authority Settings

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77508 - Ways of Knowing: Theories and Perspectives on Trauma

Credits 3

This is an example of a required Ways of Knowing topics class. More than

10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77509 - Ways of Knowing: Theories and Perspectives on Immigrant Experience

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77510 - Ways of Knowing: Theories and Perspectives on Trauma and Co-Occurring Disorders

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77511 - Ways of Knowing: Theories and Perspectives on Social Work and the Arts

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77512 - Ways of Knowing: Theories and Perspectives on Drugs and Alcohol

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77513 - Ways of Knowing: Theories and Perspectives on Schools

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77514 - Ways of Knowing: Theories and Perspectives: Early Development

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77515 - Ways of Knowing: Theories and Perspectives: Youth Development

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

Social Work Practice Learning Lab

The development of foundation competence is required in cross methods practice. This is achieved through enrollment in the Social Work Practice Learning Lab 1 & 2 and related field practicum skill workshops.

In the first year all students take SSW 71700 and SSW 71800 Social Work Practice Learning Lab. This course explores the institutional and social context of social work practice, the problem areas and populations served by social workers, and the differential use of practice methods and builds foundation competencies in professional social work. After successful completion of SSW 71700 students commence courses in their concentration.

SSW 71700 - Social Work Practice Learning Lab 1

This course sequence introduces core frameworks and approaches to practice as well as skills for practice. Assures that students develop foundation competencies in social work practice including key knowledge and skills from all methods: clinical practice with individuals and families, group work, community organization and administration.

Credits 3

*SSW 71700 and 71800 are required. Please consult the School of Social Work website:
<http://www.hunter.cuny.edu/socwork/> for additional information.*

SSW 71800 - Social Work Practice Learning Lab 2

This course sequence introduces core frameworks and approaches to practice as well as skills for practice. Assures that students develop foundation competencies in social work practice including key knowledge and skills from all methods: clinical practice with individuals and families, group work, community organization and administration.

prereq: SSW 71700

Credits 3

*SSW 71700 and 71800 are required. Please consult the School of Social Work website:
<http://www.hunter.cuny.edu/socwork/> for additional information.*

Social Work Research

SSW 75100 - Social Work Research I

Principles of social research methods in the context of social work practice. Problem formulation, research design and role of research in social work, ethical issues, sampling, measurement and data collection.

Credits 3

*SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website:
<http://www.hunter.cuny.edu/socwork/> for additional information.*

SSW 75200 - Social Work Research II

Measurement strategies, qualitative data analysis, descriptive and inferential statistics, and methods of quantitative data analysis; data management. Data collected by students from their research projects is analyzed.

prereq: SSW 75100 or equivalent

Credits 3

SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Practice Methods Concentrations

Development of advanced competence in one of the following practice method concentrations: clinical practice with individuals and families; group work; community organization, planning, and development; and organizational management and leadership is required. Every student majors in one of these concentrations and must take three sequential courses in that concentration or (with permission) two sequential courses in that concentration and an approved multi-method practice elective. Additional method and practice courses are offered; sequencing of requirements varies according to the various programs.

Clinical Practice with Individuals and Families

The clinical practice with individuals and families concentration prepares students for agency-based clinical practice in the urban environment. Students in this concentration are prepared to counsel individuals, pairs and families in order to help with a variety of personal, interactional and social problems. Concepts of clinical assessment and intervention are taught from a biopsychosocial perspective. Students are exposed to a variety of theoretical modalities that are augmented by evidence-based-practice perspectives. Issues of diversity and oppression are integrated into the study of assessment, treatment planning and intervention as well as the professional relationship. Emphasis is placed on differential assessment and intervention with a variety of diverse client groups. Clinical services are offered in a wide range of practice settings, such as child and family agencies, unions, industries, hospitals, mental health and substance abuse clinics, courts and settlement houses. The setting of the service makes possible in-depth teaching about specific populations and problems, managing service needs and styles and such specific intervention models as crisis intervention, advocacy, and various brief and long-term treatment modalities.

SSW 72100 - Social Casework I

Development and use of casework theory, practice and process. Integration and application of the values that underpin social work practice.

prereq: SSW 71700

Credits 3

NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72200 - Social Casework II

Application of casework principles. Knowledge from human behavior and the social environment and social welfare policy and services areas and research findings is applied to the assessment of clients and their situations.

prereq: SSW 72100

Credits 3

NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72300 - Social Casework III

Expands and deepens knowledge and skills for professional practice. Intervention modes, based on biopsychosocial assessment, are presented. Dealing with problem assessment and intervention; cultural specificity.

prereq: SSW 72100 and 72200

Credits 3

NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Group Work

Students are prepared to provide in-depth work with individuals in small groups. Groups may be formed around commonality of need or problem ranging from socialization to social action. The curriculum emphasizes group formation within a psycho-socio-political context and uses group-development theory as the primary paradigm for shaping practice with diverse populations in widely varied clinical and community settings. Concepts central to practice are contextual assessment, planning, group stage theory, group development, mutuality, mutual aid, common ground, roles, dual focus, decentralized authority, and problem solving.

Field practicum settings in group work include mental health clinics, hospitals, settlement houses, schools, community centers, senior centers, and day treatment and substance abuse programs. Social group work practice is used with a variety of populations from children to older adults, for meeting a range of needs from normal development to managing acute crisis situations and for dealing with all types of problems ranging from interpersonal to social action.

SSW 73100 - Social Group Work I

Prepares students for working with groups in community-based and clinical settings. Understanding social group work as a problem-solving method in widely varied settings and fields of practice.

prereq: SSW 71700

Credits 3

NOTE: SSW 731, 732 and 733 are required for all Group Work majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 73200 - Social Group Work II

Role of the worker in the middle and ending stages of group development; interventions; dealing with problematic roles; dealing with group conflict.

prereq: SSW 73100

Credits 3

NOTE: SSW 73100, 73200 and 73300 are required for all Group Work majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 73300 - Social Group Work III

Application of practice principles. Advocate, develop and deliver ethical and effective group work services in current agency settings.

prereq: SSW 73200

Credits 3

NOTE: SSW 73100, 73200 and 73300 are required for all Group Work majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu> for additional information.

Community Organization, Planning and Development

This concentration develops students' competence for community-based practice. It stresses the skills, techniques and strategies needed to mobilize people and resources to solve basic social problems at either the neighborhood or city-wide level. The social planning and social reform aspects of social work practice are underscored in seeking change to alleviate individual and family problems. Education and training are developed in collective action, advocacy, program evaluation, proposal writing, community outreach, legislative advocacy and other vital organizing roles. Field practicums occur in a number of settings in international organizations, city and state planning agencies, legislative offices, community engagement arms of human service organizations, and a wide variety of grassroots organizations. Students in these placements work on everything from local economic development issues, food and hunger projects, and tenant advocacy to LGBTQ issues and women's rights.

SSW 74100 - Community Organization and Planning-I

Theory and practice of community organization and planning. Models and strategies for professional practice for community and client participation and empowerment. Community needs and resources; practice dynamics; dilemmas.

prereq: SSW 71700

Credits 3

SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 74200 - Community Organization and Planning-II

Development of community organization skills in relation to group structure and development. Group dynamics, role theory and reference group theory. Community power and influence on problem solving structures.

prereq: SSW 74100

Credits 3

SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information .

SSW 74300 - Community Organization and Planning-III

Role of the social worker and social planner; theoretical and practice aspects of program development and community planning within a political system. Concepts and techniques in management of social service programs.

prereq: SSW 74100 and 74200

Credits 3

SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Organizational Management and Leadership

Students who elect to concentrate in Organizational Management and Leadership (OML) are prepared to assume varied management positions in social agencies, including the traditional supervisory, middle management, and executive positions as well as jobs as program planner and analyst, staff trainer, program director, or budget analyst. Those focusing on OML develop conscious and strategic use of self in managing the complex tasks of program managers.

Students seeking to concentrate in OML should have some prior experience either in management and/or social work or human services line work. Field practicums are available in a wide range of public and private social agencies. Many students entering OML are in our One-Year Residency Program. A wide variety of placements are available for two-year OML students with the many graduates of SSSW in leadership roles around the city.

SSW 78100 - Social Welfare Administration I

Theoretical understanding of the operation of social agencies. Organizational structure, authority, goal setting and service implementation, interorganizational positioning, stability and survival, and staff and administrative functioning.

Credits 3

SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78200 - Social Welfare Administration II

Personnel management, staff training, volunteers and paraprofessionals, decision-making processes, budgeting, boards and committees, public relations and marketing, and methods of accountability.

prereq: SSW 78100 or dept perm

Credits 3

SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78300 - Social Welfare Administration III

Program design in social agencies. Emphasis on assuring access, consistency, continuity and comprehensiveness of services, as well as client feedback mechanisms. Financial management, budgeting, strategic planning.

prereq: SSW 78100 and 78200

Credits 3

SSW 781, 782 and 783 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Professional Seminar

The Professional Seminar is a capstone seminar that requires students to identify an emerging practice issue or concern, examine the known evidence, and design a study that better addresses the issue at hand. The course is designed as an integrating and synthesizing experience, wherein students consult with one another in addressing a specific concern. The course launches students into the profession with a keen sense that they can influence the context in which they will practice as social workers.

SSW 79000 - Professional Seminar

Utilization and integration of practice, research and policy to determine how an issue may be ameliorated or resolved. Taken in the final semester.

Credits 3

This is a required course for all students.

Field Education

This two-to-four-term sequence of on-site work in social service agencies is an integral component of all pathways to the MSW degree. Students in field placement must be concurrently enrolled in a practice course: Social Work Practice Learning Lab, methods course or other practice course. Training is provided by a field instructor; it is monitored by the instructional faculty and the student's adviser.

Two-Year and Advanced Standing Programs

SSW 76100 - Field Instruction I

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: Material Fee: \$15

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information and full course descriptions.

SSW 76200 - Field Instruction II

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76300 - Field Instruction III

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76100 and 76200. Advanced standing program students enroll without prereq.

Credits 3

Material Fee: \$15

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76400 - Field Instruction IV

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76200 and 76300

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

One-Year Residency and Dual Degree Programs

SSW 76700 - Field Instruction I

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: Material Fee: \$15

Credits 6

OYR and Dual Degree students only. Please consult the School of Social Work website:

<http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76800 - Field Instruction II

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76700

Credits 6

OYR and Dual Degree students only

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Electives

Students may choose from a menu of courses within each curriculum area.

Fields of Practice Specializations

Students are expected to specialize in one of the following Fields of Practice. This includes an appropriate field practicum, enrollment in two pre-designated courses, and a specialization focus in research or professional seminar. Students should consult their faculty adviser for details.

Children, Youth and Families

This field of practice is designed for students interested in working in public and/or private child welfare agencies, schools, or children, youth, and family organizations in direct service, supervisory, or administrative capacities. The developmental needs of children, youth and families; crises and disruptions in family life (broadly defined); conflicts and violence; child placement issues are a focus of attention. It prepares social workers to provide a broad range of services to individuals, groups and families in all phases of the family life cycle.

Gerontology

This specialization explores the aging process and the variety of issues affecting older adults and their family systems. It is guided by the principle that older adults are individuals and members of a family and community with rights and responsibilities—who must be afforded the necessary protection and assistance to participate fully in family, cultural and social life.

Health and Mental Health

This field of practice is designed for students interesting in meeting the changing needs of people with medical and psychiatric problems; addressing patients' rights, delivering services in hospitals, ambulatory care or primary care facilities, community-based clinics; chronic and long-term care settings.

World of Work

The theme of work over the life span including services to employed, unemployed, and underemployed adults, older adults and their families, often through management or labor-sponsored service programs.

Immigrants and Global Social Work

Indigenous perspectives from around the globe inform learning and practice in international contexts, and with immigrants and refugees in the urban environment. Special attention is paid to understanding the diverse meaning of adversity, strength and well-being towards developing sustainable, rights-driven and culturally relevant policy and practice.

Social Work: Clinical Practice With Individuals and Families

SSW 72100 - Social Casework I

Development and use of casework theory, practice and process. Integration and application of the values that underpin social work practice.

prereq: SSW 71700

Credits 3

NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72200 - Social Casework II

Application of casework principles. Knowledge from human behavior and the social environment and social welfare policy and services areas and research findings is applied to the assessment of clients and their situations.

prereq: SSW 72100

Credits 3

NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72300 - Social Casework III

Expands and deepens knowledge and skills for professional practice. Intervention modes, based on biopsychosocial assessment, are presented. Dealing with problem assessment and intervention; cultural specificity.

prereq: SSW 72100 and 72200

Credits 3

NOTE: SSW 72100, 72200 and 72300 are required for all Clinical Practice with Individuals and Families majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72400 - Social Casework IV Sections: Brief Therapies, Child Therapy, Cognitive/Behavioral, Family Therapy, Trauma Therapy, and Treatment of Pairs

Students identify professional issues and dilemmas in both knowledge and practice. Special emphasis is on assuring competence.

prereq: SSW 72100, 72200, 72300 or SSW 72500 and SSW 72600

Credits 3 cr

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72500 - Social Casework for Non-Majors

Development and use of casework theory, practice and process with individuals and families. Integration and application of the values that underpin social work practice.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 72600 - Social Casework II for Non-Majors

Application of knowledge from the human behavior and the social environment areas and research findings to clients and situations. Principles addressing individual and family practice are highlighted.

prereq: SSW 72500

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79200 - Social Work Practice with Children and Adolescents

Effective practice with children and adolescents, adoptees, and those in foster and residential care. Social work skills needed when working with urban young people under the age of 19; strengths perspective; biopsychosocial model.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79400 - Social Work Practice: Family Treatment

An assessment of the family from a systems approach. Family developmental life cycle, family structure evaluation; tracking interactional patterns.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Social Work: Community Organization, Planning and Development

SSW 74100 - Community Organization and Planning-I

Theory and practice of community organization and planning. Models and strategies for professional practice for community and client participation and empowerment. Community needs and resources; practice dynamics; dilemmas.

prereq: SSW 71700

Credits 3

SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 74200 - Community Organization and Planning-II

Development of community organization skills in relation to group structure and development. Group dynamics, role theory and reference group theory. Community power and influence on problem solving structures.

prereq: SSW 74100

Credits 3

SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information .

SSW 74300 - Community Organization and Planning-III

Role of the social worker and social planner; theoretical and practice aspects of program development and community planning within a political system. Concepts and techniques in management of social service programs.

prereq: SSW 74100 and 74200

Credits 3

SSW 74100, 74200 and 74300 are required for all Community Organization, Planning and Development majors.

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 74700 - Community Organization for Non-Majors

The community as a dimension of professional practice. Models and strategies for community intervention on behalf of those seeking improved access to resources and services; knowledge and skills needed to build supports and programs.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 74800 - Grantsmanship and Proposal Writing

Techniques of fundraising, proposal preparation, and grantsmanship. Proposal writing and negotiation with funding sources.

prereq: one methods course

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Social Work: Field Education

SSW 76100 - Field Instruction I

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: Material Fee: \$15

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information and full course descriptions.

SSW 76200 - Field Instruction II

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76300 - Field Instruction III

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76100 and 76200. Advanced standing program students enroll without prereq.

Credits 3

Material Fee: \$15

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76400 - Field Instruction IV

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76200 and 76300

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76700 - Field Instruction I

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: Material Fee: \$15

Credits 6

OYR and Dual Degree students only. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 76800 - Field Instruction II

Opportunities for students to perform social work tasks under the supervision of a field instructor. The integration and application of concepts and principles in a field setting.

prereq: SSW 76700

Credits 6

OYR and Dual Degree students only

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Social Work: Group Work

SSW 73100 - Social Group Work I

Prepares students for working with groups in community-based and clinical settings. Understanding social group work as a problem-solving method in widely varied settings and fields of practice.

prereq: SSW 71700

Credits 3

NOTE: SSW 731, 732 and 733 are required for all Group Work majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 73200 - Social Group Work II

Role of the worker in the middle and ending stages of group development; interventions; dealing with problematic roles; dealing with group conflict.

prereq: SSW 73100

Credits 3

NOTE: SSW 73100, 73200 and 73300 are required for all Group Work majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 73300 - Social Group Work III

Application of practice principles. Advocate, develop and deliver ethical and effective group work services in current agency settings.

prereq: SSW 73200

Credits 3

NOTE: SSW 73100, 73200 and 73300 are required for all Group Work majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 73400 - Group Work IV: The Purposeful Use of Activity in Social Group Work Practice (open to selected non-majors)

Relationship between group stage theory and activity to enhance stage-appropriate participation. Psychosocial needs of groups and their members. Use of activity as content of choice and with widely varied group types.

prereq: SSW 73200

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 73500 - Social Group Work I for Non-Majors

Major theories, concepts, and practice principles of social group work.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 73600 - Social Group Work II for Non-Majors

Expands the knowledge and skills taught in SSW 735. Practice principles and their differential application as well as implications of intervention choices.

prereq: SSW 73500; students should have the concurrent opportunity to work with a group

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Social Work: Human Behavior and the Social Environment

SSW 71100 - Human Behavior and the Social Environment I

Identification and integration of pertinent concepts relevant to each phase of the life cycle; biological, psychological, and social systems theories within the conceptual framework of human behavior and its interaction with the social environment.

Credits 3

SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 71200 - Human Behavior and the Social Environment II

Required sequel to SSW 711. Exploration of normative life span progress from adolescence through older adulthood using theories of multicausality, gender, social class, and cultural pluralism and diversity.

prereq: SSW 711

Credits 3

SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 71300 - Human Behavior and the Social Environment III

Understanding dysfunction. Concepts of mental health and illness, deviance and conformity; classification systems; influences on the diagnosis and treatment processes. Theories of etiology and treatment in relation to the needs of families, groups and communities. Attendance at an additional 2-hour lecture on psychopharmacology is required.

prereq: SSW 711 and 712

Credits 3

SSW 71100, 71200 and 71300 are required. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79158 - Human Sexuality

Human sexuality within the context of human behavior and the social environment; understanding unique client groups.

prereq: SSW 71100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Social Work: Organizational Management and Leadership

SSW 78000 - Administration of Social Agencies

Principles and processes of administration in social work for non-majors. Organization and administration; planning, personnel management, budget and financing, and relationships among boards, committees, executives, professional staff, and volunteers.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78100 - Social Welfare Administration I

Theoretical understanding of the operation of social agencies. Organizational structure, authority, goal setting and service implementation, interorganizational positioning, stability and survival, and staff and administrative functioning.

Credits 3

SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78200 - Social Welfare Administration II

Personnel management, staff training, volunteers and paraprofessionals, decision-making processes, budgeting, boards and committees, public relations and marketing, and methods of accountability.

prereq: SSW 78100 or dept perm

Credits 3

SSW 78100, 78200 and 78300 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78300 - Social Welfare Administration III

Program design in social agencies. Emphasis on assuring access, consistency, continuity and comprehensiveness of services, as well as client feedback mechanisms. Financial management, budgeting, strategic planning.

prereq: SSW 78100 and 78200

Credits 3

SSW 781, 782 and 783 are required for all Organizational Management and Leadership majors. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78600 - Advanced Administration for Non-Majors

Techniques of budgeting, public relations, staff training, working with paraprofessionals, hiring/firing, committee processes, working with boards, and developing personnel policies in social agencies.

prereq: SSW 78000 or 78700

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 78700 - Supervision in Social Agencies

Basic techniques of supervising professional social workers.

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Social Work: Professional Seminar

SSW 79000 - Professional Seminar

Utilization and integration of practice, research and policy to determine how an issue may be ameliorated or resolved. Taken in the final semester.

Credits 3

This is a required course for all students.

Social Welfare Policy and Services

SSW 70100 - Social Welfare Policy and Services I: Introduction to Social Welfare Policy and Services

Circumstances that give rise to social problems and their policy solutions; frameworks for analyzing these developments; values and skills needed to understand social policy and engage in advocacy and social change are stressed.

Credits 3

SSW 70100 and one SSW 702xx course are required. SSW 70100 is a prerequisite for all SSW 702xx courses.

Students may choose the following SSW 702 course to fulfill the advanced social policy requirement. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 70210 - The Organization and Delivery of Social Services to Workers and Their Families

Human and fiscal resources and opportunities for innovative policy and program development in the world of work. Issues of economic, social and political organization in the workplace; union and industry programs as models for creative occupational social work policy and practice.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70211 - Political Economy of Social Welfare

U.S. social welfare policy and the social work profession in the context of contradictions in political economy. History of economic development; analysis of current economic and political conflicts in the global economy; strategies for change.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70213 - Women and Social Welfare

U.S. social welfare policy through the lens of gender: women's rights, feminist perspective and the impact of gender stereotypes.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70214 - Health and Mental Health Systems

U.S. health and mental health systems; effect of major policy shifts in service delivery on both health care services and populations at risk.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70215 - Policy and Practice in Child Welfare

Interplay of child welfare policy, service and practice issues from historical, political, socioeconomic and legal perspectives. Organization; assessment; children's vs. parents' rights; and other issues.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70216 - Social Welfare Policy with the Homeless

Ways in which social welfare policies and social services have affected homelessness; the role of social work in this policy arena.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70217 - Social Welfare Policy in the Field of Aging

Aging policy and legislation; health care, retirement, work, and family issues. Organization, utilization and impact of services on the aging; attention given to special populations.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70218 - Seminar in Social Welfare

Social welfare policy and social change issues are studied. Topics vary each semester.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70219 - Immigrants and Refugees: Policies and Issues

History and development of immigration and social policies that affect immigrants and refugees in America. Policy theories, dynamics and patterns related to immigration policy; delivery of service; social welfare policy advocacy.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70220 - Clients' Rights, the Legal System and Social Policy

The role of legal rights in the welfare state with reference to special populations. Origins, history and the current status of the legal rights of clients; use of laws to promote social justice and social change; advocacy by social workers for clients' rights.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70221 - Social Welfare and Disabilities

Implications of the Americans with Disabilities Act (ADA) and other legislation on social work practice with people who have disabilities. Creation of effective service delivery systems.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

SSW 70222 - International Social Welfare Policy and Services

International social welfare policy and services in social work. Review of past, present and future challenges produced by history, economic change, and globalization and their implication.

prereq: SSW 70100

Credits 3

This course fulfills the advanced social policy requirement

Social Work Practice Learning Lab

SSW 71700 - Social Work Practice Learning Lab 1

This course sequence introduces core frameworks and approaches to practice as well as skills for practice. Assures that students develop foundation competencies in social work practice including key knowledge and skills from all methods: clinical practice with individuals and families, group work, community organization and administration.

Credits 3

*SSW 71700 and 71800 are required. Please consult the School of Social Work website:
<http://www.hunter.cuny.edu/socwork/> for additional information.*

SSW 71800 - Social Work Practice Learning Lab 2

This course sequence introduces core frameworks and approaches to practice as well as skills for practice. Assures that students develop foundation competencies in social work practice including key knowledge and skills from all methods: clinical practice with individuals and families, group work, community organization and administration.

prereq: SSW 71700

Credits 3

*SSW 71700 and 71800 are required. Please consult the School of Social Work website:
<http://www.hunter.cuny.edu/socwork/> for additional information.*

Social Work Research

SSW 75100 - Social Work Research I

Principles of social research methods in the context of social work practice. Problem formulation, research design and role of research in social work, ethical issues, sampling, measurement and data collection.

Credits 3

*SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website:
<http://www.hunter.cuny.edu/socwork/> for additional information.*

SSW 75200 - Social Work Research II

Measurement strategies, qualitative data analysis, descriptive and inferential statistics, and methods of quantitative data analysis; data management. Data collected by students from their research projects is analyzed.

prereq: SSW 75100 or equivalent

Credits 3

*SSW 75100 and 75200 (or SSW 75400) are required for all students. Please consult the School of Social Work website:
<http://www.hunter.cuny.edu/socwork/> for additional information.*

Social Work Ways of Knowing and Communicating

SSW 77500 - Special Topics in Social Work Ways of Knowing and Communicating

Courses in this grouping build students' capacity to acquire, appraise, analyze and integrate multiple sources of knowledge, communicate both orally and in writing through the use of common assignments used in the study of substantive content areas.

Credits 3

SSW 77500 is required. Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 77501 - Ways of Knowing: Theories and Perspectives on Aging

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77502 - Ways of Knowing: Theories and Perspectives on Child Welfare

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77503 - Ways of Knowing: Theories and Perspectives on Health

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77504 - Ways of Knowing: Theories and Perspectives on Domestic Violence

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77505 - Ways of Knowing: Theories and Perspectives on Mental Health

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77506 - Ways of Knowing: Theories and Perspectives on Criminal Justice

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77507 - Ways of Knowing: Theories and Perspectives on Authority Settings

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77508 - Ways of Knowing: Theories and Perspectives on Trauma

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77509 - Ways of Knowing: Theories and Perspectives on Immigrant Experience

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77510 - Ways of Knowing: Theories and Perspectives on Trauma and Co-Occurring Disorders

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77511 - Ways of Knowing: Theories and Perspectives on Social Work and the Arts

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77512 - Ways of Knowing: Theories and Perspectives on Drugs and Alcohol

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77513 - Ways of Knowing: Theories and Perspectives on Schools

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77514 - Ways of Knowing: Theories and Perspectives: Early Development

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

SSW 77515 - Ways of Knowing: Theories and Perspectives: Youth Development

Credits 3

This is an example of a required Ways of Knowing topics class. More than 10 Ways of Knowing topics classes are offered in the fall. One or two are offered in the spring.

Social Work: Electives

SSW 71500 - Seminar in Psychodynamics

Dimensions of psychodynamic theory: modern drive theory, ego psychology and object relations theory. Relationship to clinical practice.

prereq: SSW 71100 and 71200

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 71900 - Foundations of Social Work Practice

An orientation to the profession of social work, the use of research in practice, the multicultural context of practice, the common base of practice and some of the unique aspects of clinical work with individuals and families, group work, community organization and administration.

Credits 3

SSW 72700 - Social Work with Clients in Authoritarian Settings: Working with Mandated and Involuntary Clients

Services to individuals and groups involved with parole, probation, court clinics, institutions for offenders, and child and adult protection agencies.

Credits 3

SSW 77000 - Alcoholism and Substance Abuse

The state of knowledge relating to substance abuse: nature and extent of the problem, its complexity and strategies for intervention. Prevention and psychosocial treatment.

prereq: SSW 71100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 77300 - Social Work Ethics and Values

Moral and philosophical analysis of ethical problems and value issues as presented in social work practice. Application of philosophical theories to the analysis of practice dilemmas; principles for decision-making.

Credits 3

SSW 79157 - Social Work with Victims of Violence against Women

Domestic violence and the complex interactions between affected individuals and their environments (children, families, communities). Interventions.

prereq: SSW 71100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79171 - Social Work Practice with Immigrants and Refugees

Services for immigrants and refugees; assimilation, acculturation, bi-culturalism and ethnic identity; feelings for the homeland; resettlement and family reunification; problems of terrorism, immigration and anti-immigration.

prereq: SSW 71700 and one method course

Credits 3

SSW 79175 - Social Work and AIDS

The needs of people with AIDS and their families; confidentiality, mortality and human sexuality from a holistic clinical perspective.

prereq: SSW 71100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79176 - Social Services to the Gay and Lesbian Community

Developmental models for positive lesbian, gay, bisexual or transgendered identity; social work skills for assessment and intervention.

prereq: SSW 71100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79186 - Social Work and the Arts

Art forms are explored to provide services to populations at risk, including the elderly and the physically and mentally impaired.

Credits 3

SSW 79188 - Spirituality and Healing

Spiritual domain of human functioning. Viewing human need, strengths and experience with a spiritual lens. Spirituality and human striving for a sense of meaning and fulfillment; understanding and responsiveness to spiritual perspectives.

prereq: SSW 71100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79189 - Perspectives on the Aging Process: Implications for Social Work Practice

Biopsychosocial relationship between health and aging with emphasis on family, culture, individual coping, and environmental stress and support.

prereq: SSW 71100

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 79652 - Social Work with Workers and Their Families

Significance of work, unemployment and the changing workplace in the lives of clients and communities. Opportunities for practice with labor and management in occupational social work settings.

prereq: SSW 71700 and one method course

Credits 3

SSW 79653 - Clinical Practice in Child Welfare

Issues in child abuse and neglect. Clinical work with families involved with the child welfare system. Treatment; transference and countertransference; development of empathy. Interventions.

prereq: SSW 71700 and one method course

Credits 3

SSW 79658 - Contemporary Psychosocial Approaches in the Treatment of Chronic Mental Illness

Evidence-based practices, within a recovery-oriented paradigm, as a general approach to practice. Specific evidence-based interventions to use for individuals with a diagnosis of serious mental illness.

prereq: SSW 71700 and one method course

Credits 3

SSW 79660 - The Aging Process: Clinical Issues in Social Work Practice with the Aged

Theoretical frameworks of human aging, including the myths and realities of major biopsychosocial problems facing older adults and their families. Practice implications.

prereq: SSW 71700 and one method course

Credits 3

SSW 79661 - Social Work Practice in School Settings

Roles and functions of social workers within a complex ecological system of home/school/community are explored with an emphasis on skill development for practice with urban children and their families.

prereq: SSW 71700 and one method course

Credits 3

SSW 79662 - Social Work Practice with AIDS and Chronic Illness

Unique approach in social work to HIV/AIDS. Illness trajectory of HIV with other epidemics and chronic illnesses. Practice techniques. Impact on women, people of color, and LGBT individuals.

prereq: SSW 71700 and one method course

Credits 3

SSW 79665 - Electoral Activism and Social Work Practice

Involvement in the electoral arena that advances social work values and empowers social workers, clients and communities to become active participants in civic life.

prereq: SSW 71700 and SSW 74100

Credits 3

SSW 79701 - Clinical Social Work Practice in Health Settings

Spectrum of reactions to illness; change and adaptation; loss, grief and bereavement; uncertainty; value dilemmas and ethical issues related to illness, health care and social work intervention.

prereq: SSW 71700 and one method course

Credits 3

SSW 79801 - Multicultural Social Work Practice

Trends, issues and concerns in social work practice with racially and ethnically diverse individuals, families and groups in the urban environment.

prereq: SSW 71700 and one method course

Credits 3

Social Work: Tutorials

SSW 75800 - Tutorial

A reading and independent study course for students under faculty guidance.

prereq: completion of the first semester of graduate social work study and dept perm

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 75801 - Tutorial

Credits 1

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 75802 - Tutorial

Credits 2

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

SSW 75803 - Tutorial

Credits 3

Please consult the School of Social Work website: <http://www.hunter.cuny.edu/socwork/> for additional information.

Student Regulations and Rights

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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.
 - a. 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.

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Student Rights and School Policies

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Students’ Rights Concerning Education Records

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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.

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Test Programs and Courses in Biochemistry

Biochemistry

About the Department

The interdisciplinary program in Biochemistry is jointly administered and staffed by members of the Biological Sciences and Chemistry departments. The master's degree is offered as a terminal degree. Both first-year courses and advanced courses are available at Hunter College and/or at the Graduate Center, 365 Fifth Avenue, New York, NY 10016.

Programs and Courses

Programs and Courses in Biochemistry

Administration and Faculty

Department Offices:

Biological Sciences:

927 North
(212) 772-5293
email: bio_admin@genectr.hunter.cuny.edu
Website: <http://biology.hunter.cuny.edu>

Chair:

Shirley Raps
927 North
raps@genectr.hunter.cuny.edu

Chemistry:

1307 North (212) 772-5330
email:nfernand@hunter.cuny.edu
Website: <http://www.hunter.cuny.edu/chemistry>

Chair:

Hiroshi Matsui
1319 North
hmatsui@hunter.cuny.edu

Graduate Advisers:

Roger Persell (Department of Biology)
912 North
(212) 772-4106
rpersell@hunter.cuny.edu

Yujia Xu (Department of Chemistry)
1304C North
(212) 772-4310
yujia.xu@hunter.cuny.edu

Faculty

Biological Sciences

Jesus Angulo, Professor; PhD, CUNY; Molecular Mechanisms of Drug-Induced Toxicity and Cell Death in the Brain

Jill Bargonetti-Chavarria, Professor; Ph.D, CUNY; The Role of p53 in Tumorigenesis

Derrick Brazill, Associate Professor; PhD, California (Berkeley); The Signal Transduction of Cell Density Sensing

Robert Dottin, Professor; Ph.D, Toronto; Regulation of Gene Expression by Signal Transduction

Laurel Eckhardt, Marie L. Hesselbach Professor; Ph.D, Stanford; Molecular Genetics of Lymphocyte Development and Function

Maria Figueiredo-Pereira, Professor; PhD, NYU; The Ubiquitin Pathway & Neurodegeneration

Marie Filbin, Distinguished Professor; PhD, Bath (England); Myelin Formation & Inhibitory Molecules in Myelin

David Foster, Rosalyn Yalow Professor of Biology and Biochemistry; PhD, Columbia; Oncogenes and Signal Transduction

Benjamin Ortiz, Associate Professor; PhD, Stanford; Chromatin, Transcription and Immune System Development

Patricia Rockwell, Associate Professor; PhD, CUNY; signal transduction and gene expression associated with Alzheimer's disease.

Thomas Schmidt-Glenewinkel, Associate Professor; Dr Phil Nat, Frankfurt (Germany); Neurotransmitter Receptors and Ion Channels in Drosophila Melanogaster

Chemistry

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

Charles M. Drain, Professor; PhD, Tufts; Bioinorganic Chemistry; Adjunct Faculty, Rockefeller University; Photodynamic Therapies of Cancer, Infections, and Other Diseases

Lynn Francesconi, Professor; PhD, Illinois; Inorganic Chemistry and Materials Chemistry, Radiochemistry

Dixie J. Goss, Gertrude B. Elion Endowed Scholar and Professor; PhD, Nebraska; Biophysical Chemistry, Role of RNA structure in regulation of iron homeostasis and viral protein synthesis

Nancy Greenbaum, Professor; PhD, Pennsylvania; Biochemistry, Biophysical chemistry, RNA folding

Wayne W. Harding, Assistant Professor; PhD, West Indies; Synthesis and Evaluation of CNS-active Natural Products

Akira Kawamura, Associate Professor; PhD, Columbia; Bioorganic Chemistry, Genomics

Frida Kleiman, Associate Professor; PhD, Nat. University of Cordoba, Argentina; Biochemistry, Mechanisms of Response to DNA Damage by Nuclear Factors

Louis Massa, Professor; PhD, Georgetown; Physical Chemistry, Biophysics, Calculating the quantum mechanical electronic states of biological molecules of known crystal structure

Hiroshi Matsui, Professor; PhD, Purdue; Materials Chemistry; Bio-nanotechnology, Protein nanotubes, electronics and sensors

David R. Mootoo, Professor; PhD, Maryland ; Organic Chemistry, Synthesis and applications of glycomimetics

Yujia Xu, Associate Professor; PhD, Connecticut; Biophysics, Mechanisms of self-assembly and molecular recognition of protein

Shengping Zheng, Assistant Professor; PhD, Columbia; Organic Chemistry

Graduate Masters

Biochemistry - MA

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Requirements for Admission

General admission requirements to Hunter's graduate programs are observed including GRE (verbal and quantitative reasoning); TOEFL (for foreign students whose native language is other than English).

In addition, the student must have completed the following courses: general chemistry (including qualitative analysis) (one year), quantitative analysis, organic chemistry (one year), physical chemistry (one semester lecture and laboratory), biology (one year), biochemistry lecture and laboratory (one semester). Deficiencies may be made up during the first three semesters of graduate study.

Requirements for the Degree

Comprehensive Examination or Thesis:

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

- Plan (1): A minimum of 30 credits of course work plus a passing grade in a comprehensive examination.
- Plan (2): A minimum of 24 credits of course work, plus 6 credits from a thesis on an original research problem. The thesis must be approved by the student's adviser, and it must be defended before a thesis committee.

Courses:

The student must complete the following courses from the list below. Note that no more than 10 credits of 600-level courses may be taken.

Plan (1):

CHEM 64000 - Biochemistry I

Proteins, enzymes, bioenergetics, recombinant DNA.

prereq: 1 yr of undergraduate organic chemistry

Hours 3 hrs,

Credits 3 cr

fall CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

CHEM 64100 - Biochemistry II

Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.

prereq: CHEM 64000 or BIO 71013 or 30000

Hours 3 hrs,

Credits 3 cr

Spring CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020 may be substituted, respectively by

BIOCHEM U71010 - Advanced Biochemistry 1

prereq: a 1-semester course in biochemistry or equiv and physical chemistry

Hours 3 hrs,

Credits 3 cr

Fall only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM U71020 - Advanced Biochemistry 2

prereq: BIOCHEM 71010 or equivalent

Hours 3 hrs,

Credits 3 cr

Spring only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM 71100 - Basic Laboratory Techniques for Research in Biochemistry

Individual projects, arranged with at least two faculty members. Lab and conferences.

Hours 8

Credits 4

BIOCHEM 71551 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71552 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71553 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71554 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM U75000 - Bioorganic Chemistry

Hours 3 hrs,

Credits 3 cr

Fall only, offered at the Graduate Center

CHEM 65000 - Biophysical Biochemistry

Physical chemistry as applied to biochemical systems.

Credits 4 cr

BIOCHEM U77000 - Physical Biochemistry

prereq: Calculus, Physical Chemistry and 1 semester of Biochemistry

Hours 3

Spring only, offered at the Graduate Center

A minimum of two courses in biology (8 or 9 credits) that must come from

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry

Hours 60 hrs,

Credits 4 cr

spring only

or

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,

Credits 4 cr

fall only

or

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr
fall only
or

BIOL 71014 - Molecular Biology Laboratory

Isolation of RNA and DNA, construction and screening of DNA libraries, Southern and Northern blot analysis, cloning, DNA sequencing.

coreq: BIOL 71013 or comparable course in biochemistry
Hours 105 hrs lab and conf,
Credits 4 cr
Fall only
or

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401
Hours 60 lec,
Credits 4 cr
Spring only
or

BIOL 61000 - Workshop in Biotechnology

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.

prereq: BIOL 71000 or permission of instructor
Hours 30 hrs/wk for 4 wks,
Credits 4 cr

Additional Information

Any remaining or additional credits may be taken by choosing courses in biology or chemistry as electives.

Plan (2):

CHEM 64000 - Biochemistry I

Proteins, enzymes, bioenergetics, recombinant DNA.

prereq: 1 yr of undergraduate organic chemistry
Hours 3 hrs,
Credits 3 cr
fall CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

CHEM 64100 - Biochemistry II

Metabolism, gene expression, immunobiochemistry, hormones, muscle biochemistry.

prereq: CHEM 64000 or BIO 71013 or 30000

Hours 3 hrs,

Credits 3 cr

*Spring CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020
may be substituted, respectively by*

BIOCHEM U71010 - Advanced Biochemistry 1

prereq: a 1-semester course in biochemistry or equiv and physical chemistry

Hours 3 hrs,

Credits 3 cr

*Fall only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010
and BIOCHEM U71020.*

BIOCHEM U71020 - Advanced Biochemistry 2

prereq: BIOCHEM 71010 or equivalent

Hours 3 hrs,

Credits 3 cr

*Spring only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM
U71010 and BIOCHEM U71020.*

BIOCHEM 71100 - Basic Laboratory Techniques for Research in Biochemistry

Individual projects, arranged with at least two faculty members. Lab and conferences.

Hours 8

Credits 4

BIOCHEM 71551 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71552 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71553 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 71554 - Seminar in Biochemistry

Hours 1

Credits 1

offered Fall and Spring

BIOCHEM 79901 - Thesis Research

Credits (Master's) 1

BIOCHEM 79902 - Thesis Research

Credits (Master's) 2

BIOCHEM 79903 - Thesis Research

Credits (Master's) 3

offered Fall, Spring, and Summer Open only to students writing a thesis as part of the requirements

CHEM 65000 - Biophysical Biochemistry

Physical chemistry as applied to biochemical systems.

Credits 4 cr

BIOCHEM U75000 - Bioorganic Chemistry

Hours 3 hrs,

Credits 3 cr

Fall only, offered at the Graduate Center

BIOCHEM U77000 - Physical Biochemistry

prereq: Calculus, Physical Chemistry and 1 semester of Biochemistry

Hours 3

Spring only, offered at the Graduate Center

A minimum of 6 credits of courses in biology, with at least one course chosen from

BIOL 71401 - Cell Biology

In-depth examination of cellular and subcellular organization and activity. Topics include membrane structure, biogenesis, transport; cell surface interactions, cells in culture, the cell cycle; organelle structure, function and assembly; modern experimental tools and techniques.

prereq: undergraduate organic chemistry or biochemistry

Hours 60 hrs,

Credits 4 cr

spring only

or

BIOL 70005 - Genetics

Prokaryotic and eukaryotic genetics; organization of DNA, replication repair, mutagenesis, recombination, control of gene expression, genetic engineering and molecular techniques.

prereq: undergraduate genetics and molecular biology (or biochemistry)

Hours 60 lec,

Credits 4 cr

fall only

or

BIOL 71013 - Molecular Biology Lecture

Structure and function of biomolecules; enzyme mechanisms; replication, transcription, translation; regulation of macromolecular biosynthesis; energy transformations.

prereq: 1 yr of organic chemistry

Hours 75 hrs,

Credits 5 cr

fall only

or

BIOL 71014 - Molecular Biology Laboratory

Isolation of RNA and DNA, construction and screening of DNA libraries, Southern and Northern blot analysis, cloning, DNA sequencing.

coreq: BIOL 71013 or comparable course in biochemistry

Hours 105 hrs lab and conf,

Credits 4 cr

Fall only

or

BIOL 75003 - Developmental Biology

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.

prereq or coreq: BIOL 71013 and BIOL 71401

Hours 60 lec,

Credits 4 cr

Spring only

or

BIOL 61000 - Workshop in Biotechnology

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.

prereq: BIOL 71000 or permission of instructor

Hours 30 hrs/wk for 4 wks,

Credits 4 cr

Biochemistry

Please consult Courses in Biological Sciences and Courses in Chemistry or the courses in the Biochemistry - MA program for additional required courses in the program

BIOCHEM U71010 - Advanced Biochemistry 1

prereq: a 1-semester course in biochemistry or equiv and physical chemistry

Hours 3 hrs,

Credits 3 cr

Fall only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM U71020 - Advanced Biochemistry 2

prereq: BIOCHEM 71010 or equivalent

Hours 3 hrs,

Credits 3 cr

Spring only, offered at the Graduate Center CHEM 64000 and CHEM 64100 may be substituted by BIOCHEM U71010 and BIOCHEM U71020.

BIOCHEM U75000 - Bioorganic Chemistry

Hours 3 hrs,

Credits 3 cr

Fall only, offered at the Graduate Center

BIOCHEM U77000 - Physical Biochemistry

prereq: Calculus, Physical Chemistry and 1 semester of Biochemistry

Hours 3

Spring only, offered at the Graduate Center

BIOCHEM 71100 - Basic Laboratory Techniques for Research in Biochemistry

Individual projects, arranged with at least two faculty members. Lab and conferences.

Hours 8

Credits 4

BIOCHEM 71551 - Seminar in Biochemistry

Hours 1
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BIOCHEM 71553 - Seminar in Biochemistry

Hours 1
Credits 1
offered Fall and Spring

BIOCHEM 71554 - Seminar in Biochemistry

Hours 1
Credits 1
offered Fall and Spring

BIOCHEM 79901 - Thesis Research

Credits (Master's) 1

BIOCHEM 79902 - Thesis Research

Credits (Master's) 2

BIOCHEM 79903 - Thesis Research

Credits (Master's) 3
offered Fall, Spring, and Summer Open only to students writing a thesis as part of the requirements

Tuition and Fees

Tuition and Fees

Effective Fall 2012

Detailed payment information is outlined with each semester bill and printed online in each semester's schedule of classes. The City University of New York has adopted the schedule of student tuition and fee charges below. All fees and tuition charges listed in this catalog and in any registration materials issued by the college are subject to change by action of the trustees of the City University of New York without prior notice.

Students who now live in New York State but have had an address out of the state must submit proof of New York State residency. New students submit their documentation to the Admissions Office and continuing students 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 10065. 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 will be issued from the Bursar's Office.

Tuition

New York State Resident

Master's (other than Social Work (MSW) and Doctor of Nursing Practice (DNP))

Full-time

\$4,34

Part-time

Excess hours

Master's in Social Work (MSW) and Doctor of Nursing Practice (DNP)

Full-time

\$5,74

Part-time

Out-of-State Resident

Master's (other than Social Work (MSW) and Doctor of Nursing Practice (DNP))

Full-time

Part-time

Excess hours

Master's in Social Work (MSW) and Doctor of Nursing Practice (DNP)

Full-time

Part-time

Please note: Two master's degree programs – audiology and physical therapy – formerly offered at Hunter College are now doctoral programs, administered at the CUNY Graduate Center. The master's programs are closed for new admissions. Information on tuition and fees for these doctoral programs can be found at http://www.gc.cuny.edu/prospective_students/viewbook/master_finance.htm

Fees

Mandatory Fees

Student Activity Fee (Fall & Spring only)	\$12.85
Technology Fee (Full-time)	\$100.00
Technology Fee (Part-time)	\$50.00
Consolidated service fee	\$15.00

General Fees

Late Payment Fee	\$15.00
Late Registration Fee	\$25.00
Change of program fee	\$18.00
Maintenance of matriculation (Resident)	\$180.00
Maintenance of matriculation (Non-resident and foreign)	\$295.00
Excess hours - contact hours in excess of credit hours - (Residents)	\$65/hour
Excess hours - contact hours in excess of credit hours - (Non-Residents)	\$85/hour
Duplicate Identification Card Fee	\$5.00
Special Examinations Fee - first each semester	\$25.00
Special Examinations Fee-each additional after the first exam	\$5.00
Thesis Binding Fee	\$15.00
Duplicate Receipt Fee	\$5.00
Transcript Fee	\$7.00
Readmission (except non-matriculated)	\$10.00
Readmission (non-matriculated)	\$125.00
Returned check/EFT Reprocessing Fee	\$15.00

Duplicate Diploma Fee

\$15.00

Material Fee

Certain courses such as laboratory or studio courses, have a material fee.

These fees are listed in the course description for each applicable course. The fees will be included in the student's bill and are payable to the bursar

Transcripts

Application for transcripts should be addressed to the Transcripts Division of the Registrar's Office with correct remittance. The Registrar's Office is located in room 217 North. (212) 772-4474

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 College. 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 certificates and other statements should also be addressed to the Registration Division of the Office of the Registrar.

Cancellation Policy

The college's cancellation policy is both published on our website (www.hunter.cuny.edu/bursar/tuition-fees/cancellation-of-classes) and detailed on student's online bills found on eSIMSs. The policy is also outlined in the schedule of classes.

Refund Policy

There are two types of student refunds. One relates to students who drop their classes during the first three weeks of classes and have overpaid and the other involves the calculation of Federal Aid earned for Federal financial aid recipients only.

CUNY Policy - General refunds

This policy relates to all students who withdraw from courses prior to the first official day of the fourth week of classes. The refund policy is as follows:

100% tuition and fees prior to 1st official day of classes

75% tuition only prior to 1st day of 2nd week of classes (fees are non-refundable)

50% tuition only prior to 1st day of 3rd week of classes (fees are non-refundable)

25% tuition only prior to 1st day of 4th week of classes (fees are non-refundable)

Return of Title IV (Federal Aid) Refunds

Students who completely officially withdraw or unofficially withdraw from ALL their class(es) who receive Federal Financial Aid are subject to a Return of Title IV Funds calculation. It must be a COMPLETE withdrawal. A withdrawal from one class is not subject to this calculation; however it can affect a student's eligibility to receive financial aid.

Federal law states that the amount of Federal aid earned is determined by the amount of days the student was enrolled in class(es).

The Office of the Bursar will perform a calculation for each student subject to these rules and send a paper notification in the mail to the student.

Students are expected to pay whatever liability is not covered by the amount of financial aid earned.

Students who earn more funds than are required to satisfy their bill will be sent a post-withdrawal disbursement notification so they can receive these excess funds.

Please note that students who officially or unofficially withdraw are not entitled to a tuition refund because withdrawal grades carry a liability like any other class.

Financial Aid Processing Center

Room 1605 East Building, (212) 772-5017

The Financial Aid Processing Center's (FAPC) primary role is to help students fulfill their tuition obligation by processing financial aid in coordination with the Bursar and Financial Aid offices. In addition to this role, this office administers Federal Work-Study Timesheets and Federal Perkins Loan Programs, processes emergency loans, monitors all accounts sent to collection agencies and maintains accountability over all financial aid funded book advances.

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